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English Major

THESIS SUBMITTED TO OBTAIN THE LICENTIATE DEGREE IN ENGLISH TEACHING

**THE USE OF TASK-BASED APPROACH TO DETERMINE  
EFFECTIVENESS OF ELLLO'S WEB PAGE AUDIO RESOURCES USING  
INTERACTIVE QUESTION-BASED ACTIVITIES TO ENHANCE  
SPEAKING FLUENCY IN ADULT STUDENTS OF AN INTERMEDIATE  
LEVEL AT ANGLO-AMERICAN HIGH SCHOOL DURING THE III  
QUARTER 2024**

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En mi calidad de persona tutora, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

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**Adriana Apuy Rojas**  
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**Estimado señor(a)**

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He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

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I want to extend my gratitude to my partner, who provided companionship during the development of this work, and to those students who actively participated in the activities to carry out this research work. For those who do not speak but express their affection with gestures, my dogs, thank you for your loyalty during this project. My best friend Sophia always showed genuine support, especially when I felt completely out of ideas. Finally, I wish to thank all those teachers who have been developing this work with their active participation, especially my tutor Adriana Apuy Rojas.

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## ABSTRACT

The purpose of this research is to determine the effectiveness of ELLLO's website in combination with the Task-Based approach (TBLT) to improve oral fluency in intermediate-level teenagers who are learning English as a foreign language. ELLLO's website is a site that allows having a variety of audio by categories (levels and topics). The website also implements activities as suggestions that teachers can use to increase the results of their students through the Task-Based approach, which allows group participation of students to have spontaneous learning through the different activities proposed within the strategy, which can be mentioned: Circle talk, problem-solving, questionnaires, debates, among others.

The study was conducted at the Anglo-American High School during the third quarter of 2024. This research employed interviews, questionnaires, and classroom observation of the four groups observed with a total sample of twenty students. The research shows that using ELLLO's website in interaction with the Task-Based approach is an effective and enriching method that gradually improves the students' oral fluency according to the data obtained from the instruments. It also demonstrates that it is possible to improve not only the students' fluency in class but also to motivate the participation and integration of the students due to the group dynamics and the naturalness of the group activities.

## RESUMEN

El propósito de esta investigación es determinar la efectividad del sitio web de ELLLO en combinación con el enfoque Task-Based (TBLT) para mejorar la fluidez oral en adolescentes de nivel intermedio que están aprendiendo inglés como lengua extranjera. La página web de ELLLO es un sitio que permite tener una variedad de audio por categorías (niveles y temas). El sitio web también implementa actividades como sugerencias que los profesores pueden utilizar para incrementar los resultados de sus alumnos a través del enfoque Task-Based, el cual permite la participación grupal de los alumnos para tener un aprendizaje espontáneo a través de las diferentes actividades propuestas dentro del enfoque, entre las que se pueden mencionar: Charla en círculo, resolución de problemas, cuestionarios, debates, entre otros.

El estudio se realizó en el Anglo-American High School durante el tercer trimestre de 2024. En esta investigación se emplearon entrevistas, cuestionarios y observación en clase de los cuatro grupos observados con una muestra total de veinte alumnos. La investigación demuestra que el uso del sitio web de ELLLO en interacción con el enfoque basado en tareas es un método eficaz y enriquecedor que mejora gradualmente la fluidez oral de los estudiantes según los datos obtenidos de los instrumentos. También demuestra que es posible mejorar no sólo la fluidez de los alumnos en clase sino también motivar la participación e integración de los alumnos debido a la dinámica de grupo y a la naturalidad de las actividades grupales.

# **CHAPTER I RESEARCH PROBLEM**

## **1.1 THE USE OF TASK-BASED APPROACH TO DETERMINE EFFECTIVENESS OF ELLLO'S WEB PAGE AUDIO RESOURCES USING INTERACTIVE QUESTION-BASED ACTIVITIES TO ENHANCE SPEAKING FLUENCY IN ADULT STUDENTS OF AN INTERMEDIATE LEVEL AT ANGLO-AMERICAN HIGH SCHOOL DURING THE III QUARTER 2024**

Education is constantly changing to improve and provide students with a better experience in their student life that allows them to learn in a way adapted to the needs and intelligence in the classroom. Education is key to creating integral people who contribute to society; thus, the teacher must always be updated about new tools or techniques that enhance learning in the classroom.

According to Hubert and Mompoint (2011):

The question of what education is all about and the kind of societal enterprise it is often is obscured when we face everyday routines and challenges in educational practice. Taking a step back, however, one immediately becomes aware of the immense impact education has on the way we live together in our societies and on the next generations' conditions. p.17

Following the ideas of the lines above, it is a clear example that with the changes that we suffer as a society with the new generations, it is important to be prepared to give a better education according to the characteristics of each generation. On the other hand, it is ideal to keep in mind that new generations of students periodically enroll in educational centers, but schools, colleges; and universities, and they become the epicenter of a society made up of hundreds of students.

The students that conform to an educational center, as mentioned above, are the future of a country, which is why creating comprehensive and functional people must be a priority for the workers in education. Nevertheless, due to all the personalities, different intelligences, and

groups that are formed in the classroom, it is a challenge that teachers must take every day when preparing their lessons to achieve appropriate learning in class.

Costa Rica is a country that is in search of integral learning and is currently taking advantage of emerging technology to promote a more active and dynamic education through different ideas from Technology that allow us to facilitate the work of the teachers. In recent years artificial intelligence (AI) has had a great boost to encourage the acquisition of information with much easier access by just asking in certain web pages, which allows us to have a lot of information and answers to the subject we are seeking. As KOK (2009) mentions IA can be defined as: “Artificial intelligence is a concern with the development of computers able to engage in human-like thought processes such as learning, reasoning, and self-correction” p.2

Classroom planning is an essential guideline for managing classroom time and activities with our students. This planning should have certain essential points such as objectives, learning outcomes, teaching activities, resources, strategies, and assessments (Savage, J 2014). The use of planning is a clue that teachers must have clear to run our classes successfully with various activities. However, sometimes teachers do not have enough time to make these plans and activities, thus, taking advantage of artificial intelligence tools is essential in the educational curriculum to prepare new tasks to enhance the students learning.

According to Flautly and Savege (2013):

Although we have said that the principal purpose of the lesson is learning, it is clearly the case that for learning to flourish, teaching must be appropriate to the subject matter in hand, and to the type and nature of the pupils in the class for the lesson. For these reasons, among many others, it is logical for you to think about the sort of teaching you will be doing to facilitate the learning you are devising in the lesson plan. pp. 11-12

As teachers, we must be present for our students and always remember that beyond learning, we must facilitate the growth of new skills in each student since the level of understanding or prior knowledge of the subject may be different for each student. Focusing on new techniques is essential for the teacher's work because with them, we will move education to

a more comprehensive and dynamic level and take it to a new level where many students feel satisfied with the learning given, bringing new learning strategies to the classroom.

### **1.1.1 Background of the Problem**

To obtain more details of the topic proposed by the researcher, a search of three previously published theses was conducted to give more emphasis and to discover challenges, conclusions, and recommendations given by the authors of the theses that could facilitate the research work.

The first thesis that was analyzed was “Teaching Strategies Needed to Improve the oral participation of Adult EFL learners according to the Standards of the MEP at CINDEA Moravia”, which has focused on continuous improvement through various speaking techniques to improve the quality of fluency of adolescents in a public night institution, the author Carolina Ramirez Guerrero found within various observations a problem directed to the ability to speak. This thesis focuses on analyzing various techniques in search of the best improvement for speaking.

The target population was over fifteen years of age. The research proposes a series of different instruments to perform her objectives. She emphasizes observation of the class to establish the class dynamics. A questionnaire to collect information about the level of English of the studied class referring to the oral participation using the target language. In addition, the author takes an interview with the teacher in charge to know which techniques are used within the class for the improvement of the language, and thus to obtain a booklet to facilitate speaking class participation.

The researcher sets a series of specific objectives to achieve her goals. Her first aim is to determine what techniques are used in the institution to improve speaking, and the writer seeks to explore the level of complexity that the students managed to improve fluency, accuracy, and vocabulary. Once these two objectives are achieved, the researcher analyzes the complexity of the CINDEA programs and the oral production of the students, and with these objectives clear, she provides the CINDEA of Moravia with a booklet for the improvement of fluency techniques.

Within the results and recommendations, the author mentions that knowing the different intelligences that each student may possess is essential to create an adequate adaptation to the activities that should be carried out in the classroom. Additionally, carrying out dynamics at the beginning of class is a factor that should always be considered for the activation of knowledge before studying the topics planned in class. In addition, the use of didactic materials such as photocopies is crucial to encourage students to participate in class without forgetting the strategy of group dynamics to facilitate student participation.

The second thesis consulted was written by Fabiola Obando Marengo with the topic “The impact of Kahoot and Wordwall as tools to improve the speaking skills of students from section 8-4 at Liceo Diurno de Guararí in Heredia during the third quarter of 2022 and the first quarter of 2023”. The researcher detected the need to use technology in the classroom due to the large audience of virtual classes, and thus took advantage of certain applications such as Kahoot and worldwall to improve speaking skills in the classroom either through virtual or physical classes.

To conduct this research, the researcher planned some instruments. The first instrument used was observation, which was intended to observe the students' command of English and how they reacted to certain activities that involved the use of speaking. Additionally, it assessed the behavior of the students in the activities and how they performed in class. The second tool was related to an interview with the teacher in charge to visualize how he/she used technology in class and if he/she used applications such as worldwall or Kahoot to promote speaking skills.

The population that was studied were eighth-grade students who may be around 13 to 14 years old in a public school where the students indicated that they have a basic level in the target language English. To develop the thesis, several objectives were proposed. The first was to identify the use that can be made of Kahoot and Wordwall in class. The second objective was to investigate how these two applications help in improving speaking skills in class; the last objective was to determine the advantages and disadvantages of using these tools in class for the improvement of speaking skills.

At the time of obtaining the data and examining the information resulting from carrying out this research, the author comments that the use of technology in class is something that is not really in evidence in the educational center where the research was carried out. In addition, it is notable that in the interview with the educator in charge, the use of internet networks is necessary so that those students without internet could not carry them out. Besides, it is remarkable to mention that not all students can access electronic devices to perform activities. The use of technology applications not only helps to encourage speaking skills but also encourages students to participate more proactively in class since it is something new for them.

Finally, the researcher proposed that it is fundamental that before carrying out any research to use technologies, the investigator must be aware that students must have access to the internet and electronic devices to perform all the activities proposed by the teachers. On the other hand, it is advisable to examine more than one group to be able to compare the results of two groups to have more subjects of study and more accurate results to provide more facts about the use of the application in class and how it facilitates the learning process in class when it is used adequately.

The last thesis that was reviewed was “Analyzing the Implementation Of M-Learning as a Way to Learn Vocabulary and Improve Oral Communicative Skills in Seventh Grade Students in Complejo Educativo Nueva Esperanza in the Third Trimester Of 2017” Which Was Written by Marilyn Tattiana Cubero Alvarez. It has a focus on using websites or apps to facilitate English language learning through the areas of speaking and vocabulary acquisition for students.

The author of the thesis explained how the use of technology is becoming increasingly demanding and how to take advantage of every resource that teachers have at hand. The author defines M-learning as the use of applications or web pages to help improve the class through these tools that allow a more proactive class. Technology allows the integration of new tools or activities for students to have exposure to the target language in a more prepared way to the real world that is coming soon.

The research population on which the researcher focused was seventh-level students in the educational sector due to the ease of adapting and molding these students to new classroom techniques. The first tool that the teacher used to carry out this work was a classroom observation to identify the use of English in class. The second tool that was proposed was a questionnaire to collect information about the use of technology in the classroom and to recognize how the students felt when it was used in activities. The rubric as an instrument was fundamental to measure the impact acquired from applications or web pages in the classroom to improve speaking skills.

Four objectives were planned for the research. The first was to describe the participation of teachers and students when using telephones to teach the class. The second objective was to recognize strategies where technology could be used to acquire new vocabulary in class. The author went on to mention that the use of learning new vocabulary through M-Learning applications to make classroom planning and its impact in the seventh grade was evaluated. Finally, a communicative plan based on the implementation of the use of M-learning was proposed to improve the acquisition of new vocabulary and improve speaking techniques in the target language.

The researcher mentions that after applying the instruments, several conclusions became known, among which the following: Students are not accustomed to using technology in class to help in learning because not all of them have access to the use of internet, or devices. On the other hand, they mentioned the disadvantage of relying on electricity. Sometimes their devices are not charged, thus they cannot participate in class when necessary, using their devices. The students commented that the main website or application used for vocabulary acquisition is Google Translate. The teacher mentioned that the use of M-learning applications is not considered in their planning or that they are not aware of the wonderful use that can be made of technology in their planning and class activities.

At the end of the thesis, the researcher proposes that the teacher in charge of the class should measure each activity's difficulty level before carrying it out with the students and that monitoring the students' progress is essential. Although electronic devices can distract students,

they are a reliable source of material for classroom activities. Still, the institution must provide resources such as the internet or devices to be used in class. Comments that speaking in one language requires interaction with other people since we as individuals can improve grammar, reading, and listening.

### **1.1.2 Justification**

Learning a new language is a long road that we must take seriously and with enthusiasm. Learning English is a way that allows us to relate to many people who are of different nationalities, but with the level of English, it is possible to communicate positively and fluently by being able to convey ideas clearly and assertively.

Following the idea above author Kumar, 2020 does not comment on the following:

Learning is an activity that fulfills our dreams. We can get all types of knowledge and information, skills only through learning. But many people who start to learn English; they either fail or give up before getting fluency. When they try to speak English, they find it difficult to make a conversation and become frustrated p. 2

As the previous author describes, learning a new language is a way to fulfill new goals. During The communication process, we may encounter certain situations that lead to failure or disappointment in not being able to successfully carry out conversations in real life or in classroom activities that involve speaking as a goal. (Peterson, 2021). Being able to interact with people is essential to develop our speaking skills, however, we can use other resources that encourage oral participation through discussions or questions that lead us to think in the target language that contribute to the development of our speaking skills.

Speaking skills are essential for students who are learning a new language. It is crucial to have a partner or practice group that contributes to improving this skill. Considering this, teachers must search for new options to facilitate student learning. The researcher proposes the application or web page ELLLO, which is a database of different audios. This resource will allow students to listen to various people speaking the target language and enable teachers to

conduct various classroom activities. These activities should aim to discuss in groups what was heard in the ELLLO audios.

Based on Hill (2020):

Fluency is the ability to be able to hold a conversation with confidence, to use the correct word and combination accurately, and to do it all with easy confidence. You are fluent in your native language, and you do not consciously think of which words to use, and how to group them together because it is second nature to you. That is the core definition of fluency. p.17

Following Hill's idea, to develop fluency, it is of utmost importance for the instructor to find new techniques that facilitate the integration of small talk in class using questions or individual opinions of the students about a specific topic. Therefore, bringing to class audios that allow the integration of small questions after listening to those audios will have a positive impact since students will be forced to think critically about what they heard and how to formulate their thoughts before they speak to accommodate words for their ideas to be transmitted correctly to the class group and professor.

### **1.1.3 Problematization**

English is a language that many young people and adults wish to learn today, but there are too many obstacles related to the area of speaking because some students feel that the teaching mechanisms do not favor this essential skill in the target language. Therefore, they feel blocked and without progress strictly linked to this area, which creates an unfavorable environment for the improvement or continuation of their studies of a second language.

Considering the previous idea, teachers must be updating themselves to be successful in facing new barriers that students indicate they have; thus, using new methods or approaches for English language learning becomes a necessity for the innovation of our English classes. Based on Mangal and Mangal (2019) "The advancements in science and technology and their applications have yielded rich dividends in almost all matters to the organization and management of the process and products of education" p.13

Following the author's previous idea, the use of technology is increasing, and it is our duty as teachers to use these new tools in our classes to enable innovation. Therefore, being able to use an IA to create lesson plans at levels focused on the speaking area with an intermediate or advanced level could generate a positive impact on the classroom, students, and teachers. The use of AI would allow in an easy and accessible way the creation of lesson plans that contain activities focused on the topics that need to be covered in class and be able to perform each activity more efficiently and effectively.

The use of technology is a tool that can facilitate the work that teachers need to prepare our classes. Technology is there to help us, so we can use it to our advantage and see it as a friend that helps us to generate content for our classes in a new way that helps us to innovate and try new things in our classes. Although AI allows us to create a lot of material, it is worth mentioning that the human side is a key point teachers should use to modify what these tools propose.

Teachers prepare their classes in advance to be able to have control of the class and control the group dynamics, however sometimes due to the large amount of work that educators have, they are not able to develop adequate planning with the skills that are necessary for the class to run smoothly. Johnson (2017) brings the idea that there will be topics that should be taken from different perspectives according to the vision of each teacher, who will decide if excessive information is being provided, or if there is a lack of information to provide effective teaching.p.31. On some occasions, the educational centers oversee planning to avoid the overload of teaching work. However, if the planning is done by the schools, there will not be an accommodation because the needs of the students are not linear and may not be as planned as they should be, and having planning already done does not allow for modifications that are detrimental to classroom learning.

Despite the different technological resources that exist, if teachers are not able to take advantage of these resources in an efficient and straightforward way, the result is not satisfactory when it comes to integrated learning in learners. Therefore, having a base of audios with different daily contexts becomes a necessity for students to improve their listening skills, and in

turn, these audios can be used to encourage discussions or conversations in class about what each audio is about to generate an integrated learning with an emphasis on speaking fluency.

Therefore, being able to use a tool such as the ELLLOS web page becomes extremely important, although if a didactic strategy that facilitates the use of this tool for the correct improvement of fluency in class is not proposed, it will remain an unexplored and inefficient resource to achieve the objective of fluency in class. Therefore, the researcher proposes to use the Task-Based learning approach that emphasizes learning through tasks that allow critical thinking by creating or producing something in class, moreover, this approach allows improving communication skills, collaboration, and creativity. (Corwin 2022).

This study proposes the use of the ELLLO's web page, which contains many audio and speaking activities, and through the role of the facilitator, can create new questions. Those questions contribute to a class discussion through the Socratic Method, which can lead to critical thinking that facilitates the improvement of fluency in the classroom through dynamic and interactive activities.

## **1.2 PROBLEM STATEMENT**

To assess the efficacy of integrating ELLLO's Web Page Audio Resources with interactive question-based activities within a Task-Based approach to enhance speaking fluency among intermediate-level learners during the III quarter of 2024, addressing the fluency deficit observed in the classroom.

### **1.2.1 Hypothesis**

If professors use a Task-Based approach with ELLLO's Web Page Audio Resources and Interactive Question-Based Activities, it will significantly enhance the speaking fluency of intermediate-level adult students at Anglo-American High School during the III quarter of 2024

### **1.2.2 Research Question**

What is the effectiveness of integrating ELLLO's Web Page Audio Resources with interactive question-based activities within a Task-Based approach for enhancing speaking fluency among intermediate-level ESL learners during the III quarter of 2024 at Anglo-American High School?

## **1.3 OBJECTIVES**

### **1.3.1 General Objectives**

To determine the effectiveness of using ELLLO's Web Page Audio Resources and interactive question-base activities within the Task-Based approach to Enhance Speaking Fluency in students of an Intermediate Level at Anglo-American High School during the III quarter of 2024.

### **1.3.2 Specific Objectives**

1. To establish the initial speaking fluency level of intermediate-level adult ESL students at Anglo-American High School during the III quarter of 2024.
2. To identify the impact of integrating ELLLO's audios to enhance speaking fluency after the intervention of question-based activities in students of an Intermediate Level at Anglo-American High School during the III quarter of 2024.
3. To determine student fluency level by assessing participation and engagement with the audio resources and interactive activities in students of an Intermediate Level at Anglo-American High School during the III quarter of 2024.
4. To describe the results obtained through the analysis of the use of Task-Based approach to Enhance Speaking Fluency in students of an Intermediate Level at Anglo-American High School during the III quarter of 2024.

## 1.4 SCOPE AND LIMITATIONS

### 1.4.1 Scopes

This research will focus on the implementation of ELLLO's audio resource to improve the fluency of students who are at an intermediate level as a strategy to enhance speaking fluency at Anglo-American High School Institute. The population of this investigation is two groups formed by 10 students who are at an intermediate level of the institute, and they focus on speaking skills.

The learners are from an institute of languages, and they are in an intermediate level of English and their ages are between seventeen years old and fifty-two years old. To address this investigation is present the website ELLLOs has several numbers of audio to listen to; some Task-Based activities can be conducted after the audios are played to enhance speaking fluency as many students are struggling to speak in English even though they are at an intermediate level. The purpose of this research is to find out data that can help the investigator use this kind of website to improve speaking skills with interactive audio and activities that facilitate conversation in class. This researcher expects to achieve the following objectives at the end of the study:

1. Report the methods used to obtain data on initial levels of oral fluency, integrating ELLLO audios, and learner engagement with the audio resources and interactive activities.
2. Describe the analytical techniques used to analyze the data collected, including methodology for measuring fluency levels and determining the impact of interventions on verbal fluency.
3. Illustrate how data analysis results will help understand initial fluency, evaluate ELLLO audio effectiveness, and explore engagement's impact on fluency
4. Discuss the potential implications of the study's findings for ESL education, curriculum development, and instructional practices at Anglo-American High School Institute, as well as teaching and learning techniques.

5. To address how the results of the study can be applied beyond the specific context of Instituto Anglo-American High School and intermediate-level adult ESL students.

### **1.4.2 Limitations**

One of the possible limitations that can be found in this study is the scarcity of lessons that many language institutes have since they only offer less than 2.5 hours a week to teach the target language to students who desire to learn. Therefore, it is estimated that accommodation must be added to the curriculum to integrate speaking activities to improve fluency effectively and efficiently.

On the other hand, we also contemplate the shyness or poor participation of students in activities that involve speaking in the studied language. The low acquisition of words in the English language, and the embarrassment of pronouncing words in the wrong way, can lead to a situation where students avoid participation because they do not feel in a safe environment in the classroom to speak and make mistakes.

Furthermore, due to the wide variety of ages in the class, it will be a challenge. It is more likely that young people are more willing to participate in speaking tasks because they are usually more extroverted, and those over 35 years of age may not want to participate, as they are more willing to take conservative methods. Consequently, there may be a limitation when performing speaking activities for the improvement of fluency due to age.

## **CHAPTER II THEORETICAL FRAMEWORK**

## 2.1 HISTORICAL CONTEXT OF THE INSTITUTION

The history of the institution where this work was carried out started 18 years ago. The language school known as Anglo-American High School opened its doors in 2006. This institution is in the heart of San Jose, Costa Rica, in the ALDE S.A. building, Avenue One, next to Instituto Jimenez, on the sixth floor. The institution's director is Prudencio Quipe, who is from Peru and has lived in Costa Rica for many years. (Lopez, L personal communication, December 14, 2024)

This institute's target audience is young people in high school. It is important to mention that the institute also opens its doors to adults who are already working and wish to improve their language level for a better job. The Institute now has a total of five English teachers working. The institute's office hours are Monday through Saturday, and courses are offered from 8 a.m. to 8 p.m., depending on the modality the students wish to enroll in.

In the beginning, the institute was able to position itself in a market with more than ten English teachers working in the educational center. Still, due to the pandemic that began in 2019, the institute experienced a difficult situation due to the closure of its primary market and prevention measures since the virtual modality was not being carried out. Despite the difficult times the institute went through, it evolved by adding virtual modalities and expanding its market again, incorporating more teachers and virtual and face-to-face modalities.

The curriculum offered by the institute in English is six levels with an estimated duration of seven months each. Levels one to two teach tools based on grammar, listening, and vocabulary. Finally, it is expected that upon reaching level three, the student will begin to develop speaking skills because, from level three onwards, students are expected to be at an intermediate level of the language and develop their speaking skills to face a successful working life in this language.

## 2.2 THEORETICAL FRAMEWORK AND CONCEPTUAL CONTEXT

### 2.2.1 Speaking skill

According to Williams (2018): “Speaking can be viewed in two parts, creating a talk and performing a talk. Creating a talk entail everything you do before you speak while performing a talk entails everything that you do as you engage in a speaking” p.1

By keeping the author’s idea mentioned; speaking is a fundamental tool that allows verbal comprehension between two or more people, which enables proper and efficient communication when a message is to be transmitted. Being able to speak fluently is a skill that we improve and learn over the years; therefore, it happens in a spontaneous way when we are interacting. By being able to express ourselves coherently, we can share our ideas and thoughts, which means that we can share accurate and pertinent information that is necessary for verbal coexistence.

Following the idea described above, being able to speak is a natural ability to which we are exposed from an extremely youthful age due to the great contact we have with speakers. Being in continuous exposure to a language allows us to understand and rationalize how to start dialogues through repetition and observation of those people who can formalize ideas with which they transmit information. Through these large exposures to speech, we will be able to gradually begin to form our conversations, and through the continuous correction of those around us who have a more extensive knowledge of the language we will receive corrections and feedback to improve our speaking skills.

Now that we are familiar with how speaking is developed through two parts, the creation and the execution part. It is necessary to focus on those who are learning a second language since in many cases these learners are not as exposed to the language as we have been since we were children with our mother tongue. By not being in such frequent contact, the learning and correction of the target language sometimes do not develop effectively or efficiently so many

learners may feel that they have an overwhelming setback when trying to improve their language skills related to speaking (Peterson, 2021. p.1).

Based on International journal studies in English language and literature, which is cited by Peterson (2021 p.1):

Teachers are unaware that studying vocabulary items and grammar rules by students is not enough for improving students' skills. Teachers are not aware enough that focusing on teaching in that form does not necessarily result in using it, and that is why students need to be engaged in communication to improve their speaking skill.

Speaking properly in our mother tongue or a second language is not only an ability to know the grammar that applies to that language but also vocabulary to express ideas. Having these two skills mastered is a significant role in communication. However, it is essential to be prepared to develop other skills that allow the person or student to be successful in communication. On the other hand, speaking is one of the four primary skills that English must convey communication and message (Nafa, 2023. p.1). Nevertheless, we must consider that each of the four main skills may have different sub-skills.

### **2.2.2 Sub-Skills of Speaking**

When developing speaking skills in those who are learning a second language, the teacher or staff must understand that it is not only the ability to be communicative but also that it expresses many more skills that together allow the strengthening of speaking. If the sub-skills that encompass speaking are correctly analyzed, the instructor will be able to reinforce them to create an integral knowledge of the language.

Speaking is the process of creating oral meaning through the transmission, collection, and processing of information. Correct pronunciation, appropriate grammar, and vocabulary adapted to the discourse or social context in which we find ourselves, in addition to good interpersonal skills with active listening, leads to a coherent and consistent dialogue when speaking on the part of the speaker (Nafa, 2023. p.2). Possessing all the aspects mentioned above, the trained staff

would be better equipped to identify which of the following characteristics their students are having trouble with to create a suitable strategy for the correct classroom learning to improve speaking skills.

Considering the previous lines and the author's idea, we notice that different topics might cause difficulties for a student in developing his/her speaking skills due to the contrast and variety of topics in class. If we break down these speaking proficiencies, we could indicate that the main ones are Fluency, Accuracy, Pragmatics, Phonology, and Interpersonal skills. Each of these sub-sectors is important for the proper functioning to encourage speaking in class and instructors are capable of able to find the root of a student is running behind in this vital ability.

### **2.2.2.1 Fluency**

Fluency refers to the term of being able to speak logically without being planned or practiced (Nafa, 2023 p. 46). With this clear idea of how fluency is understood, it is of extreme significance to be clear that there should be no preparation on the part of the person when starting a conversation, nor having practiced beforehand the words he/she wishes to use. When we meet the two rules mentioned above, it is possible to say that a person is competent to handle a fluent language since he/she is logically capable of thinking and initiating a conversation or being able to answer questions spontaneously that also fully make sense.

Fluency is a necessary part of speaking to learn a new language. We are told different barriers can contribute to the fact that we are not advancing in the process of our fluency. These include our age, the more adults we are, the more difficult it can be to learn a new language, and it is associated with difficulty in studying, the lack of listening to podcasts, movies, and series in English, and the little use we make of technology to find websites in which we can practice fluency (Nelson, 2018. pp. 5-6-7).

Several barriers can compromise our ability to improve our fluency in English. However, within these same barriers mentioned by author Nelson, we could see the area of improvement; if we are adults, we can practice more to become better, and at the same time, we may use technology to encourage strategies to improve our English fluency. In other words, technology becomes a friendly tool for the student and teacher to seek new techniques to facilitate learning.

### **2.2.2.2 Accuracy**

Nafa comments, “This requires practice using specific words, phrases, structures, and pronunciation accurately and precisely. It also concentrates on the correct usage of structure and vocabulary” (2023, p.44). Speaking with precision does not refer to speaking using any word that comes into our heads. It is the act of using the proper words in the right context and using the quantity necessary for our sentences to make sense without overusing them or using words that do not fit the speaking content

Accuracy is essential in many aspects. Speaking clearly and with the right words at the appropriate time will help us avoid misunderstandings, thus avoiding misinterpretation of the information we intend to communicate. In other words, we must be skilled in the target language's grammar, vocabulary, active listening, comprehension, and pronunciation. As we observe, accuracy is a multifaceted component surrounding this sub-skill of speech.

### **2.2.2.3 Pragmatics**

Pragmatics is associated with Linguistics, which refers to the meaning we give to words depending on the context (Leech, 2016. p.5). Considering the meaning of pragmatism in linguistics, we might start with two ideas. The first one is related to how we express ourselves and the meaning we want to give to each word according to the linguistic context that we as individuals have. The second refers to the meaning that a receiver understands about the words or sentences that the speaker is making.

To express our thoughts assertively is crucial in a language, however, due to the multifaceted nature of a language, it is always possible to encounter situations that carry several meanings. It is getting cold; depending on the intonation and interaction of two people speaking, it is often possible to understand the message in two ways. The first refers to just commenting that it is getting cold or indicating that if there is a window or door open, you wish it to be closed. Even using positive expressions in negative moments, such as being fired and saying Oh great, indicates disappointment rather than something positive. As evidenced in the previous

examples, whether a meaning can be implied depends entirely on the speakers and the context of the situation.

#### **2.2.2.4 Phonology**

Teaching fluency in a new language is not a sub-skill rooted in speaking, as it is possible through the other three main skills to help us improve oral proficiency. Phonology is an essential element since for a message to be delivered successfully it does not depend on the correct words, grammar, and pragmatism, but rather it is imperative that each word spoken must have its proper pronunciation and with it an intonation. By meeting both criteria (pronunciation and intonation) the speaker's message will be received without misinterpretation of other unwanted words, which increases the sense of fluency of the conversation.

Based on Chapelle and Sauro (2019):

The concept of L2 fluency depends on a series of relative time measures such as the delivery speed and the length of the utterance, the number of pauses, repetitions, lexical lapses, or discontinuities/respect to these factors, let alone L2 learners, making these constructs difficult to pin down in absolute terms when assessing L2 speaking proficiency. p.109

Following the previous comment, it is appropriate to know that the lack of fluency may be present due to the pronunciation of the students, since they are aware that their words will not be pronounced properly, generating a sense of nervousness and anxiety which ends in a low fluency due to the lack of confidence they have.

#### **2.2.3 Teaching Strategies to Enhance Speaking Fluency**

Teaching strategies are a tool that we teachers use to facilitate our work and to improve or teach specific topics, which creates a dynamic and integral class for teaching. A class strategy or teaching method can be defined as the different steps that we will follow to correctly execute an activity for students to learn a topic or more than one. It is necessary to consider that these steps should be pointed out as best as possible and additionally know that we will find limitations

when it comes to executing them since all students have knowledge or ways of learning that are different from the rest of their peers (Johnson, 2017, p.17)

As discussed in the previous paragraph, teaching strategies are relevant to be used in class, as instructors are available to fully address how the class should flow, which helps to determine if the method used during class is suitable depending on the content. Teaching activities are always employed to benefit students, and not only apply a class that is related to providing information, but also to apply it through different activities that allow the development of students, and at the same time, allow the teacher to be a resource that provides adequate tools for the educational enrichment.

Based on the above precedents, educators should not aim at learning measured by numbers or a test that tells us if a student can handle a subject. Instead, we are searching for comprehensive learning that allows the formation of people who are prepared for society and the future. Therefore, the knowledge taught shall strengthen the students' skills. On the other hand, Szyszka (2016) mentions that teachers should know which skills students want to develop according to their needs p.10. For example, the needs of each student may be different, as a specific student may be looking to improve their accuracy in formal contexts, as their job requires them to be formal, while other students may be looking to improve their fluency because they are preparing for a national speaking exam. With the two situations described, it is fair to understand that the needs may vary for each student. Therefore, it is important that the teacher can create accommodations according to each student's needs for the class to be enhanced to each student's needs.

There are a variety of activities or strategies we may use in class to increase speaking skills. Depending on the skills or needs of the student, the teacher should look for the best option to develop his/her classroom strategy. Among the options available to improve this skill, Nafa 2023 comments on the following that can be developed: pre-and post-speaking activities, dialogues, role-play, simulation, opinions/ideas, problems and solutions, talking circle, questionnaires, encouraging noises, theories, debate, among others mentioned. p. 27-43

As described above there are a wide number of different activities that we might use in class to increase our speaking level. Additionally, if the teacher makes accommodations for these activities, we will be able to work on different sub-skills of speaking depending on the creativity of the instructor. Since we are working on the sub-skill of fluency using audio, it is fundamental to know that the most effective activities to use these two variables together with activities would be, questionnaires, role-plays, opinions and ideas, talking circles, and theories. These teaching strategies to promote speaking allow us the interactive integration of using audio and executing the activity.

#### **2.2.4 Incorporating Real-Life Speaking Audios and Scenarios to Enhance Fluency**

Fluency is a multifaceted sub-skill as previously mentioned so to develop it, it is necessary to know how other skills play a necessary role in its development. Fluency is not only rooted in the ability to speak, but also involves aspects such as accuracy, phonology, grammar, vocabulary, and pragmatics, but we must also consider active listening as an additional quality that every speaker must possess. If a student can listen to audios where the target language is used, and at the same time, he/she can distinguish grammar, and acquire new vocabulary and context of the situation. It will allow him/her to start a conversation based on what he/she has previously heard. Based on Prinz "...To develop your speaking skills, it is equally important to become an active listener. Listening actively involves paying close attention to the speaker, interpreting their message, and responding appropriately. This skill not only helps you understand the context of the conversation, but it also allows you the engage in meaningful dialogue." (2024, p.22)

The power to understand an audio or a conversation in the language we are learning not only facilitates the understanding of a topic, but also contributes to reinforcing topics, such as the acquisition of new vocabulary, grammar, and intonation, since we are in a moment where the speaking is transmitting all these concepts at the same time. However, it is worth analyzing them from the perspective that if we incorporate audio in class, it will help us to promote critical knowledge through strategies that allow dialogue through the audio listened.

If we encourage conversations by playing recorded audio, it enables us to ask basic questions such as what did you understand from the audio? What was happening in the audio? In what scenario do you think this conversation is taking place? What do you think about this conversation? Although they may seem like basic questions, they allow for critical thinking that generates debate in class, forcing students to pay attention, understand the audio, and improve fluency through answering questions, and those topics are the ones that they may encounter in their daily lives.

### **2.2.5 The Task-Based Approach**

To teach a second language, there are a variety of methods that teachers should be aware of. However, each of these approaches may differ from each other because they have different approaches, activities, and strategies for the acquisition of a new language. In this section, we will focus on the Task-Based approach, better known as TLBT, according to Ellis, Skehan, Shintani, and Lambert 2020 “The Task-Based language teaching (TBLT) constitutes an approach to language teaching that prioritizes meaning but does not neglect form. It emphasizes the importance of engaging learners’ natural abilities for acquiring language incidentally as they engage with language as a meaning-making tool; it thus contrasts with structural approaches that emphasize language as an object to be systematically taught and intentionally learned”. p.1

As previously mentioned, using the TLBT approach in the classroom is a method that allows the teacher to expose students to a new language, where they can develop their skills through activities that allow spontaneity and naturalness to be executed in class. It is recommended that the strategies are developed without pressure or that the students feel forced to work on them as if it were a job they do not want to do since this teaching method emphasizes the acquisition of the target language by accident. When we say by accident, we mean that the student finds areas of improvement or that he/she improves by executing the activities without being forced to learn them.

An interactive class is one where the teacher helps to direct the class efficiently and effectively so that students can learn by being encouraged to perform the practices and activities

proposed by the professor. When students are willing to learn and acquire information, this will facilitate the flow of the class (Nash, 2019, p.6). An interactive classroom in which students are involved in learning is ideal for applying the Task-Based approach. Students are constantly learning by doing activities that facilitate the acquisition of the target language, and learning is constant, which keeps the class cooperative and successful.

As we have discussed, one of the biggest advantages we have when applying this method is that if the students are cooperative, it will allow us as teachers to carry out activities where learning is in groups. This interaction in groups allows the learning to be collaborative, which encourages learning in support of the shared knowledge of all the students.

#### **2.2.5.1 Learning Activities to Teach English Fluency in TBLT**

Classroom cooperation and students' willingness to perform activities are two crucial factors that are needed when applying Task-Based Language Teaching (TBLT) in the classroom. As mentioned, being able to learn by accident is a quality that is achieved by making the class preparation smooth and unforced. If there is abundant participation in class by the students, it will allow more communicative and cooperative learning when different activities are performed, eventually, this cooperation will allow students to make their corrections or share their acknowledge in class, which other students can take advantage of to acquire different words, learn different grammar rules, or improve speaking skills.

Within the different strategies or activities that we will provide in the following lines, we must always maintain the idea that these are thought of in Task-Based language method. In addition to the use of improving fluency in class, a sub-skill of speaking skill. Due to the immense variety of existing activities possible to be performed in class by the instructor, it is utmost that we should remember to encourage class participation; this participation must be voluntary and natural, which allows the acquisition of new skills spontaneously and collaboratively.

### **2.2.5.1.1 Pre and Post-Speaking Activities**

The use of a pre-speaking activity is to encourage prior knowledge on a specific topic to be evaluated in class. This can be developed through brainstorming or using illustrations to have students talk briefly about their knowledge related to the topic. (Nafa, 2023, p.27) The use of these pre-warming activities is useful to let the students know what topics will be studied in class and to evaluate the knowledge that students have.

The use of post-speaking activities is a strategy that can be used to improve accuracy or fluency. This should be done after a pre-speaking activity because when students are aware of the topic that will be discussed in class, post-speaking activities can be done where students have thought ahead of time about words or ideas that will be useful, which increases fluency and accuracy (Li, 2017, p55).

### **2.2.5.1.2 Dialogue Activity**

Dialogue is not just a group discussion of specific topics. This technique focuses on conversations of interest that encourage students to acquire new vocabulary and force them to think critically before giving an opinion, which contributes to improving fluency and accuracy in thinking through how their ideas should be addressed and implemented. (Juzwik, Borsheim-Black, Caughlan, and Heintz, 2015, p.1)

### **2.2.5.1.3 Questionnaires**

The use of questionnaires is an effective technique for sharing different points of view through the exchange of ideas, which leads to shared and collaborative learning (Nafa, 2023, p.35) Due to the great flexibility of this strategy, the teacher is allowed to make accommodations according to the student's needs. In this case, if it is desired to improve speaking fluency specifically, it is possible to ask self-directed questions to a student or group, which facilitates communication and critical thinking before indicating the answer.

#### **2.5.1.1.4 Role-play**

Role-play is the act of creating simulation of situations imitating characters. (Lim, 2019, p.125) The use of role-play techniques is an activity that allows the student to acquire specific vocabulary, in addition to being able to play different characterized roles. The use of Task-Based teaching is ideal to encourage group work and to create an environment where the English language is used to prepare the dialogues through the cooperative help of everyone in the group.

#### **2.5.1.1.5 Problems and solutions**

Nafa 2023 comments, “This is a group-based activity where teachers present a problem and ask students to debate and suggest solutions for it. This task can be made more challenging by asking students to probe into the impact of this problem on their lives to personalize it. This technique will pave the way to develop multi-dimensional discussion with the diversity of ideas that enrich the discussion.” p. 31. The use of this type of technique facilitates teamwork and continues to contribute to collective feedback among students through the TLBT.

#### **2.5.1.1.6 Talking circle**

Through this activity, students are allowed to feel the freedom to express their ideas and thoughts without feeling that they may be criticized or singled out by their class group. (Nafa, 2023, p. 34).

#### **2.2.5.1.7 Situational Conversations**

The use of this activity is remarkably similar to problem and solution. The teacher will provide a hypothetical situation that allows the group to elaborate ideas or thoughts using situational-based conversations (Nafa, 2023, p.40). Through this technique, professors might use audio or readings that have a story or conversation. Based on these situations, teachers could ask questions that allow the student to think about what they would do in those situations.

### **2.2.5.1.8 Debate**

When we think of debate, it is the idea of sharing ideas, but it does not only involve the sharing of viewpoints, but we should also think of it as a package that involves critical thinking, research, reading, personal skills, empathy, accuracy, fluency, and active listening. ( Roland, Davis, Zorwick, and Wade 2016, p.5)

The techniques mentioned above are just a few of the many that may exist in the use of the Task-Based teaching method. However, we have mentioned the ones that we believe can be most successful through the variables of improving fluency through audio. TLBT allows for impressive performance in class through natural and spontaneous learning that can take place through an excellent teacher's leadership, coupled with the teamwork of each group in class.

### **2.2.5.2 Impact of Task-Based Approach**

The application of an English method in the classroom is a key to success for students in their search to learn a new language. The correct choice of activities and strategies combined with successful planning through the Task-Based teaching approach will allow students to have a productive learning experience in which they will be aware of their progress without feeling forced into an activity or teaching strategy that is not to their liking at the time it is carried out. Through this task, the student should be conscious of their natural and spontaneous learning. To enhance accidental learning in class, it is fundamental that the class is cooperative and friendly for all students to feel free to participate.

There exists a theorem known as the infinite monkey theorem, which states that if we sit a monkey for an extended period at a typewriter, and it has someone typing, in a brief period, the monkey will even be able to type Shakespeare's complete work. (Saxton, 2017, p.28) When analyzing this theorem in detail, we realize how it is applicable in the improvement of fluency, since if students are listening to audio where the speaker is fluent. At the same time performing practices related to speaking where they must share their ideas, they will have a constant improvement through repetition and imitation. If we support the previous idea by the (TLBT)

where one of the main objectives is to have collaborative learning by the students, being able to perform activities that encourage participation. Therefore, improving fluency will have the desired result throughout the practice.

When the teacher emphasizes active and experiential learning, focusing primarily on accidental learning, it is essential to identify activities that effectively motivate class participation. In addition, understanding each student's personality and grouping them with peers who get along promotes a collaborative environment supportive of enhancing everyone's skills.

### **2.2.5.3 Features of Task-Based Approach**

Task-Based learning approach is a method that encompasses distinctive characteristics that allow learners to have a comprehensive learning approach. Among the different key features that include this task; we may mention the following ones according to Robinson, 2011 p.2

1. Tasks provide a context for negotiating and comprehending the meaning of language provided in task input or used by a partner performing the same task.
2. Tasks provide opportunities for uptake of (implicit or explicit) corrective feedback on a participant's production by a partner, or by a teacher.
3. Sequence of tasks can consolidate memories for previous efforts at successfully resolving problems arising in communication, on previous version, thereby strengthening memory for them
4. Tasks provide opportunities for incorporation of pre-modified input, containing "positive evidence" of forms likely to be important to communicative.
5. Tasks provide opportunities for noticing the gap between a participant's production and input provided and for metalinguistic reflection on the form of output.
6. Task demands can focus attention on specific concepts required for expression in the second language (L2) and prompt effort to grammaticize them in ways that the L2 formally encodes them, with consequences for improvements in accuracy production

7. Task demands can also promote effort at re-conceptualizing and rethinking about events, in ways that match the formal means for encoding conceptualization that L2s make available.

As discussed in the previous lists, the Task-Based approach has different characteristics. It is essential to say that, with these characteristics, cooperative support from the students themselves is always sought to create a cooperative learning environment. In such an environment, feedback is abundant, fostering integral learning. The teacher is responsible for ensuring that the environment is ideal for spontaneous learning during development activities. In addition, this approach is ideal because it requires students to use critical thinking, which stimulates their learning regardless of the skill being developed.

In addition, the search for learning through their own experience is one of the main characteristics of this approach. It aims to get students to share ideas, talk, think critically, and understand each activity performed in class. This approach also seeks to provide inputs from the target language that facilitate understanding in the target language. Opportune feedback from peers and the teacher reinforces learning by addressing situations raised in the different activities carried out in class.

#### **2.2.5.4 Relevance of Task-Based Approach to Enhance Speaking Fluency**

Task-based teaching is an approach that focuses on using activities related to day-to-day living. Engaging in this type of specific activity allows the learning of a new language to be meaningful, as it is associated with different activities that students may experience in their daily lives. The use of a method that is strictly linked to spontaneous and natural situations allows the student's development to be holistic, in addition to preparing students for real communication in the world.

According to Cook 2016 "L2 learners are always wanting to express things for which they do not have the means in the second language; they know there are things they can't say" p.133. As Cook comments, second language learners in their teens or older are aware that they

want to express various ideas, yet they cannot express all these ideas due to their lack of vocabulary, confidence in their fluency, accuracy, grammar, or self-confidence. These factors limit students from participating in certain activities due to these limitations, but there may be a desire to participate and learn.

Considering that students want to participate but lack the necessary tools, we can use the Task-Based approach to reinforce their skills. One of the main characteristics of this approach is fostering communication and cooperation in class. Even if a student feels they lack the tools to speak, being in a supportive group, guided by a teacher who acts as a facilitator and engaged in real-life activities and situations that can be encountered daily, the Task-Based language teaching (TBLT) approach can help overcome these deficiencies. When tasks are related to fluency, students can achieve academic performance and gradual improvement by learning through the spontaneity and naturalness of the classroom environment plus the cooperative experience from their classmates.

### **2.2.6 ELLLO's Web Page Audio Resources**

Technology has been gradually dominating various aspects of human life. It has helped make our lives dramatically easier by providing millions of answers to questions we do not know. For instance, we can rapidly find information, learn new skills online, and communicate with people anywhere in the world. Technology lets us perform work tasks more proficiently, often with just a click of a button when using the Internet. Tools such as e-mail, artificial intelligence, and web pages are used for different purposes, such as analyzing data, grouping information, and obtaining presentation templates. These have revolutionized the way we work, allowing greater versatility and productivity. That is why it is highly relevant to mention how technology has helped education to be more dynamic and efficient with technology in class.

Based on Niemi, Mason, and Yu, 2019, defines the importance of technology and how it can be used in education:

Technology affects education in two ways. First, it redefines the value of knowledge and abilities. Education is supposed to equip students with valuable knowledge and abilities. Thus,

by redefining the value of knowledge and abilities, technology can fundamentally redefine the outcomes of education. That is what education should be about. Second, it affects how education should be delivered, conducted, and operated. p.4

The use of technology in the classroom should be an option that permits innovation in the classroom. Therefore, educators should be aware of the significant impact that the use of modern technology has in improving education and learning acquisition. On the other hand, by using these new and varied tools, students can be in close contact with the content they are studying. In addition, they integrate different activities that can be applied by using mobile devices. When interacting with technology, students can feel more identified with learning because they are in permanent contact with technology nowadays.

If we look at technology and how it can facilitate the learning of the sub-skill of fluency, we can find different web pages that allow diverse options for improvement. Focusing on fluency variables and using audio resources, we found a page known as ELLLO's website. This website has a variety of audio resources for various levels and difficulties. Exposing students to this type of audio not only allows them to be in contact with the language in a unique way—by listening to a diversity of accents, tone styles, and fluency of people speaking—but also aids teachers in using activities related to questionnaires, debates, conversation circles, group discussions, and problems and solutions. All these activities are linked directly to the audio listened to and use the Task-Based approach to facilitate an environment with activities to enhance speaking fluency. In addition, the teacher can create a safe environment that allows students to participate proactively and naturally, contributing to learning unfamiliar words, grammar, and intonation by observing their classmate's speaking and providing feedback corrections that enable successful learning in speaking fluency.

#### **2.2.6.1 Role of Technology in Language Learning**

Technology has been evolving, and with it, education has made efforts to adapt to the use of the different technological resources that exist today to advance in a changing learning process. Through various websites, applications and digital platforms learning a new language is more feasible, since even with the ease of platforms and applications learning can be done from

the comfort of home without having to think about moving to a physical institution to acquire the learning. In addition to this, teachers have found a great partner in the search for new ways of learning thanks to the different online tools that allow students and teachers to experiment and acquire knowledge in different ways than traditional ones.

The use of technology in the classroom is one of the great benefits of adaptability and flexibility, and the new tools must contribute to the learning of each student focused on their special needs. The teacher must know his/her students because by knowing their strengths and weaknesses, he/she can adapt or accommodate their curriculum to the class and thus facilitate learning. Additionally, it is essential to recognize that if a professor detects that the student has a particular difficulty, it is feasible to provide academic support through online tutorials, extra material that is found in the vast network of the Internet and which the student can have access to creating a self-guided knowledge through the teacher and student can be autonomous.

The use of technology in the classroom is to utilize technological resources such as media and audiovisuals that strengthen learning through these technological resources (Nathial, 2020, p. 5). The use of technology should always have a focus on learning; thus, the previous planning of the class should be essential to incorporate the new tools provided by the Internet in the different academic activities that must be performed to enhance skills. Therefore, the planning of Internet resources should be strong enough to contribute to the learning that the teacher is looking for.

#### **2.2.6.2 Benefits of Multimedia Resources in Class to Enhance Speaking**

The use of integrating technology in the classroom is a condition that allows the teacher to explore different dynamics that broaden the student's knowledge. Through the different resources that can be found on the Internet, the professor may choose according to the needs of the students to support their physical or virtual classes. There is also the possibility of creating a reinforcement to the learning given in class outside of school hours through different web pages that facilitate learning; however, it depends on the commitment of each student to access these pages and reinforce their knowledge.

The use of not only web pages or applications is fundamental, but also the use of media or audio is another ideal aspect to make the class more comprehensive. According to Kusmawan, 2020:

The use of multimedia genre becomes an alternative that can be taken by tutors in online learning in terms of delivering the presentation and its flexibility. However, the use of multimedia needs deep consideration in order to give students meaningful learning experiences. In speaking skills, videos that are included in the multimedia category are the right media to help students to practice speaking. p.73

Following the previous idea, technology in the classroom is not only based on how teachers use web pages or artificial intelligence to create practices or activities but must go much further. Due to the vast number of tools available on the Internet, instructors can plan their classes using media such as presentations, activities, or even audio that contribute to the reinforcement or understanding of specific topics that students need to understand better.

Therefore, the use of presentations generated from the Internet can attract the attention of students because many of these are eye-catching and capture the attention of students. Similarly, using audios from the ELLLOs website can be appealing to students because they can hear different tones of voice, diversity of pronunciation and different topics that are discussed in those audios.

According to Bygate 2018 “Learners who have processed conceptual aspects of their production on the first occasion can free up some of their cognitive capacity to enable their attention to focus on other aspects of the language on subsequent occasions.” p.280. When a student is aware of their own needs or aspects to polish to improve specific skills and is exposed to periodic and regulated knowledge, natural improvement can occur. The student will unconsciously achieve results by facing those aspects needing improvement due to consistent exposure.

### **2.2.6.3 Integration of Technology to Improve English Learning**

Integrating technology in the classroom brings numerous benefits, allowing students to take advantage of various applications and websites while enabling teachers to enhance their classes. With the recent surge in technology, students can access applications like Babbel and Duolingo, which offer English lessons tailored to their needs. Additionally, streaming platforms such as YouTube, Netflix, and Paramount provide a wealth of series and videos that offer students a closer approach to the language they are learning.

According to the analysis, it is worth mentioning that technology offers various media, including websites such as ELLLO and YouTube, which provide a wide range of audio resources with different levels or have the configuration of placing them at a slower speed that allows a better understanding of them. These resources help students become familiar with different accents, pronunciation, grammar, and fluency, thus improving their comprehension, grammar, and speaking skills. With the daily upload of numerous audio files, teachers can create didactic activities focused on listening comprehension and subsequently develop conversations or educational strategies aimed at improving oral skills after active listening.

Technology offers excellent value to learners of a new language because of the richness and variety of websites that can be searched so that each learner can learn at their own time and place, further allowing the possibility of integrating dynamism into their learning opportunities. (Passaribu and Wulandari, 2022. p. 7). The use of technology is a powerful tool that brings dynamism to language classes due to its easy integration into any of the four Basic English skills. Implementing technology in lessons often allows students to experience more natural or incidental learning, which enhances the acquisition of new skills necessary for effective communication in another language.

### **2.2.7 Features of ELLLO's web page**

ELLLO's web page is a valuable website that focuses on English language learning. This tool can be found as both a web page and an application, which can be customized to meet the

needs of students looking to use it to enhance learning in the classroom or outside of the school. ELLLO's web page provides a wide range of English language audio to be used by EFL students who wish to optimize the language through close exposure to the language as the page offers monologues and conversations, and it is possible to select the level the student is at or to match the student's current level of English.

When reviewing the ELLLO 2024 website, we could find more than 3,000 lessons focused on learning English. In addition, it is possible to organize each lesson or audio by diverse topics on the webpage. Thus, the educator can find within the database of audio the one that is closest to the approach or topic that the learner needs. On the other hand, it is feasible to divide or focus lessons by level divisions that the website offers. Among all the audio on this webpage, a substantial number have sections to study vocabulary or complete activities. Using a Task-Based Approach, we could take advantage of these questions to encourage speaking. This facilitates or encourages students to speak and cooperate by using different activities that the teacher may program.

In addition, the ELLLOs website offers educators a wide variety of options to dynamize their class since the interface is simple and within the navigation, it is possible to find different levels of audio in English, which adjusts to the needs of teachers to select the appropriate one according to their class. In addition, it is divided by topics that suggest the possibility of being used as a starting activity to explain the subjects that will be seen that day in class. In addition, the audio can be accompanied by Task-Based activities to make the class dynamic and allow the development of the different English skills, in this case fluency.

### **2.2.7.1 Types of Audio Materials**

The website offers up to 3,000 audios in its database, divided into seven levels containing a wide variety of topics. In addition to audio of native English speakers, it also includes recordings of people of different nationalities who speak English as a second language. This diversity enriches the knowledge that students can acquire according to their English proficiency. This serves as a great engine for students to learn grammar, vocabulary, and active listening. It

also provides activities to improve speaking skills through discussions, quizzes, dialogues, and other interactive exercises based on the audio content of the ELLLO database.

Learning a new language should always be a natural and spontaneous process. The more exposure a student has to the language the more he/she will acquire it. The process of listening facilitates the ability to obtain knowledge regarding grammar and vocabulary and imitates pronunciation, which ends in learning phonology; in addition, the student learns to imitate, which improves the skill of speaking, and with imitation, fluency is developed. To be exposed to a diversity of audios is undoubtedly a methodological strategy that allows the learner to learn knowledge spontaneously through naturalness

According to Kumar, 2020:

...Learn with your ears, not with your eyes. That is right. If you want to speak English, you have to listen. Listening and more listening is the key to speaking excellent English. If you listen a lot. You are going to learn vocabulary. You will learn grammar, you will get faster at speaking, and you will understand what people are saying to you. You will do all of this in a more natural and enjoyable manner, you will imitate the process that babies and small children use to learn a language. p.29

According to the above information, there is no doubt that exposing our students to different audios of people speaking the language they wish to acquire is one of the essential steps to facilitate learning. Along with the Task-Based approach, which focuses on the appropriate use of the target language and using it as much time as possible in class, it is an excellent tool, and its learning base is the student who, through feedback and the cooperation of their peers, learns in a natural and fast way.

#### **2.2.7.2 Enhancing Speaking Fluency with ELLLO: Diverse Activities for Dynamic Learning**

Using ELLLO's web page and the great diversity of audio it offers, teachers can tailor activities to improve English fluency. Dynamic exercises such as debates, dialogues, circle talks, situational conversations, and problem-solving activities are supported by the audio available on

the site. This approach aligns perfectly with Task-Based Language Teaching, which emphasizes the natural learning of a second language through student cooperation on speaking-related topics.

Based on Kumar, 2020 “The most principal factor for learning English is what Dr. Stephen Krashen calls “comprehensive input” In other words, understandable input. Input refers to what is coming into your brain. You get English input in two ways: through treading. Certain kinds of reading are beneficial. However, the most powerful input for learning to speak is listening” p. 30 Although playing audio in class is a skill that strongly builds listening, it is evident, as author Kumar points out, that listening is strongly linked to speaking. The more contact you have with the language you are learning, the more you can develop your speaking skills.

Once the instructor has the audio, he/she wishes to place it in the classroom, it is necessary to choose from the various strategies that Fluency must implement in the classroom. Pre, and post-speaking, dialogue, questionnaires, role-play, problems and solutions, talking circle, debate, and situational conversation activities are some of them that can be taken together with a Task-Based approach. The previously mentioned strategies seek the cooperation of all students, besides the fact that they can be executed after listening to audio where all the activities base their instructions, which allows that there is always a natural dynamic when performing each one of them.

### **2.2.7.3 Supporting Language Acquisition with ELLLO: Engaging Learners in Active Practice**

According to Son, 2023, a student definition is “One who is dedicated to learning; someone who is actively studying; a student, pupil, or scholar, particularly one who enrolls in class or who seeks knowledge from books or qualified teachers, like pupils at an academy, college, or university, are all students. para 9 Undoubtedly, a student is in search of new knowledge that allows you to learn based on a teacher who provides knowledge or other tools that allow you to access information to learn.

The role of a student in the classroom is to learn and seek knowledge. However, the teacher is an essential agent in the student's journey, since, based on his or her previous knowledge; the teacher must execute activities and impart the knowledge that adapts to the student's needs to transform the journey of learning a new language into a path that the student could take as easy as possible. Incorporating creative activities based on the learning of the four basic skills of the language is critical for the teaching to be integral and for students to have a proper development with all the necessary skills that allow an appropriate understanding of the language.

Assessing students on the path to a new language depends on many activities and assignments that focus on reading, listening, speaking, grammar, and vocabulary. Understanding that each student may lack knowledge in some of the above skills is part of the journey of learning a new language. The teacher must integrate activities that allow learning dynamically; therefore, the use of creative activities, group work, and use of technology is essential for students to focus on natural and spontaneous learning that allows them to get regular feedback from the teacher and the cooperation of their classmates to perform activities easily. Aligning classroom activities and strategies to the interests and motivations of the students will allow the educator to make the lessons more profitable and of greater interest in the learning that is desired.

### **2.2.8 Principles in learning acquisition for students**

Teaching a language requires understanding that there are basics that educators need to know when imparting our knowledge. Mentoring a learner must go beyond simply transmitting the knowledge we have learned as teachers; it involves finding the right approach that fits each need and aligns with the learner's interests. This integration into the classroom environment allows the student to advance to a higher level of understanding. Giving timely feedback, integrating dynamic activities, using technology in class, and understanding students' interests and motivations are some of the principles that the teacher must consider when transmitting information.

Based on Norman, Lovett, Diprieto, Bridges, and Ambrose 2023:

...With the recognition that (1) learning is a development process that intersects with other developmental processes in a student's life (2) students enter our classroom not only with skills, knowledge, and abilities but also with social and emotional experiences that influence what they value, how they perceive themselves and others, and how they will engage in the learning process. Consistent with this holistic perspective, readers should understand that, although we address each principal individually to highlight issues of student learning, they are all at work simultaneously in real learning situations and are functionally inseparable. p.3

Each student has a unique mind that possesses different knowledge, abilities, and soft skills before they enter a classroom. The instructor must consider that the social and emotional skills will be different for each learner who joins the class. In this situation, the active integration of all students is a process that must be done with attention, so that each learner's performance in the classroom is the best possible, and leading by the hand in an environment where students feel safe to share their ideas and thoughts is a key to a successful learning process.

### **2.2.8.1 Cognitive Factors in Learning**

When we talk about cognitive learning, we refer to the way of acquiring new knowledge through critical thinking that allows us the possibility of obtaining current information by thinking and giving ideas about a topic (Halls, 2014. p. 2). There is no doubt that expressing ideas and thoughts in class about the studied subject is an efficient way to achieve deeper language acquisition. Employing a successful strategy and dynamics, the teacher will cause critical thoughts in class, which allows more lasting learning to take place in a spontaneous way in class.

Critical thinking is a tool that can be used to develop various skills for those students who are learning a second language, as it allows them to evaluate information, analyze evidence, and construct thoughts that support their ideas. Critical thinking is not an art that is born spontaneously or without practice because this practice must go beyond memorizing data and answers, students must be trained in critical thinking to develop solutions or defend ideas, so

they must be exposed to situations where they must analyze before giving or issuing opinions (Naiditch, 2016, p. 4).

Critical thinking activities can be combined with the four basic English language skills needed to learn a second language. If we use critical thinking activities to develop the sub-skill of speaking, and fluency, it is possible to think of Task-Based activities that integrate cooperation and dynamism in class. For example, it is possible to create a circle talking where audio is played in English that talks about living in a foreign country, and then each student can comment on what he/she thinks about the audio. Added to a strategy where group activities are used, it is worth thinking of activities that expose why living in a foreign country is a good option and for what reasons it is not a suitable option. Developing this type of Task-Based activity allows the student to think and improve their speaking skills, in either accuracy or fluency.

#### **2.2.8.2 Motivational factors in learning**

Motivation is an essential key to a more satisfactory learning experience for students. When a student finds a class dynamic exciting and motivating, it is much more feasible to have all their attention focused on whatever activity the teacher wishes to carry out. Motivation starts from the first day of class, in addition to the teacher creating an environment that makes all students feel safe. It is especially relevant to emphasize that since it is a language class, there must be an environment where the student does not panic when speaking or feel insecure about his or her skills in the language being studied.

There is a considerable taboo or lack of information since there are people who currently indicate that to learn, it is not necessary to be motivated, according to Anderman, L and Anderman, E (2020):

Few educators or parents would argue that students don't really need to be motivated. If pressed, however, they might struggle to define exactly what motivation "is". Even though there is almost universal agreement that student motivation is important, there is much less agreement about how to promote and support motivation. p.1

Following the previous idea, motivation is a key that the professor should always try to have in their classes; however, sometimes it is frustrating for the students if they do not understand the subject. That is why having motivational strategies is necessary that teachers must maintain in class. To help the instructor to make the class motivating. It is necessary to know the goals, values, interests, needs, and competencies that the students have in each group, the instructor must be dynamic, and cooperative and help the students to develop their ideas and thoughts through positive feedback and corrections (Matos, Reeve, Ryan, Hyeon, Kaplan, 2022. pp 6-7).

### **2.2.9 MEP English Curricula: Focus on Speaking Skills Development**

The Ministry of Public Education (MEP) is the public institution in Costa Rica that regulates education. This organization is in charge of elaborating guidelines and plans that regulate learning in a formative way to create valuable agents that may contribute to society when finishing their required studies, which may be part of Costa Rican society. It is through the Ministry of Public Education, which facilitates education in a public way and contributes to the different communities of this nation, that the majority of Costa Ricans have access to education, guaranteeing through this institution the necessary facilities and trained personnel in charge of imparting knowledge to future generations.

The MEP provides parents and their children with the opportunity to begin their educational life at a very early age through kindergarten. Then, students can move on to primary school, where they will spend six years if they complete each year of the curriculum. Finally, students go on to high school, where it is mandatory to receive education up to the ninth grade. After that, depending on the school, the pupil can continue to the fifth year, where they receive the secondary education certificate, which allows them more access to work or higher education opportunities. However, in some institutions in the country, an additional year is offered to help students with different skills related to engineering, accounting, and secretarial work, among others, that will train the learners in areas that will allow them to get a job more easily.

Due to the great support that the state offers to education, the MEP can offer high-value professionals who help the students achieve a high level of knowledge in different areas of training, from language to technology. Skills that enable the student to become a well-rounded being in education to better adapt to adult life. Within the subjects offered, students have access to the education of a second foreign language, with English standing out as the main language taught in different public institutions in the country because of its great need and high demand in the employment market.

According to the news portal Delfino, 2024:

According to the recent EF English Proficiency Index (EPI), Costa Rica has established itself as one of the Latin American countries with the best English language proficiency, ranking 38th globally and only behind Argentina in the region. This report, which assesses language proficiency in more than 100 countries, reflects the impact of English in opening up educational and professional opportunities in a globalized context. para 1

As we can analyze in the previous quote, Costa Rica is a country with great potential at the world level due to the great investment of the Costa Ricans in education, which has given results as visualized. It is fair to say that these merits are attributed not only to the great economic investment provided by the MEP so that students have a quality education, but it is also remarkable the curriculum that this institution has so that the student can grow professionally to be prepared for the employment market.

Based on MEP, 2016:

Sociolinguistic (learn to be and live in community) competence allows learners to interact in socially appropriate ways regarding aspects such as conventions for politeness, social markers for respect, and varying registers depending on the domain in which communication occurs such as interpersonal, transactional, academic or professional domains. For cycles I and II the domains center on the interpersonal (family, self) and transactional (leisure, cultural, public services) domains. p.54

Through the MEP statement, the aim is that the learners may get essential communicative skills in English to communicate effectively in different situations. The MEP emphasizes interactive methods of language teaching, with a particular focus on oral skills. This is due to the high demand in the Costa Rican labor market for employees who are fluent in spoken English, highlighting the importance of communication in the workplace. The aim is to align language teaching with real-world applications, ensuring that students are prepared for professional demands. According to Diario Extra 2024: ‘According to reports from the Costa Rican Coalition of Development Initiatives (CINDE), 22,461 new jobs were generated in 2021, of which at least 80% required English as part of the requirements. However, according to data from Idioma Internacional’. para 1

As stated by the MEP, 2016:

The time it takes for learners to develop proficiency in the areas and contexts mentioned varies greatly. The speed of learning depends on factors such as age, motivation to learn, prior knowledge, amount of previous study, and degree of exposure to the language outside the classroom, as well as the amount of time devoted to individual study. However, taking into account elements such as (but not limited to) the type of program design and the amount of teaching hours devoted to foreign language teaching each year, the following levels of proficiency are described within an A1 and then B1 category according to the CEFR classification. p.54

The development of English skills depends on many factors, and the amount of time the learner is exposed to the language is one of them. Therefore, the ELLLO website can be helpful to incorporate into English language classes due to its simple interface, where audio of different speakers of the language, from native speakers to a diversity of nationalities, can be located. This allows the teacher in charge to ensure that students are exposed to the English language for as long as possible. In addition, it offers different levels that allow the MEP teacher to adjust the difficulty of listening to these audios, creating a process from zero with simple to advanced audios, as well as being able to choose audios that deal with topics that need to be covered in class.

The MEP states that one of its goals in speaking is for students not only to learn to use isolated words but to produce sentences that can be used in real life as a survival language in a fluent conversation. It also indicates that to achieve these skills it is necessary to develop speaking and listening as two tools that work together to achieve fluency in communication through activities such as role-play, casual conversations, debates, and others. pp 45-56. Through this idea stated by the MEP, no doubt having a page that contains a wide range of audio such as ELLLOS is a tool that is aligned with the methodology that the public system indicates for a constant improvement of speaking skills.

Through the ideas presented above, it is also essential to indicate that the Task-Based approach is aligned with the ELLLO page since the MEP suggests that it is fundamental to use activities such as role-play, debates, and casual conversations. Within the approach, it suggests that an environment is sought where there is growth through the coexistence of students to help their growth through activities such as those mentioned above, which continues to be associated with the MEP.

### **2.2.10 Speaking Skills Development in Private Education: The Case of Anglo-American High School**

In Costa Rica, there are private and public institutions in charge of educating students, however due to the great demand that the country has faced due to the need for students to be more proficient in speaking English, there has been a boom in private language institutes focused on teaching English as a second language through private classes. There is a great variety of these language institutions all over the country with different methodologies but always focused on the students to speak English as fluently as possible as they progress through the different levels. With the idea that at the end of the classes and levels, the students will go out into the job market and have a better chance of finding a job and independence.

We have analyzed one of the institutes focused on the learning of the English language, Anglo American High School, to learn a little more about the curriculum used for the approach to teaching English. We have had a conversation with the director of Anglo-American High School to learn more about the focus of the language institute. Specifically, the director, P.

Quispe (personal communication, October 5, 2024), commented that Anglo American High School is a language institute focused on helping young people with limited resources through accessible prices. This program aims to improve the English language through its six levels, which have a duration of six to seven months each, always emphasizing the area of speaking.

It is evident from the director's words that the institute aims, through its six levels, for students to become fluent in the language. Through its teaching program, P. Quispe (personal communication, October 5, 2024) states that the use of audio in English is always requested from the teachers so that students can listen and, at the same time, discuss what they have heard. However, due to the lack of resources and websites that offer a variety of English audio, they use the audio that comes from the Intercom 2000 books used at each level.

As Owen, A, 2023 points out, the use of appropriate audio helps in the area of speaking by being able to imitate sounds and patterns in speaking through active listening. In other words, exposing students to audio and encouraging them to take notes, and perform activities such as role plays, and question-solving debates, among others, helps them not only improve their listening but also substantially improve their speaking through activities that involve listening to create critical thinking.

## **CHAPTER III METHODOLOGICAL FRAMEWORK**

## **3.1 Type of Research**

### **3.1.1 Purpose**

It is essential to recognize the importance of research for the work to be developed in an integrated process. According to Hassan, 2024, "The purpose of research is to systematically investigate and gather information on a particular topic or issue, with the aim of answering questions, solving problems, or advancing knowledge". (para. 1) in other words, when starting research, the author must understand that his/her objective is always to provide answers and at the same time to contribute with more knowledge about the topics that will be investigated.

On the other hand, Cohen and Manion (1980) cited by Simuforosa and Wiseman (2015) tell us that the purpose of applied research is the following "The process of arriving at dependable solutions to problems through the planned and systematic collection, analysis and interpretation of data". (p.2) In the previous definition of the purpose of investigation, we realize that to solve the problem stated by the author, it is necessary to use tools appropriate for the information that needs to be collected. By using these tools, it will be possible to reach a solution and interpret the data proposed by the investigator.

### **3.1.2 Temporal Dimension (Transversal)**

The temporal dimension is the amount of time the researcher dedicates to obtaining the results of the research. The two most important types of temporal dimensions when carrying out an investigation are longitudinal and transversal, where the main difference resides in the use of the time available or dedicated to the elaboration of the project and the collection of information. Furthermore, the use of longitudinal investigation has two considerations when it must be used in an investigation, we must dedicate time months or years rather than minutes, hours or days to be done, in other words, the use of this study involves spending several months to gather the data needed. (Knop, Mednick, and Schulsinger, 2012. pp 6-7).

Considering the magnitude of time needed to conduct long-term research and data collection. The type of study that will be carried out in this research will be transversal, which is

also known as a cross-sectional study or survey. This type of research is focused on a shorter time by collecting information from a particular population. In addition, it is recommended to use research instruments such as interviews or questionnaires to facilitate the information collected and analyzed deeply focused on the detail (Lavrakas, 2008. pp 171-173).

### **3.1.3 Framework (Mega, Macro, Micro)**

According to Sreekumar, 20223 theoretical framework is defined as:

...is the structure that supports and describes a theory. A theory is a set of interrelated concepts and definitions that present a systematic view of phenomena by describing the relationship among the variables for explaining these phenomena. A theory is developed after a long research process and explains the existence of a research problem in a study. A theoretical framework guides the research process like a roadmap for the research study and helps researchers interpret their findings by providing a structure for organizing data and developing conclusions. Research question and the objectives set out from the beginning of the research.  
para 1

It is fundamental to be familiar with the target population that the researcher studies in his/her work since it allows him/her to be prepared according to the age, environment, class dynamic, and teacher strategies among other ones. In addition to the fact that it is possible to create didactic strategies that allow adapting to the students' preferences and different age groups. The previous knowledge of where the transversal research is going to be carried out allows the adequate development of the instruments and collection of data that are necessary to answer the res

When a study refers to a mega level, this indicates that it relates beyond an individual or group scale but extends much further to the geographical contextualization of where a field study or research takes place (Nasrollahian, S. and Cruz, L. 2022. pp 79-80). Having this definition clear, it is possible to indicate that the study will be conducted in Costa Rica, in the province of San Jose, where there is a great variety of educational centers, such as universities, high schools, schools, and language institutes.

On the other hand, macro refers precisely to the place where the research is conducted, i.e. the institution (Nasrollahian, S. and Cruz, L. 2022. pp 79-80). This research will be conducted at Anglo-American High School, which focuses on learning English as a second language. The institute is in the capital city of San Jose, where its main population is made up of high school and university students. The language center offers a varied and efficient curriculum divided into six levels with each level duration of approximately 6 months, starting from the basics of the language to the most complex of the language through a speaking focus in the lesson plans.

In addition, a micro-level study focuses on a specific group of individuals or population (Nasrollahian, S. and Cruz, L. 2022. p 79). The field research for this study will be conducted at Anglo-American High School, addressing intermediate-level students in the English curriculum. Regarding the course syllabus of the language institute, learners will be chosen at the end of the second level, which will focus on oral skills, to move on to the third level where their grammatical and oral skills will be reinforced. The project will involve students aged 16 to 19, following the institute's primary target population and it aims to support their development in English language acquisition.

#### **3.1.4 Nature (Qualitative and Quantitative)**

It is relevant to refer to Hernández, Fernández, and Baptista (2014) when they comment that the qualitative research approach "uses data collection and analysis to refine research questions or reveal new questions in the process of interpretation" p. 7. Following the authors' previous idea, the study conducted in this research has a qualitative nature since it will focus on the collection of pertinent information that will be analyzed through the data observed and collected using instruments that allow for the analysis and comprehension of the data. Additionally, the use of a qualitative study begins with one or several questions that lead to the development of a research topic.

On the other hand, a quantitative approach is related to the measurement of data through numerical tools, statistics, or computational techniques that provide results for the expansion of

knowledge in different fields (Sibinga, T, 2016 p.182). Contrasting the two qualitative and quantitative methods, the method used in this work will be qualitative due to the social factors, and the observation of a population group, which will lead to the analysis and collection of data through various techniques used by the researcher.

Although the study has a data measurement approach, which may result in a quantitative nature, it is necessary to emphasize that the present paper will seek to involve the subject of the investigation to measure their experience using Task-Based approach activities which has a strong focus on the collective participation of the class group. Therefore, due to the measurement of data and the participation of the experience of the studied group, it is justified to mention that the research has a mixed method of study.

### **3.1.5 Character (Exploratory, Correlational and Descriptive)**

The researcher needs to have an accurate type of study at the time of elaborating the work to collect and analyze the data when applying the instruments in the field. Knowing the exact type of study allows the project to be carried out and approached from the correct perspective that the researcher desires. On the other hand, different types of studies adjust to the needs of the information, among which we may mention the following exploratory, descriptive, correlational, and explanatory among other ones.

The type of studies that will be developed in this work will be an exploratory and descriptive one. According to Stebbins, 2001 exploratory research is defined as:

One sense is to study, examine, analyze, or investigate something: this is the most general meaning of the four presented here. A second sense, which is far more specific, is to become familiar with something by testing it or experimenting with it. This is exploration as conducted by artist, inventors, and innovators. In still another sense, explore means to travel over through a particular space for the purpose of discover. p.2

As evidenced in the previous text, using an exploratory study is relevant because it is necessary to study, examine, analyze, and investigate how the Task-Based approach,

accompanied by ELLLO's website, is an effective technique for improving speaking skills. This approach focuses on the sub-skill of fluency through dynamic activities and group work that facilitate skill development in students through "learning by accident." Finally, the use of an exploratory study is relevant to capture the details of the effectiveness of this approach in class and the impact it has on improving fluency skills.

On the other hand, Hassan, 2024, defines the descriptive study as:

Descriptive research design does not attempt to establish cause-and-effect relationships between variables or make predictions about future outcomes. Instead, it focuses on providing a detailed and accurate representation of the data collected, which can be useful for generating hypotheses, exploring trends, and identifying patterns in the data. para 2

Therefore, it can be stated that this research will be based on descriptive research since the integration of the population is relevant in the elaboration and collection of the data. Furthermore, it is expected to describe step by step each of the tools or techniques created by the researcher for the improvement of speaking skills at the intermediate level at Anglo-American High School. In addition, it is necessary to consider the socioeconomic and social factors that can contribute to the development of the problem statement.

In addition to the two previously cited studies, as the researcher needed to compare the dependent variable, "The speaking fluency of adult students of an Intermediate Level at Anglo American High School Institute" and the independent variable, "The use of Task-Based approach with ELLLO's Web Page Audio Resources using Interactive Question-Based Activities," a correlational study is used. Hassan, 2024 "This involves examining the relationships between two or more variables to describe their patterns or associations, quotes this approach. Correlational studies can be used to identify potential causal relationships or to explore the strength and direction of relationships between variables." para. 7

## 3.2 HYPOTHESIS

The hypothesis of this research is presented under the application, data collection, and analysis under the two variables that have been worked on:

**Independent Variable:** The use of a Task-Based approach with ELLLO's Web Page Audio Resources using Interactive Question-Based Activities.

**Dependent Variable:** The speaking fluency of adult students of an Intermediate Level at Anglo-American High School Institute.

According to the dependent and independent variable, the researcher will make a connection between the improvement of speaking skills focused on fluency with technological integration such as ELLLO's web page, which has a vast database of audios that may be used in collaboration with Task-Based activities that allow group work and cooperation of the students. Employing group work activities, it is intended that the learners develop learning by accident which is more meaningful and effective, and which allows measuring the effectiveness of the work of the two variables together. Finally, the following hypotheses are expected:

### 3.2.1 Primary Hypothesis:

**H1:** If teachers integrate a Task-Based approach with ELLLO's Web Page Audio Resources and Interactive Question-Based Activities, it will significantly enhance the speaking fluency of intermediate-level adult students at Anglo-American High School Institute during the III quarter of 202

### 3.2.2 Secondary Hypotheses:

**H2:** Learners who use the audio resources on the ELLLO website by using interactive question-based activities will enhance their speaking fluency.

**H3:** The use of dynamic question-based activities in collaboration with Task-Based learning will result in increased learner participation and commitment, which will contribute to improved speaking fluency.

**H4:** Students who are exposed to ELLLO audio aids will demonstrate improved pronunciation, vocabulary usage, and overall fluency in speaking compared to their initial assessments.

**H5:** A positive correlation will exist between the frequency of use of ELLLO website audio resources and the level of improvement in speaking fluency among intermediate adult ESL learners.

### **3.3 SUBJECTS AND SOURCES OF INFORMATION**

#### **3.3.1 Subjects**

The study will take place at the Anglo-American High School, which is a language center focused on English language learning. The institute is divided into different levels that range from level one to level six, and each level has a duration of six months; in the scope of the institute, it is understood that completing level two and starting level three is a population of students of intermediate English language proficiency. The language program offers a curriculum designed to improve language skills gradually to establish solid learning at each stage before moving to the next level.

According to Siegle, 2019 “the population is the group consisting of all people to whom we (as researchers) wish to apply our findings” para 2. With this information in mind, the study will be conducted as mentioned in a language center, where its population is mostly students aged fifteen to twenty years, although it has students of higher ages who are not the target population that works at the language institute. To conduct the research, it is necessary to take a sample, which is the subjects that will be taken from the population to conduct the study (Siegle, 2019, para 3).

To select the sample, it has been decided to choose one teacher from among the various teachers at the institute. This teacher will be responsible for four groups that are almost

completing level two and starting level three. Each group consists of approximately seven to thirteen students, ensuring a diverse and representative sample for the study. This approach aims to capture a comprehensive overview of the student's proficiency and engagement at this intermediate level.

At the time of sampling, if each group has a minimum of nine students per group, thirty-six students would be registered in the sampling. However, since the study is cross-sectional and will be carried out over three months, it has been decided to work with 60% of the population, which is estimated to involve twenty students at the time of collecting and analyzing the information. In addition, although there are different types of samples or categorizations such as random, stratified, systematic, convenience, and purpose sampling, in this study convenience sampling will be used, which is defined as subjects who can be accessible for the type of study and methodology (Siegle, 2019). This decision was made to look for subjects who are willing to participate in the Task-Based activities to improve their fluency in English, in addition to searching for those students who have consistent attendance at the institute to be evaluated in each session without compromising the study sample.

### **3.3.2 Source of Information**

The sources of information are essential for the proper development of an investigation. Such data can be collected through people, objects, books, websites, or places according to the needs of the researcher. The source of information can be divided into three categories, primary, secondary, and tertiary:

#### **3.3.2.1 Primary source**

According to Gallaud (2015), primary sources:

... are those that have not been previously interpreted or, at least, that have not been interpreted in the sense that interests the focus of the thesis or with the desired breadth. They are original sources in the sense that no one has gathered that information before. A primary source may be a book that is analyzed, a manuscript that is interpreted, newly copied statistical data,

surveys, an eyewitness account, or some type of document on which no prior analysis has been done. p. 21

Primary sources are those that have never been the target of study, as this type of data is pioneering. These sources can be books, magazines, newspapers, journals, diaries, CDs, some interviews, and even the interaction between several people. As far as the present study is concerned, the primary source will be the students who are at Anglo-American High School at an intermediate level. It is important to mention that for the sources to be viable, there must be a starting point, a topic of interest, or a problem to be developed, and from there, the search for sources and information begins. In addition to the previous information, some sources were consulted to develop the previous two chapters; in the following chart, the authors can be examined:

List of primary authors

Author or authors	University or organization	Country	Year
Chaves Di Luca, S.	Universidad Hispanoamericana	Costa Rica	2018
Jiménez Arias, D. E.	Universidad Hispanoamericana	Costa Rica	2022
Quirós Bonilla, K.	Universidad Hispanoamericana	Costa Rica	2019

Chart #1 Primary writers' list by Alvin Sandi Godinez

### 3.3.2.2 Secondary source

To introduce the topic of secondary sources, Gallaud 2015 defines them as:

Material that has already gone through the analysis of other experts. They are facts and material known or transmitted by others. They are the books of criticism and, in general, the interpretations that of a subject have been made. In a study of Rubén Darío's poetry, his poems would be the primary source and all the books that have been written about them, the secondary ones. p. 21

Therefore, the secondary sources will be all the information that have already been disseminated in one or more media of social approach or public site, in any library, media, social networks (email, Facebook, WhatsApp, Twitter, Instagram, Pinterest, or any other social network of mass dissemination that contains information), or local media such as bookstores. In addition, all those opinion articles and analyses that have been compiled by other critics will be considered as secondary sources, as well as some journalistic interviews that have already been reproduced and disseminated in different media

List of secondary authors

<b>Author</b>	<b>Title</b>	<b>Year</b>
Nafa, M. S.	A Broad Guide to Teaching the Skills of Listening and Speaking	2023
Saxton, M.	Child Language: Acquisition and Development	2017
Robinson, P.	Task-Based Language Learning	2011
Kusmawan, U.	Emerging Perspectives and Trends in	2020
Rokhiyah, I.	Innovative Technology for Quality	
Sukmayadi, D.	Education 4.0	
Jovanka, D, Andayani		
Passaribu, H., &	Teaching & Researching Computer-	2022
Wulandari, M.	Assisted Language Learning	

Chart #2: List of secondary writers by Alvin Sandi Godinez

### 3.3.2.3 Tertiary source

A tertiary source of information is another useful resource, as researchers can consult them to obtain more information for the development of their paper since most of them review previously conducted works and their sources to move forward with theirs. As mentioned by Gallaud (2015), "Tertiary sources, are a selection of primary and secondary sources as may

appear in bibliographies, catalogs, etc. It is not an excessively important or useful distinction" p. 21

Based on the above idea, it can be inferred and stated that the main objective of using third sources is to help investigators in moving forward in their investigation. This is accomplished by examining sources that have been previously used by other researchers. These third-party sources serve as useful guidelines and repositories of available data, contributing significantly to the enhancement of new investigations. They supply essential information that researchers may obtain from existing projects, thus improving their studies and expanding the field of study.

Tertiary Authors			
Author or authors	University or organization	Country	Year
Corwin	Teacher Academy	Italy	2022
Hassan, M.	Research Method: Purpose of Research – Objectives and Applications.	N/A	2024
Hassan, M.	Research Method: Descriptive Research Design – Types, Methods and Examples.	N/A	2024
Siegle, D.	University of Connecticut	United States	2019

Chart #3:List of tertiary writers done by Alvin Sandi Godinez

### 3.4 Variable Chart

**General objective:** To determine effectiveness of using ELLLO's web page audio resources and interactive question-based activities within the Task-Based approach to enhance speaking fluency in students of an intermediate level at Anglo American High School during the III quarter of 2024.

**Table name:** Assessing the Effectiveness of ELLLO's Audio Resources and Interactive Question-Based Activities within the Task-Based Approach to Enhance Speaking Fluency at Anglo-American High School.

Specific Objective	Variable	Variable chart		
		Conceptual definition	Instrumental definition	Operational definition
To establish the initial speaking fluency level of intermediate-level adult ESL students at Anglo-American High School during the III quarter of 2024.	The Initial speaking fluency level in intermediate student groups	The initial speaking fluency level is the starting point measurement of how well the intermediate students speak English.	<b>Observation Checklist:</b> This checklist will be used to identify each student's speaking fluency by focusing on key aspects such as fluency, coherence, language structure, vocabulary, and pronunciation during interactive classroom activities	The operational definition includes assessing intermediate-level students through the observation checklist during class activities. The checklist will document students' performance across five key aspects of speaking fluency. The instrument is considered valid if the observations are applied accurately based

				on the criteria specified in the checklist.
To establish the initial speaking fluency level of intermediate-level adult ESL students at Anglo-American High School during the III quarter of 2024.	The Impact of integrating ELLLO's audios to improve speaking fluency	The impact refers to students' perceptions of how using ELLLO audio resources can enhance their speaking fluency. This includes their belief in improvements in fluency, coherence, vocabulary usage, and overall communication skills.	<b>Questionnaire:</b> This questionnaire will collect feedback from students regarding if they can improve their speaking fluency using audio resources and related interactive activities.	It involves administering a questionnaire to evaluate students' perceptions of the potential impact of audio and activities on their speaking fluency. The instrument is considered valid if at least 70% of responses indicate a belief in improvement through Task-Based speaking activities that use ELLLOs audio
To determine student fluency level by assessing participation and engagement with	Student fluency level using Task-Based activities	The students' fluency level refers to their ability to communicate effectively and	<b>Observation Checklist:</b> This checklist will be used to observe and record students'	The operational definition involves direct observation of students during class

<p>the audio resources and interactive activities in students of an Intermediate Level at Anglo-American High School during the III quarter of 2024.</p>		<p>confidently in English, demonstrating appropriate use of vocabulary, language structures, and pronunciation while engaging with audio resources.</p>	<p>engagement and fluency during interactions involving ELLLO audio resources.</p>	<p>interactions. The observer will track students' engagement and their contributions. The instrument is considered valid if at least 70% of recorded ratings across the criteria indicate high or moderate proficiency levels in speaking.</p>
<p>To describe the results obtained through the analysis of the use of a Task-Based approach to Enhance Speaking Fluency in students of an Intermediate Level at Anglo-American High School during</p>	<p>Analysis Results of Applied Handouts</p>	<p>The analysis refers to evaluating the outcomes related to the implementation of the Task-Based approach in enhancing students' speaking fluency, including feedback from</p>	<p><b>Interview:</b> This instrument will be used to gather qualitative data from the teacher regarding their observations and insights on how the Task-Based approach and the use of ELLLO's audio resources affect students'</p>	<p>The operational definition involves conducting an interview with the teacher to explore their perspectives on the effectiveness of the Task-Based approach and ELLLO's audio resources in enhancing</p>

the III quarter of 2024.	students and observational data.	speaking fluency.	student fluency. The variable is valid if the interview responses provide coherent insights aligned with the research objectives.
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Chart #4: Source developed by Alvin Sandi Godínez

### 3.5 TECHNIQUES AND INSTRUMENTS

The data collection is a relevant step to demonstrate how the two variables explored in this research work: the use of the ELLLOs website audios and the Task-Based approach can be used together to improve the fluency of English language learners. To demonstrate that the use of these two variables is correct, the researcher has proposed a series of instruments. The first instrument proposed is an observation that will be carried out in the groups to evaluate participation, fluency, vocabulary use among others that are relevant to know at the beginning of the research in order to know if the use of ELLLOS audios can be effective in combination with the Task-Based approach.

During the different sessions, an interview with the teacher will also be conducted to assess the importance of incorporating websites such as ELLLO into the classroom environment to improve speaking skills through Task-Based activities after listening to the audio materials. This interview will provide the teacher's perspective on using digital resources in language learning. Finally, a questionnaire will be given to assess the learners' perspectives on this method of fluency improvement, focusing on their experiences and engagement with ELLLO and the Task-Based activities.

### 3.5.1 Observation Checklist

This tool is one of the oldest tools used to collect data through the senses, focusing specifically on observation and listening to systematically give meaning to what is heard and seen (Nwuegbuzie, A and Smit, B, 2018. para.1). Through observation it is expected to be able to collect data on how students perform their participation at the beginning of the research, in the middle of it, and its end, so three observations will be made to collect data and validate how they evaluate from start to finish.

Criteria	Observation	Comment
<p><b>Smoothness</b></p> <p>How fluently does the student speak and participate actively with others during the activity?</p>	<ul style="list-style-type: none"> <li>• <b>High:</b> Engages fluently, with minor pauses and interruptions when speaking</li> <li>• <b>Moderate:</b> Engages with sporadic pauses or minor interruptions.</li> <li>• <b>Low:</b> Engages hesitantly, with constant pauses and interruptions.</li> </ul>	
<p><b>Use of Vocabulary and Language Structures.</b></p> <p>How proficiently does the student use vocabulary and language structures suitable for the task?</p>	<ul style="list-style-type: none"> <li>• <b>High:</b> Uses a wide variety of vocabulary and language structures efficiently and suitably.</li> <li>• <b>Moderate:</b> Uses adequate vocabulary and language structures with infrequent mistakes or hesitations.</li> <li>• <b>Low:</b> Uses limited vocabulary and language structures with visible mistakes</li> </ul>	

<p><b>Initiative and Participation.</b></p> <p>Do the students dynamically involve in class?</p>	<ul style="list-style-type: none"> <li>• <b>High:</b> Proactively initiates and contributes ideas or answers frequently.</li> <li>• <b>Moderate:</b> Somehow interact but may need prompting to contribute.</li> <li>• <b>Low:</b> Requires significant encouragement to participating or contributing.</li> </ul>	
<p><b>Engagement with Audio Resources:</b></p> <p>Do the students participate efficiently in activities that involve audios from ELLLO's web page?</p>	<ul style="list-style-type: none"> <li>• <b>High:</b> responds accurately, and uses information from the audio resource to participate actively</li> <li>• <b>Moderate:</b> Listen to the audio actively but demonstrate little engagement or interaction with the audio content.</li> <li>• <b>Low:</b> Indicate little to no engagement with the audio resources.</li> </ul>	
<p><b>Communication Strategies.</b></p> <p>How actively does the student utilize communication strategies (such as paraphrasing, seeking clarification, and getting more details) during interactions?</p>	<ul style="list-style-type: none"> <li>• <b>High:</b> Use a wide variety of strategies accurately to keep communication.</li> <li>• <b>Moderate:</b> Uses some strategies with some effectiveness.</li> <li>• <b>Low:</b> Uses a few or no communication strategies at all.</li> </ul>	

### 3.5.2 Questionnaire

Students will rate the learning process through the approach proposed by the researcher. Hassan (2022) states that “a Questionnaire is a research tool or survey instrument that consists of a set of questions or prompts designed to gather information from individuals or groups of people “(para. 1). A series of questions will be asked to the students who participated in the sampling to measure Motivation, Integration of Activities, Appropriateness of Technology, Participation, and Relevance to Learning Objectives, Ease of Task Completion, Future Engagement, and Preferred Task-Based Activity to evaluate how the students felt about these items and their improvement accordingly.

1. Do you think that using activities like circle talk, problem and solution; debates help you improve your speaking skills?
  - Totally agree
  - Agree
  - Neutral
  - Disagree
  - Totally disagree
  
2. Do you feel the Task-Based activities with audio have improved your speaking fluency?
  - Totally agree
  - Agree
  - Neutral
  - Disagree
  - Totally disagree
  
3. Do you feel that Task-Based activities with audio enhance your motivation to learn English?
  - Totally agree
  - Agree
  - Neutral

- Disagree
  - Totally disagree
4. Should Task-Based activities with audio be integrated more extensively into the English Learning process?
- Totally agree
  - Agree
  - Neutral
  - Disagree
  - Totally disagree
5. How often did you actively participate in Task-Based activities with audio?
- Very frequently
  - Frequently
  - Occasionally
  - Rarely
  - Never
6. How relevant do you find Task-Based activities with audio to achieving your English language learning goals?
- Very important
  - Important
  - Neutral
  - A little important
  - Not important
7. Did you find the activities easy to understand and complete with the help of the audio?
- Almost always true
  - Usually true
  - Occasionally true
  - Rarely true

- Not true
8. How probable is it that you will actively engage in future Task-Based activities with audio?
- Almost always true
  - Usually true
  - Occasionally true
  - Rarely true
  - Not true
9. What Task-Based activity do you consider that it is the best to improve fluency in English?
- Problem solving
  - Questionnaires
  - Talking circle
  - Situational conversations
  - Other: \_\_\_\_\_

### 3.5.3 Interview

Based on George, 2023 an interview is defined as “An interview is a qualitative research method that relies on asking questions in order to collect data. Interviews involve two or more people, one of whom is the interviewer asking the questions”. para 1

The interview will allow us to collect essential details that will help us know how language teachers visualize the importance of using technology such as the ELLLO web page to be included in their class. Through the interview, it is proposed to validate the usefulness and relevance of using technological resources to be included in the class to help the development of speaking skills, as well as the importance of how technology can be integrated using the Task-Based approach through activities such as circle talk, debates, questionnaires, among others. The interview will allow us to have a structured starting point that will allow us to know how using

audio from the ELLLO website helps in combination with the Task-Based approach in the improvement of the students' fluency.

1. Have you heard of the ELLLO website, which provides a wide range of audio resources for use in Task-Based activities to improve speaking skills?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do you believe that listening activities, integrated with Task-Based learning, can help improve speaking skills?  
Yes \_\_\_\_\_ No \_\_\_\_\_
3. Have you ever used or visited ELLLO's website specifically for listening activities to support speaking practice?  
Yes \_\_\_\_\_ No \_\_\_\_\_
4. Do you think the listening resources on the ELLLO website can help students improve their speaking fluency?  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. In your experience, do interactive, question-based listening activities help learners engage more effectively with speaking practice?  
Yes \_\_\_\_\_ No \_\_\_\_\_
6. Have you noticed improvements in students' oral fluency after using listening resources in a Task-Based framework to support speaking?  
Yes \_\_\_\_\_ No \_\_\_\_\_
7. Do you use specific strategies to ensure learners actively participate and engage with listening resources to improve their speaking?  
Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, which of these strategies do you commonly use? (Check all that apply)

- Dialogue Activity \_\_\_\_\_
- Questionnaires \_\_\_\_\_
- Role-play \_\_\_\_\_
- Problems and Solutions \_\_\_\_\_
- Talking Circle \_\_\_\_\_
- Situational Conversations \_\_\_\_\_
- Debate \_\_\_\_\_
- Other: \_\_\_\_\_

8. Have you encountered challenges when using listening resources in class to support speaking practice?

Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, which of these strategies do you commonly use? (Check all that apply)

- Dialogue Activity \_\_\_\_\_
- Questionnaires \_\_\_\_\_
- Role-play \_\_\_\_\_
- Problems and Solutions \_\_\_\_\_
- Talking Circle \_\_\_\_\_
- Situational Conversations \_\_\_\_\_
- Debate \_\_\_\_\_
- Other: \_\_\_\_\_

9. Do you think listening resources like ELLLO should be incorporated more frequently into speaking lessons for intermediate adult learners?

Yes \_\_\_\_\_ No \_\_\_\_\_

## **CHAPTER IV RESULTS AND ANALYSIS DATA**

## 4.1 OBSERVATION CHECKLIST

### 4.1.1 Criteria: Smoothness

How fluently does the student speak and participate actively with others during the activity?

Group	Fluency Level	Description
<b>Group 1</b>	<b>Moderate</b>	Moderate participation, showing pauses or interruptions.
<b>Group 2</b>	<b>Low</b>	Struggles with constant pauses, and limited participation.
<b>Group 3</b>	<b>Moderate</b>	Moderate participation, showing pauses or interruptions.
<b>Group 4</b>	<b>High</b>	High fluency, and minimal interruptions; can serve as a positive model for other groups.

Chart #5: Summary of Group Fluency Levels and Recommendations by Alvin Sandi

As can be seen in the table above, the smoothness criteria indicate that there are different levels of fluency in the four groups observed. In groups one and four have a moderate level of fluency observed when they speak English; however, their ability to create complex sentences is not high, as evidenced in the class observation, yet they can simply communicate their ideas. On the contrary, group number two has a low level, which points out that the group has a limitation when communicating since they produce several pauses and doubts when expressing their ideas. Finally, group number four has a higher command of their sentences with few pauses and digressions, which indicates that they are working more on their speaking skills in class.

### 4.1.2 Criteria: Use of Vocabulary and Language Structures

How proficiently does the student use vocabulary and language structures suitable for the task?

<b>Group</b>	<b>Level of Vocabulary and Language Structures Use</b>	<b>Description</b>
<b>Group 1</b>	<b>Moderate</b>	Adequate use of vocabulary, but with hesitations and minor mistakes in language structures.
<b>Group 2</b>	<b>Low</b>	Limited vocabulary and evident errors in structures, hindering clarity and fluency in their responses.
<b>Group 3</b>	<b>Moderate</b>	Similar to Group 1, Adequate use of vocabulary, but with hesitations and minor mistakes in language structures
<b>Group 4</b>	<b>High</b>	Diverse vocabulary and good structures, with fluent communication and a few interruptions.

Chart #6: Summary of Group Vocabulary and Language Structure Proficiency Levels by Alvin Sandi

The above chart proves that there is a wide range of levels when it comes to demonstrating structure and vocabulary for speaking, which is fundamental to fluency. Group number one and three demonstrate a moderate level which indicates the use of vocabulary following what they should be used in class, nevertheless, when using speaking techniques that involve prompt speech there may be a lack of vocabulary. Group number two is at a low level, which points to the limited use of vocabulary in general or spontaneous topics. The last group, number four, indicates an advanced level, demonstrating that have varied vocabulary to face activities of diverse topics.

### 4.1.3 Criteria: Initiative and Participation

Do the students dynamically involve in class?

<b>Group</b>	<b>Level of Initiative and Participation</b>	<b>Description</b>
<b>Group 1</b>	<b>Low</b>	Students need significant encouragement to participate and contribute.
<b>Group 2</b>	<b>High</b>	Students proactively initiate and contribute ideas or answers in activities, demonstrating strong engagement and participation.
<b>Group 3</b>	<b>Moderate</b>	Students engage with the activity but may need frequent prompting to contribute actively to activities.
<b>Group 4</b>	<b>High</b>	Students actively initiate and contribute with some ideas or answers in activities, demonstrating strong participation.

Chart #7: Summary of Group Initiative and Participation Levels by Alvin Sandi

Participation is essential in the classroom to support a dynamic class, which contributes to a safe environment for the student's communication and learning. Within the classroom observation, it is visualized that group number one has low participation, in addition to the fact that they focus a lot on topics that are not associated with the English class; therefore, the participation is very low. Groups two and three demonstrate high participation although their levels of vocabulary and fluency vary, group two is actively participating and learning how to communicate and increase their vocabulary, and on the other hand group four maintains their levels according to fluency, participation, and vocabulary. Group three has a moderate level although there should be a demand from the teacher to request the students' participation in class.

#### 4.1.4 Criteria: Engagement with Audio Resources

Do the students participate efficiently in activities that involve audio from ELLLO's web page?

<b>Group</b>	<b>Level of Engagement with Audio Resources</b>	<b>Description</b>
<b>Group 1</b>	<b>Moderate</b>	Students engage with the audio resources, but their participation is somewhat passive, demonstrating low interaction if the teacher does not ask them to participate.
<b>Group 2</b>	<b>Moderate</b>	Students engage with the audio resources, but their participation is somewhat passive, demonstrating low interaction if the teacher does not ask them to participate.
<b>Group 3</b>	<b>Moderate</b>	Similar to Group 2, Students engage with the audio resources, but their participation is somewhat passive, demonstrating low interaction if the teacher does not ask them to participate.
<b>Group 4</b>	<b>High</b>	Students actively listen, respond accurately, and effectively use information from the audio resources during the activity.

Chart #8: Summary of Group Engagement with Audio Resources by Alvin Sandi

The students and the teacher must be familiar with the use of technology such as ELLLO's website which allows a diversity of audio to be included in class. Within the information collected from the classroom observation, it is analyzed that groups one, two, and three have moderate participation in the use of technology and ELLLO's website. It is confirmed with the teacher in charge that the students have participated in this web page to encourage the use of speaking through Task-Based activities that involve the use of audio from the page. It is necessary to inform you that group four indicates a high use of the web page by the teacher, it is an indicator that the observed points are higher than the others are, although it does not justify

that other groups are lower than high levels if the web page is used as an educational resource in activities.

#### 4.1.5 Criteria: Communication Strategies.

How actively does the student utilize communication strategies (such as paraphrasing, seeking clarification, and getting more details) during interactions?

<b>Group</b>	<b>Level of Use of Communication Strategies</b>	<b>Description</b>
<b>Group 1</b>	<b>Low</b>	Students use little communication strategies, which means not effective communication.
<b>Group 2</b>	<b>Moderate</b>	Students use some communication strategies with moderate effectiveness; however it is not as constant as it should be.
<b>Group 3</b>	<b>Moderate</b>	Similar to Group 2, students use some communication strategies with moderate effectiveness; however it is not as constant as it should be.
<b>Group 4</b>	<b>High</b>	Students actively use various communication strategies, ensuring effective and continuous communication.

Chart #9: Summary of Group Use of Communication Strategies by Alvin Sandi

It is possible to analyze how the data are intertwined in the table since the use of communication techniques is an indicator that the students can communicate effectively or verify information heard through speaking. Group one shows a low level adjusted to their low participation in class and use of the English language, while groups two and three show a moderate level which indicates that they are trying to use the language more, so they have learned techniques such as paraphrasing, and clarifying during their classes. Finally, the last group shows a high level, which coincides with the other observed criteria, due to their high

participation, use of vocabulary, and Task-Based techniques in combination with ELLLO's audios.

## **4.2 INTERVIEW**

### **4.2.1 Question #1**

Have you Heard of the ELLLO's Website, Which Provides a Wide Range of Audio Resources for Use in Task-Based Activities to Improve Speaking Skills?

In the interview with the teacher, she indicated that she is familiar with the use of ELLLO's website to be used in class as a dynamic tool. The teacher comments that the use of the site is a necessary tool in her classes since it involves a great variety of audio, which can be used in her classes due to the great variety of possibilities of exercises to be developed.

### **4.2.2 Question #2**

Do You Believe that Listening Activities, Integrated with Task-Based Learning, Can Help Improve Speaking Skills?

The teacher commented that he believes that using Task-Based activities in combination with innovative tools is necessary for students to improve their skills and speaking. In addition to this information, he says that using audio, such as those found on the ELLLOs website, is a great tool that allows students to hear a diversity of accents and different tones of voice at various speeds, which are essential for exposure to a new language.

### **4.2.3 Question #3**

Have you Ever Used or Visited ELLLO's Website Specifically for Listening Activities to Support Speaking Practice?

As the teacher mentioned to us, she is familiar with the site and the large number of audio available for use in her classes. Additionally, she points out that she likes to complement her classes by visiting the ELLOS website.

#### **4.2.4 Question #4**

Do You Think the Listening Resources on the ELLLO's Website can Help Students improve their speaking Fluency?

The teacher mentioned to us that she strongly believes that the use of audio integrated with Task-Based activities is used to improve the speaking area. In addition to this information, the teacher also says that the students can listen to different accents and expressions, which enrich their speaking skills; however, it is essential to use audio in combination with Task-Based activities focused on speaking.

#### **4.2.5 Question #5**

In your Experience, Do Interactive, Question-Based Listening Activities Help Learners Engage More Effectively with Speaking Practice?

The teacher stated that the use of question-based listening activities helps to improve speaking skills since many skills are correlated such as listening and speaking which helps students to listen and express themselves with others.

#### **4.2.6 Question #6**

Have you Noticed Improvements in students' Oral Fluency after Using Listening Resources in a Task-Based Framework to Support Speaking?

The professor commented that she has noticed changes in her students with this web page that allows the use of speaking activities after listening to audio. She comments that the students are not able to notice these changes at the beginning because they are small signs of progress but eventually their speaking skills greatly improve.

**4.2.7 Question #7**

Do You Use Specific Strategies to Ensure Learners Actively Participate and Engage with Listening Resources to Improve Their Speaking?

The teacher said that she uses listening activities in combination with speaking activities to enhance speaking proficiency. Among some techniques to help her in this task are dialogue activities, questionnaires, role-play, and situational conversations.

**4.2.8 Question #8**

Have you Encountered Challenges when Using Listening Resources in Class to Support Speaking Practice?

The professor stated that she has encountered difficulties in developing speaking activities that use audio to assist in these activities. She indicates activities such as questionnaires, role-play, and situational conversation, but she is not clear in indicating what kind of difficulties she has encountered.

**4.2.9 Question #9**

Do You Think Listening Resources Like ELLLO's Should be Incorporated More Frequently into Speaking Lessons for Intermediate Adult Learners?

The teacher mentioned that ELLLO's website audio can be incorporated more into English classes. She believes that this is possible due to the variety of audio and levels to choose from and that it is feasible to make modifications to the activities to be incorporated into almost any English class.

## 4.3 QUESTIONNAIRE

### 4.3.1 Question #1

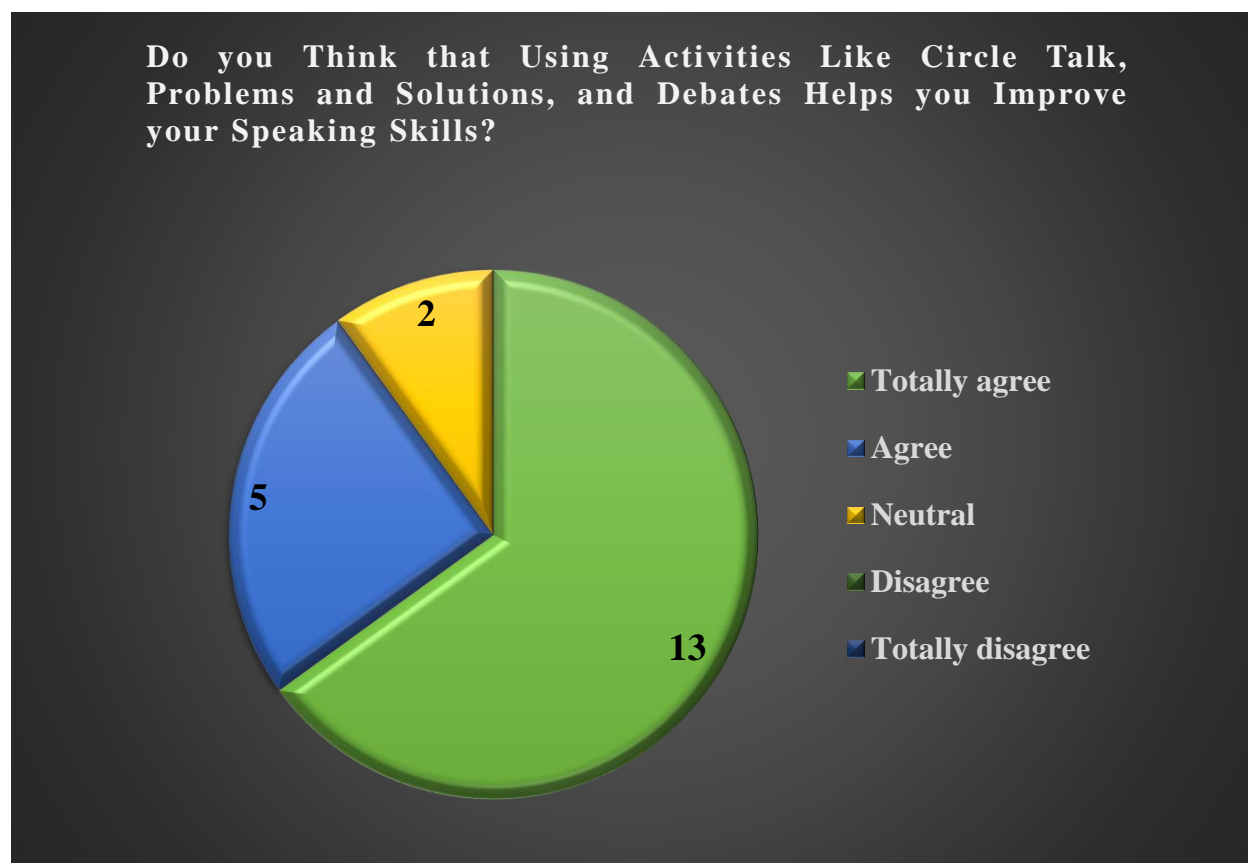


Figure #1: Impact of Task-Based Activities on Speaking Fluency by Alvin Sandi

From the surveys collected, a total of thirteen students selected that they strongly agree that the use of activities such as Circle Talk, Problems and Solutions, and Debates Helps you Improve your Speaking Skills which is a total of 65% of the sample. On the other hand, 25% of the students surveyed indicate that they agree, although they do not strongly agree, which may indicate a slight doubt, but almost 80% of the interviewed population still agrees that the use of Task-Based activities in combination with audios helps to improve the level of English. Finally, two respondents, that is 10% of the interviewed population, indicate that they are not in agreement with this question; we could say that they have doubts about whether the effectiveness of these Task-Based activities helps them to improve their English-speaking skills.

### 4.3.2 Question #2

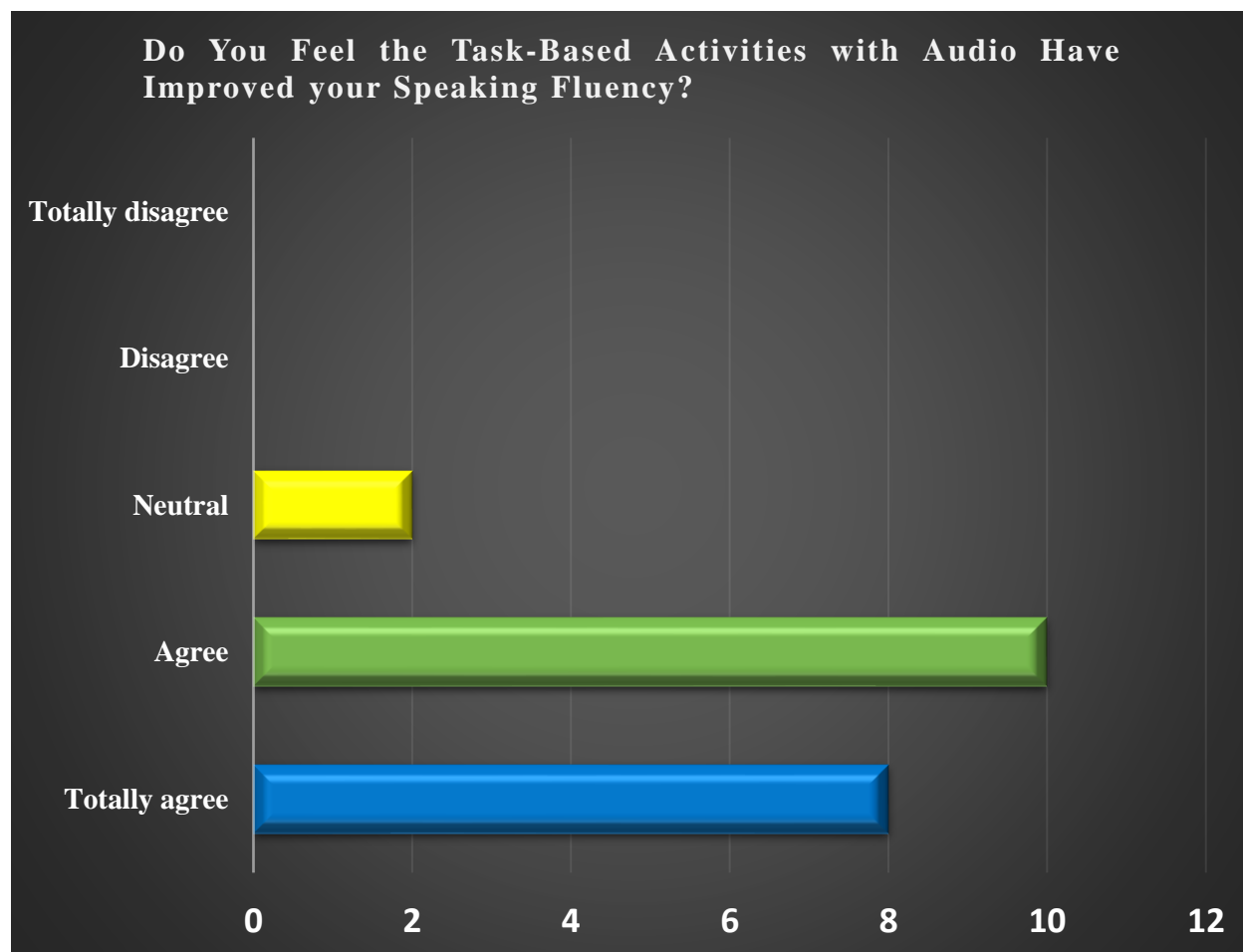


Figure #2: Impact of Audio-Integrated Task-Based Activities on Fluency Improvement by Alvin Sandi

From the graph above it can be analyzed that 40% of the students, which is equivalent to eight students strongly, consider that the use of Task-Based activities contributes to the improvement of speaking skills. On the other hand, 50% of the respondents which corresponds to ten students stated that Task-Based activities help to develop their English level specifically speaking skills. When analyzing these two points of the responses, 90% of the students agree that Task-Based activities should be used in their classes. Finally, 10%, which are two students, have a neutral answer. Thus, they do not agree or disagree with using these activities to improve their speaking skills.

### 4.3.3 Question #3

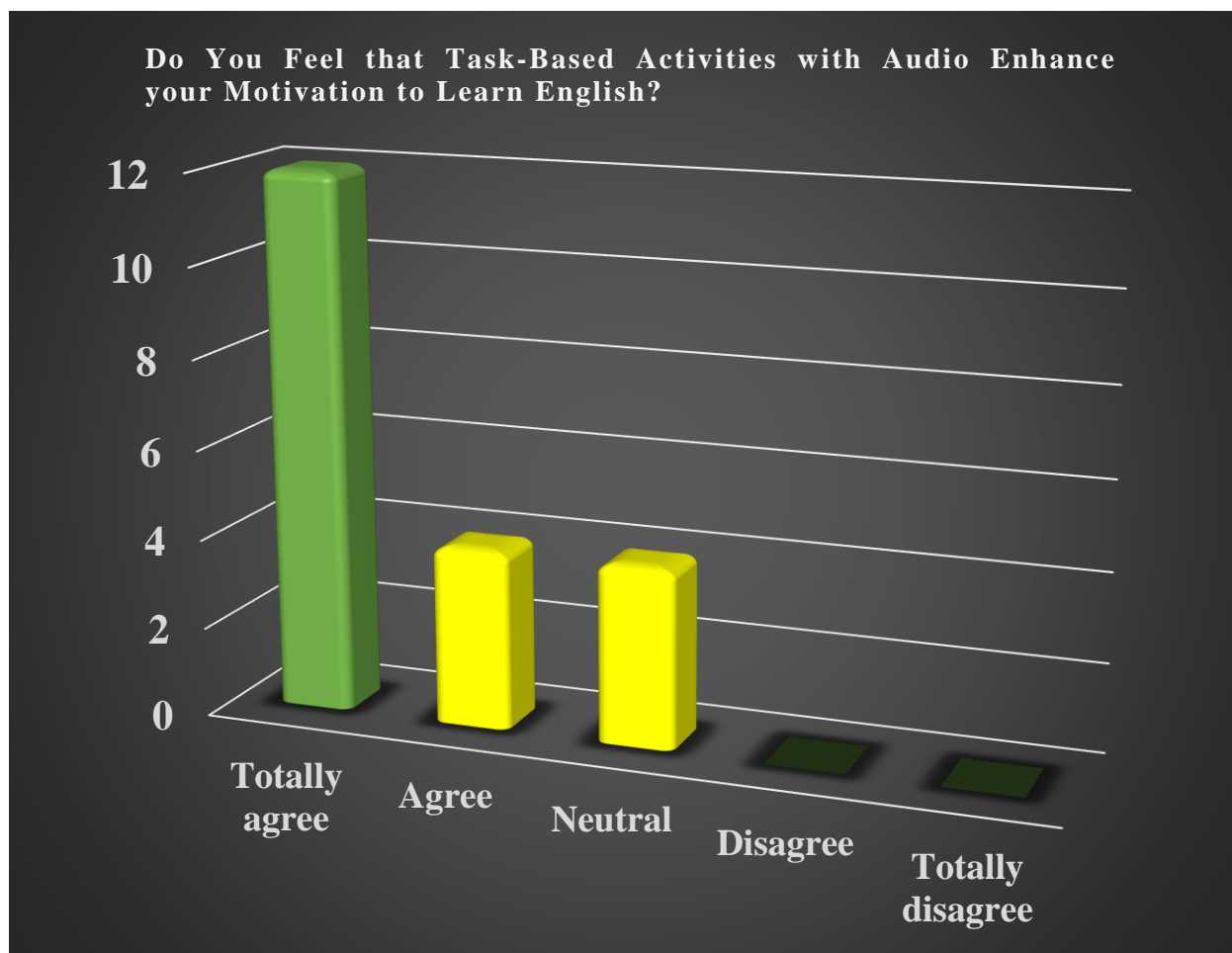


Figure #3: Impact of Audio-Integrated Task-Based Activities on Motivation to Learn English by Alvin Sandi

The analysis of the graph shows that twelve students (60%) strongly agree that the use of Task-Based activities in conjunction with audio activities enhances class participation, and an additional 20% (four students) agree with this statement. In other words, 80% of the surveyed population believes that the use of Task-Based activities in combination with audio helps their motivation in class. Finally, 10%, representing two responses, are in a neutral state, thus, they are neither in favor nor against this statement.

#### 4.3.4 Question #4

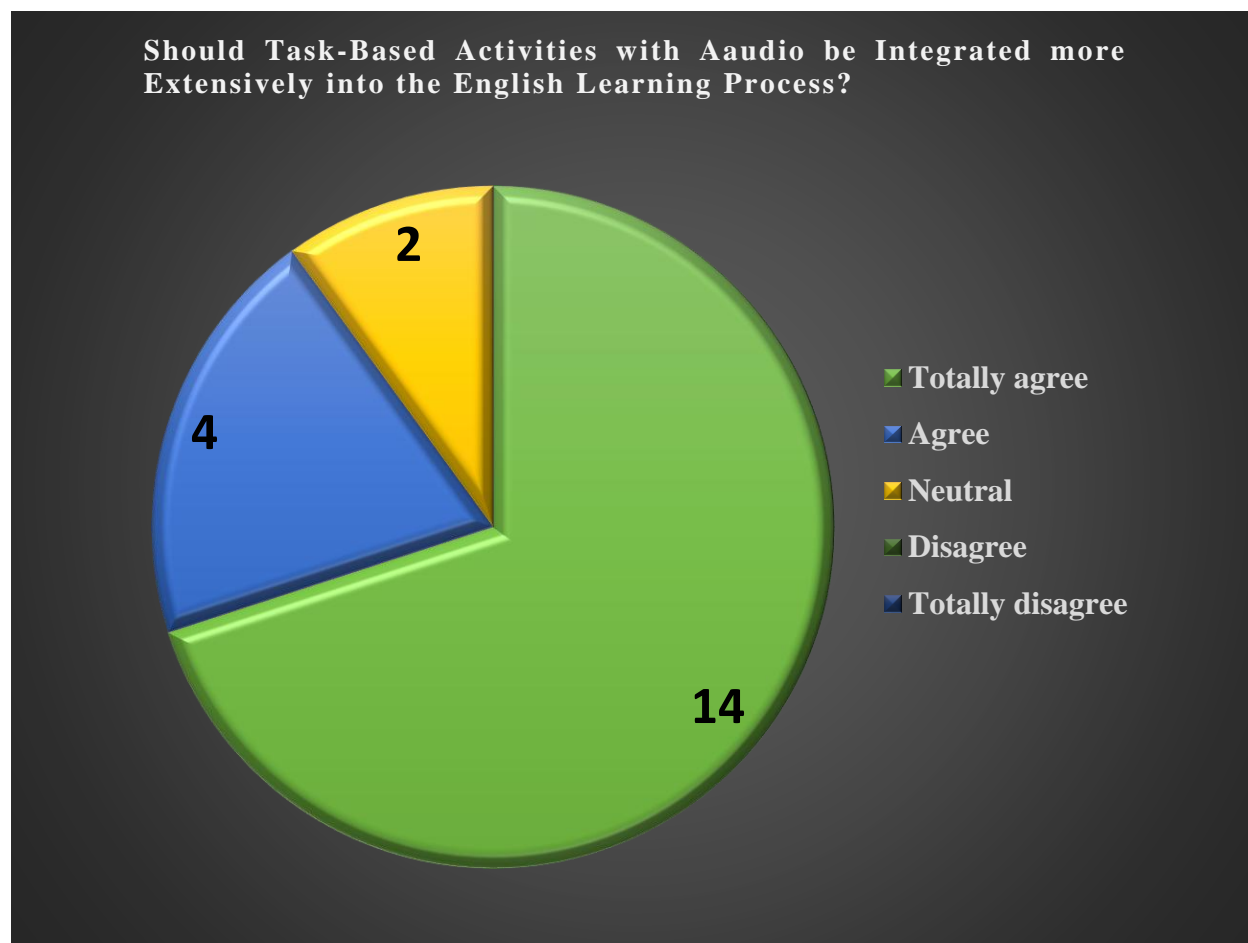


Figure #4: Effectiveness and Importance of Incorporating Audio in Task-Based English Learning Activities by Alvin Sandi

Out of the 20 students interviewed in this question, fourteen out of twenty said that they totally agree that Task-Based Activities with Audio should be Integrated more Extensively into the English Learning Process, which is equivalent to 70 % of the population. On the other hand, 40% (four responses) express agreement, and when analyzing these two responses (totally agree and agree) we have a combination of 90% of the respondents agree that using Task-Based activities with audio should be used more extensively in English classes. Finally, two students, representing the other 10% of the respondents, remain neutral; thus, they are neither in favor nor against this statement.

### 4.3.5 Question #5

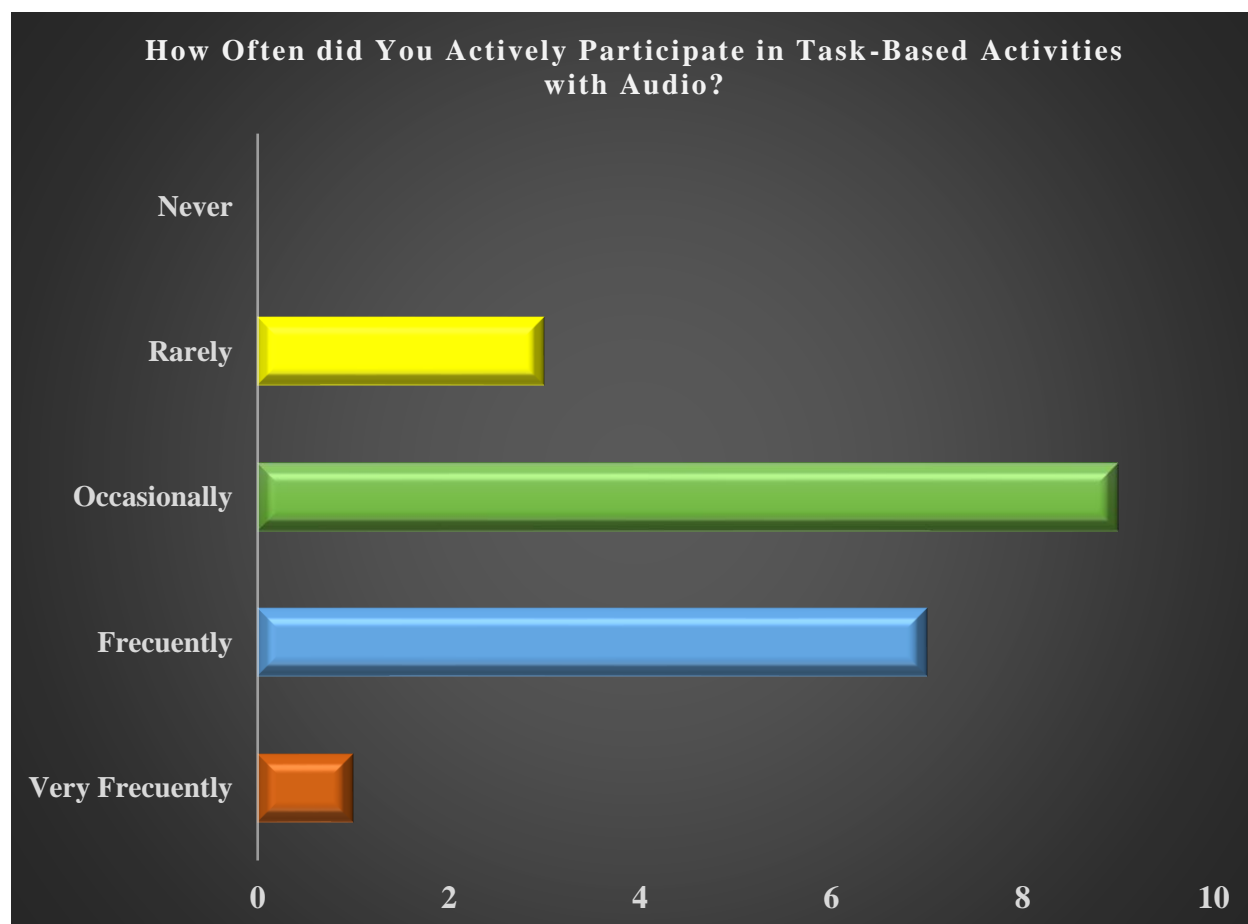


Figure #5: Student Engagement in Task-Based Activities with Audio during English Learning Sessions by Alvin Sandi

The samples of this graph when analyzed are varied. Of the sample of 20 students, only one student indicates that he/she is actively involved in Task-Based activities, which represents only 5%, on the other hand, seven students, which represents 35% indicate that they participate frequently. On the other hand, 45% (9 students) indicate that they participate occasionally, and finally 15% indicate that they rarely participate. When analyzing this information, we realize that We do not reach the goal of 50% of the answers in active participation in these activities, which may suggest that they do not participate in their initiative but only when the teacher indicates it, which is reflected in 45% of the answers occasionally.

#### 4.3.6 Question #6

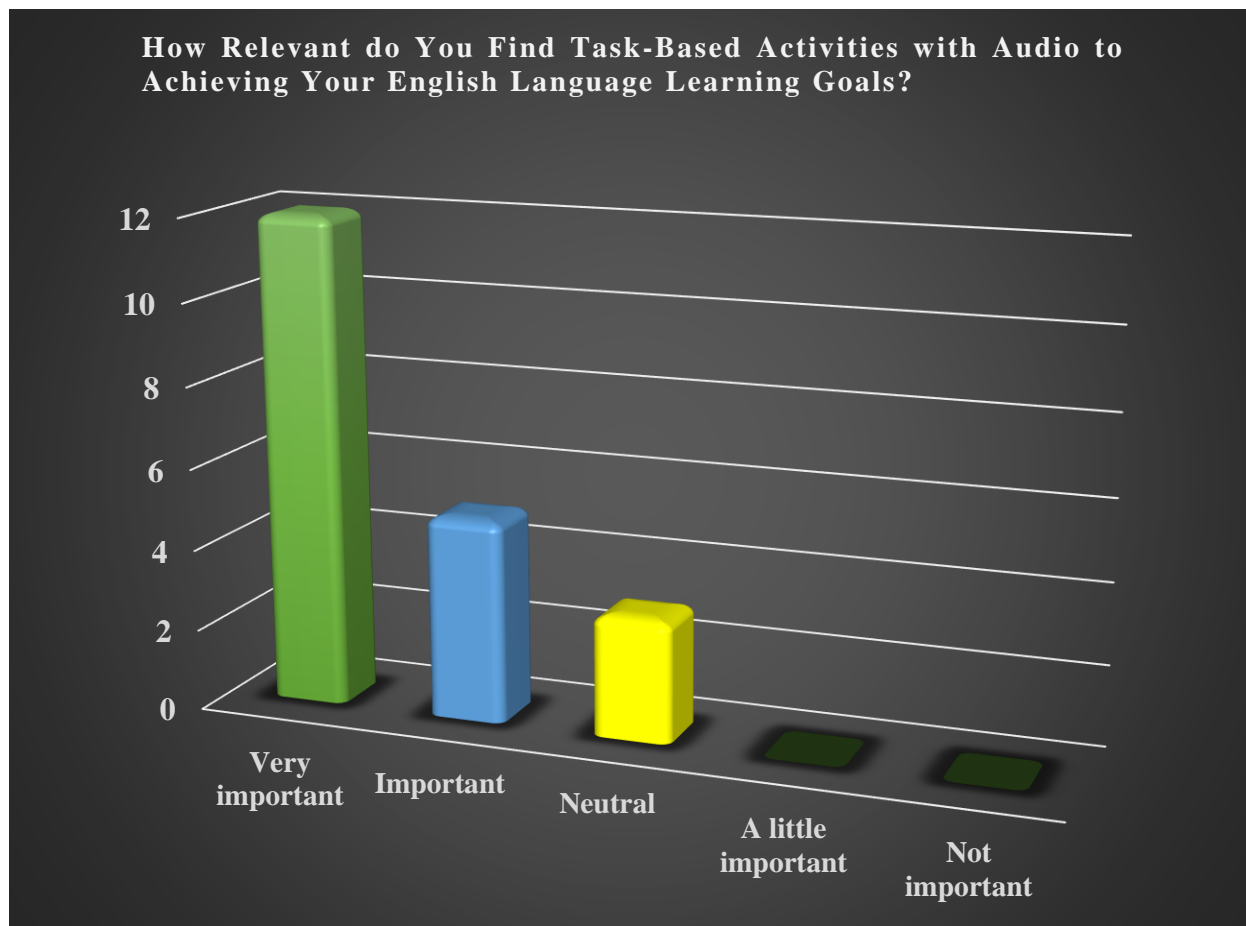


Figure #6: Impact of Audio-Integrated Task-Based Activities on Language Learning Objectives  
by Alvin Sandi

When we analyze the graph, above which comments on the Relevance of Task-Based Activities with Audio in Achieving English Language Learning Goals, twelve students representing 60% believe that the use of Task-Based Activities in conjunction with audio to improve their level of English is of utmost importance. On the other hand, five students representing 25 % indicated that it is important. When analyzing these last two responses, 75% of the sample considers that it is important to use this combination of techniques to improve their level of English. Finally, 15 % representing three students indicate that they are neutral to this question.

#### 4.3.7 Question #7

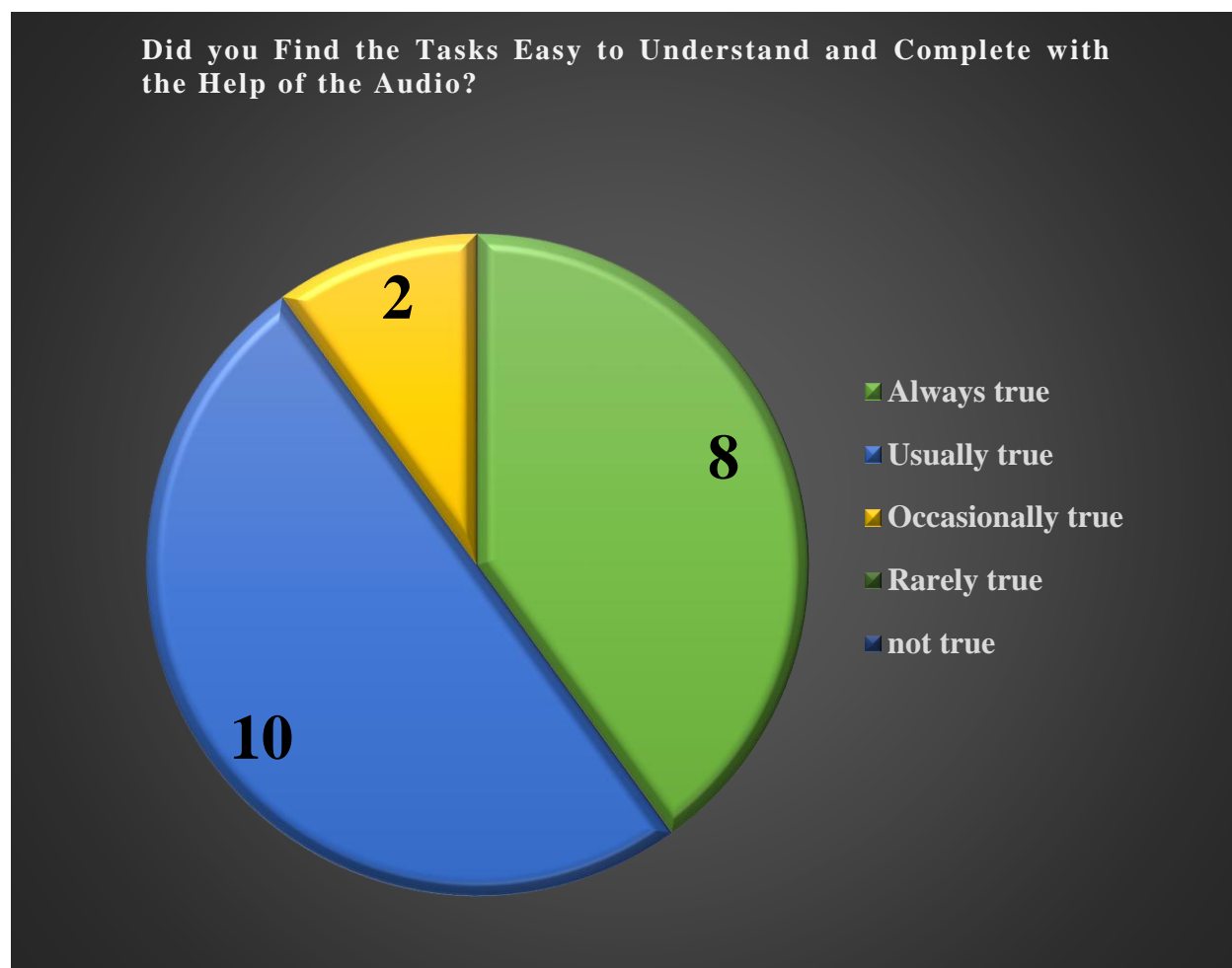


Figure #7: Student Perception of Task Comprehension and Completion with Audio Resources by Alvin Sandi

The above graph indicates that a total of eight students out of twenty, representing a total of 40%, consider that it is always easy for them to understand the activities that use audio, while a total of ten students consider that the activities are usually easy to understand, that is 50% of the sample analyzed. If we examine these data as a proportion, we find that 90% of the students can correctly follow the activities that use audio, while the remaining 20% indicate that they occasionally understand these activities.

### 4.3.8 Question #8

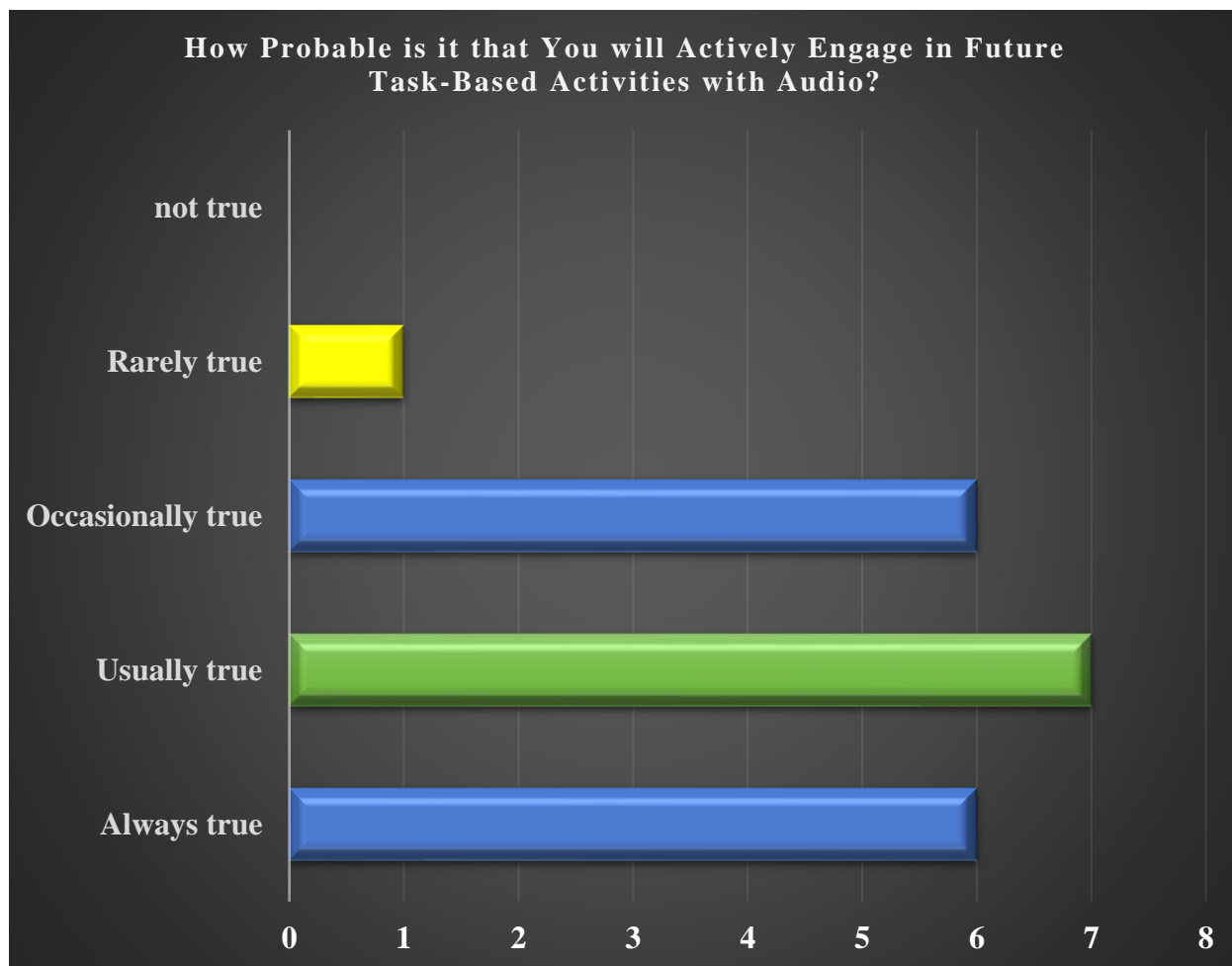


Figure #8 Students' Willingness to Engage in Audio-Integrated Task-Based Activities by Alvin Sandi

When we analyze the data that the graph shows us, we find that 30% of the population interviewed, which is equivalent to six students, say that it is always true that they will be involved in the future in activities related to Task-Based in association with audios. While 35%, which is equivalent to seven students, said that it is usually true that they will be involved in such activities. On the other hand, only six students representing 30% indicated that it is occasionally true, in other words, it is very likely that they will not get involved, and finally, one student representing 5% indicated that it is rarely true.

### 4.3.9 Question #9

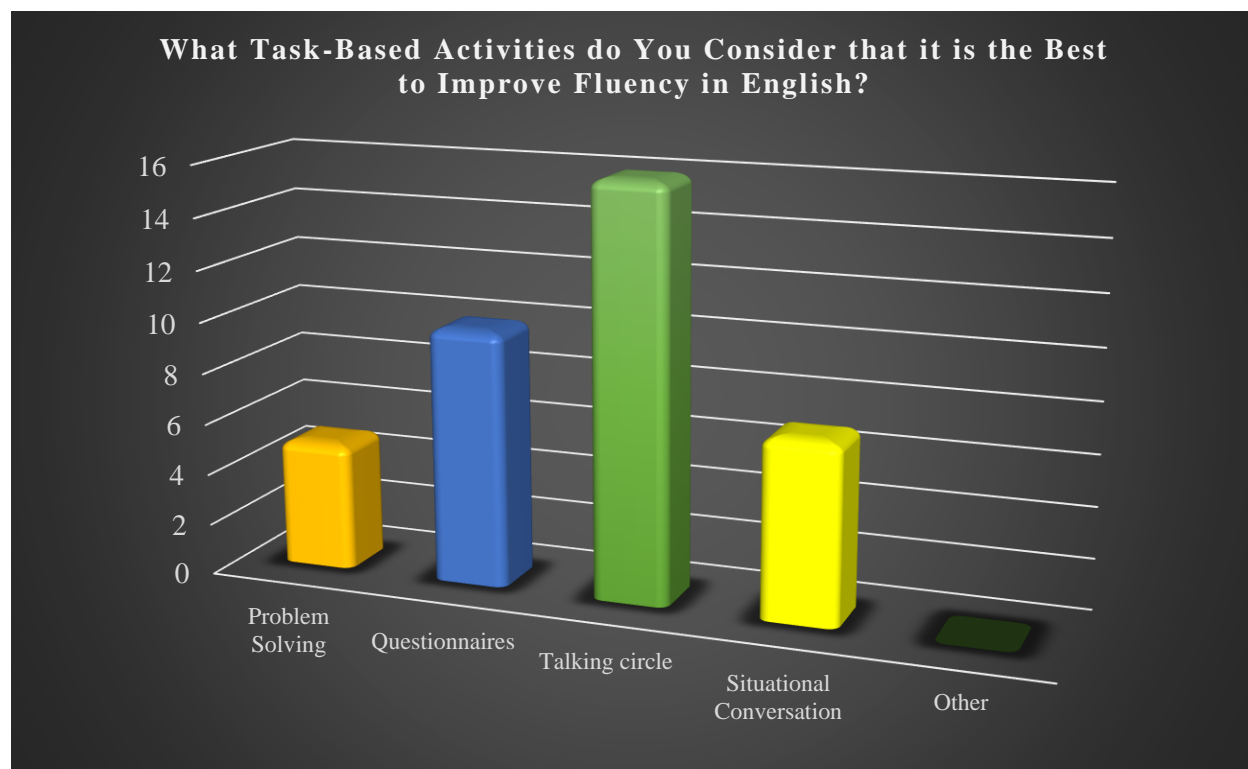


Figure #9: Most Effective Task-Based Activities for Improving English Fluency by Alvin Sandi

It is worth mentioning that at the time of asking this question, the students are given the option of choosing more than one answer according to their preferences, therefore it is possible to find multiple answers, in total there were thirty-eight selected options. Five answers were given for problem-solving which is 13.16 %, questionnaires obtained a value of 26.32 %, and on the other hand talking circle of 42.11 % was the answer with the most chosen options, while situational conversation received 18.42 %. In other words, talking circles and questionnaires are the activities that students have more interest in carrying out in class. It is necessary to highlight that the students were given the option of another, where they could select debate, role-play, and discussion, among others, but none of the students chose them.

## **CHAPTER V CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 CONCLUSIONS

Regarding the general objective which aims to determine the effectiveness of using ELLLO's web page and interactive question-based activities, it is possible to state that this objective is achieved through the analysis obtained by the different instruments applied in the study (observation class, questionnaire, and interview). From the questionnaire almost all results exceed 80% in relevant questions to determine this objective; students consider that their level of English in the area of fluency has improved through the audio and Task-Based approach, in addition, it is commented that in future activities they would be willing to participate in activities that involve these two variables, also through the interview the teacher recognizes that students are gradually improving. From this information, it is justifiable to point out that the effectiveness of integrating ELLLO's Web Page Audio Resources with interactive question-based activities within a Task-Based approach for enhancing speaking fluency among intermediate-level ESL learners at Anglo-American High School was effective due to the responses obtained.

Regarding the first specific objective, which aims to establish the initial speaking fluency level of intermediate-level students, four groups were evaluated; it was found that despite being at intermediate levels, not all groups have the skills to indicate that they are at intermediate levels of the English language, specifically in fluency skills. Since they vary from low to moderate levels in the five criteria that were observed: "smoothness, use of vocabulary and language structure, initiative and participation, engagement with audio resources, and communication strategies", and just one group demonstrates an advanced level of the English language in the five criteria. When these data are examined, it is convenient to point out that almost all the levels have some low position in the criteria observed in the observation. Thus, we could say that their English level is not expected for intermediate groups. Additionally, it is noticed that there is a lack of vocabulary and mastery of the grammar of the language. The results suggest that a combination of speaking techniques in conjunction with the other skill activities is necessary to improve their level of English in general.

Concerning the third objective, which aims to identify the impact of integrating ELLLO's audios to enhance speaking fluency after the intervention of question-based activities in students,

we gathered from the interview conducted with the teacher that she knows the ELLLOS website and that it is an exceptional tool for students to have integral learning through technological tools due to its wide variety of audios that serve as an engine to implement different activities in class. Therefore, it is fair to conclude that the ELLLOS website is accessible and flexible because educator accommodations may enhance skills that the teachers wish to improve in their students.

On the other hand, the educator interviewed commented that the use of audios that encourage speaking is a tool that progressively improves the students' speaking even if they do not notice it at first. It is correct to state that the ELLLO's website is truly a multifunctional tool that allows the teacher to gradually improve the students' fluency. Among the activities that the teacher uses to help improve fluency with ELLLO's audios are questionnaires, role-play, and situational conversation, although among the questionnaires given to the students, only situational conversation matched the professor's answers (interview) and students' (questionnaire)

When the information from the questionnaires provided to the students was analyzed, many details could be observed. Within the first question, related to the usefulness of using Task-Based activities such as circle talk and debates, among others, to improve their speaking fluency, the students indicated by summing agree and agree an 80%. The result is that these types of activities are considered relevant to increasing their fluency in the target language; these details match completely with the response of the teacher interviewed, who considers the use of these technologies as ELLLO fundamental for the development of fluency skills.

The use of audio from the ELLLO's website in combination with Task-Based activities is positively accepted. Responses were between totally agree and agree 90%, and only 10% remained neutral. Therefore, using this type of technology is an acceptable method for the students, as they believe that their fluency improves when using these two methods in combination. It may truly state that teachers should be more proactive and innovative in their classes with technology as ELLLO's web page to motivate their students to learn English.

The use of ELLLO's and Task-Based activities becomes a powerful tool for student motivation. The students expressed in the survey that 60% of the sample totally agree, and another 20% agree. By reviewing the information, it can be indicated that without any doubt the research topic of using ELLLO's and Task-Based activities also has a positive impact on the learners. It is possible to enhance the quality of learning and make students more willing to work on different activities through a motivated classroom. It is crucial that to increase motivation and participation in class, different personalized activities are built into each class, that means that within the activities such as circle talk, situational conversation, and debates among others, the teacher makes accommodations and adjustments that are adapted to the group in which they are performed.

Although quite positive results have been obtained when evaluating the impact of ELLLO's site in combination with Task-Based activities. In the survey where students evaluate their participation in class with audio, the highest percentage, 45%, occasionally participate in this type of activity. When analyzing these data and the observations in more detail, these results agree with each other, since participation was moderate or low. We can infer that because the groups have moderate to low participation, and that their level of English is not at the expected standard for an intermediate level, the results are very accurate.

Related to the third objective, which is to determine the student fluency level by assessing participation and engagement with the audio resources and interactive activities, we examined some questions from the questionnaire; students demonstrate occasional participation in their English classes that involve audio. Students are aware of the importance of using Task-Based audio activities to enhance their fluency level. 60% believe that it is very important to use Task-Based activities and another 25% recognize its importance, which adds up to 85%, which is a very high percentage. This result marks the effectiveness and relevance of using Task-Based activities and the web page ELLLO's to enhance speaking skills in class.

When we validated how easy it is to follow activities that combine audio from ELLLO's website and Task-Based activities, the percentage of answers confirmed that 40% were always true, and 50% were usually true, which reveals that it is easy for students to participate in this

methodology because it is clear and easy to understand instructions and activities. Additionally, the students surveyed about whether they will engage in future classes under this methodology resulted in a 30 % always true and 35 % usually true, which may indicate that students are more likely to participate in this method in future classes.

Additionally, during the initial class observation, which also analyzed the students' participation in activities that involved speaking and some audio, it was noticed that groups four and two were the ones that actively participated, and group number three showed moderate participation if they were asked to participate. On the other hand, group number one showed low participation even if they were asked to participate proactively in the activities.

Finally, to describe the last objective that aims to analyze the results obtained through the analysis of the use of Task-based approach to enhance speaking fluency, we observed from the survey that the best Task-Based activities that can be used in association with ELLLO's audio page, the students indicated that circle talk, and questionnaires are the best tools to be carried out in class. In other words, it would be recommendable for future teachers who want to improve fluency in their students; it could be done through these two activities, since in the survey they proved to be the leaders, which is why students feel comfortable in executing them. Additionally, it is relevant to mention that the students commented that following these activities through the instructions given is easy.

Although the Task-Based activities supported the learners in developing their speaking skills, the results showed that their speaking skills were still below the expectations of intermediate learners. Although the students had been learning English for more than eighteen months, they still had difficulty producing complex sentences and participating in spontaneous conversations. This strongly implies that Task-Based activities are effective but must be combined with additional techniques to achieve the desired level of fluency according to the language level of the learners.

The study also indicates that while the use of Task-Based activities plays a relevant role in the improvement of speaking skills in combination with audio, they may not be sufficient for

the improvement of this skill. In three of the four groups, it was observed that they have a moderate vocabulary, but that it is adapted to the topics studied in class, which is why it is essential to carry out vocabulary improvement activities as well as grammar refresher activities. It is necessary that the teacher not only performs activities focused on speaking, but multidisciplinary and refreshing various topics during such Task-Based activities while working on speaking skills.

It is significant to indicate that the students show their willingness to participate in activities that involve the audios of the ELLOS web page, in the class observation it is noted that the level is moderate, which is highly necessary that the teachers in charge of the students elaborate specific activities to increase participation. The students who indicated that the activities are easy to follow also indicated in the questionnaire that they are willing to participate more proactively. The study emphasizes the importance of creating motivating and relevant activities to achieve higher participation.

## **5.2 RECOMMENDATIONS**

To effectively improve speaking skills focused on fluency, it is relevant to have more hours of study and not only the 2 hours that the language center normally offers on a regular schedule. Teachers must add many extracurricular activities that allow the learners to be focused on their English language learning. Through more practice, students may be able to gain a better command of the English language and oral skills. However, if it is an intermediate level there is the possibility that the class will focus more on speaking skills, and within these conversations, the topics of the other skills will be addressed by having a multidisciplinary field of study to support the students to improve.

When it comes to improving speaking skills in the classroom, regardless of the speaking sub-skill, many times embarrassment or fear of failure are obstacles that teachers must remove from students. If a group is united, it is more likely that when they make mistakes, they will not feel ashamed in front of their classmates. In addition, if it is a cooperative environment, the classmates themselves can create a support network to collaborate with the person who is

speaking. A clear example is present in the fourth group analyzed, where four students demonstrate a strong bond, and if any of them have doubts about a word or how to conjugate it, their classmates are lifeguards who help them with that word's pronunciation or correct conjugation of the verb.

It is crucial that when a teacher wants to improve the fluency of his students in speaking, he can test them in advance since the difficulty in speaking fluently can come from not practicing the language constantly, or situations of vocabulary, pronunciation, grammatical structure, or techniques to begin to form sentences. The teacher must be prepared to address any type of situation that makes it difficult to improve fluency. This is demonstrated in group number two, which has a high level of class participation, but when observing the class, it is detected that they have a limitation with their range of vocabulary that prevents spontaneous conversations on a variety of topics.

It is recommended that students, from their first contact with the language, have early exposure to speaking with audio that can be adapted to their level. The reason for this exposure is so that the students can feel confident and be accustomed to this type of activity that will be beneficial for them in the future. ELLLO's website is a tool that can be used from a basic level due to its variety of audio and levels that are adjustable. However, the teacher will have to make accommodations for each activity he/she wishes to develop.

It is highly recommended that educators are always innovating due to the rise of technologies that facilitate the teacher's work and help students strengthen their learning experience, as an example, we could mention the use of the website ELLLO's to improve listening and speaking vocabulary from its different audio. Although technology is essential, it is fundamental that teachers also look for learning methods such as the Task-Based approach that allows not only a support network and a safe environment in class for their students but also seeks collaborative learning through the contributions that each student can provide to give feedback to each other.

It is important to open the curricula of teachers in Costa Rica, both in public and private institutions or language centers, to allow them to access free websites such as ELLLO's, which has a large list of audios. This recommendation is given on the basis that in the language center where this thesis is carried out, the professor has freedom in their planning, thus they can work on their lesson plans as they wish, but it is not mandatory to incorporate speaking activities even though the grades they can teach are at an intermediate level. The more amount of audio can be performed in class, the more benefits can get in their studies the learners.

It is of extreme relevance to carry out more research that may contain similarities with ELLLO's website to allow future teachers to have more scope of the benefits that can be obtained in their classes through different websites. It is also crucial that the teachers are prepared and updated on the new emerging technologies that support the learning of students in and out of the classroom. If professors keep updated on the new methods of teaching, it ensures that students receive the best education.

Finally, it is recommended that the use of ELLLO's website in combination with a Task-Based approach cannot be only used to improve skills or subskills such as fluency. It is pertinent to mention the great viability of using these two tools to improve soft skills such as critical thinking, cooperation, active listening, companionship, and other soft skills in class due to the nature of encouraging group participation in class.

## **CHAPTER VI: PROPOSAL**

## **6.1 NAME of the PROPOSAL**

For the proposal of the present investigation, the name assigned is “Innovating Education Through ELLLO'S Web Page in Combination with Task-Based Approach in the English Class” This project looks to encompass the implications during the research “The Use of a Task-Based Approach to Determine Effectiveness of ELLLO's Web Page Audio Resources Using Interactive Question-Based Activities to Enhance Speaking Fluency in Adult Students of an Intermediate Level at Anglo-American High School During the III Quarter 2024”

## **6.2 DESCRIPTION**

This project aims to improve fluency skills at intermediate levels for young and adult learners of English as a second language using ELLLO's website combined with a Task-Based approach. This proposal is estimated to be developed for approximately 8 lessons, one hour for each class.

The project's objective is to help students at an intermediate level improve their fluency level compared to their initial level against the level obtained by applying the activities in conjunction with ELLLO's web page. To obtain and measure the information, they are expected to be assessed using an observation class, pre-and post-tests, or questionnaires before and after the application.

## **6.3 PLACE to be DEVELOP**

This project is designed for students who are learning a new language at an intermediate level. The students are expected to have an intermediate level of the language to perform the Task-Based approach activities through ELLLO's audios. The application will be carried out at Anglo-American High School, which is always open to receiving proposals for project applications to help the students to improve their speaking fluency skills.

## **6.4 ORGANIZATION**

Anglo-American High School is a private institute located in downtown San Jose. It opened its doors in 2006, and Prudencio Quipe is its principal. The institution states it will apply to the proposal project if it has appropriate permission and instructions for the other teachers.

## **6.5 INVOLVED POPULATION**

The goal population for this study is intermediate-level students. The institute has several intermediate-level groups, each with approximately seven to ten students. This project will begin in the first quarter of 2025. When applying for this project, the students will be familiar with the study proposal and the expected results of using ELLLO's page in combination with a Task-Based approach.

## **6.6 OBJECTIVES OF THE PROPOSAL**

### **6.6.1 General Objective**

1. Demonstrate the Impact of using ELLLO's web page in combination with a Task-Based approach to improve speaking fluency in intermediate-level students.

### **6.6.2 Specific Objective**

1. To identify the impact of using ELLLO's web page in combination with Task Based approach when developing fluency skills.
2. Analyze the use of ELLLO's web page in combination with a Task-Based approach to developing fluency skills.
3. Evaluate the effectiveness of the use of ELLLO's web page in combination with a Task-based approach when developing fluency skills.

## 6.7 CHRONOGRAM OF ACTIVITIES

Lesson	Schedule
1 & 2	Listen to audio from ELLLO's web page, for example: A day I Will Not Forget, taking notes from the audio to share key details through a circle talk
3 & 4	Listen to an ELLLO's web page, the audio What I love doing, take notes from the audio and key details, work in pairs to share the details, then the teachers make a short questionnaire about the audio
5 & 6	Listen to ELLLO's web page, and the audio. What I will do next year is take notes from the audio and key details, work in groups to share the details, and then the teacher asks problem solution questions about the previous audio which was listened
7 & 8	Listen to ELLLO's web page. The audio Is Social Good or bad, take notes from the audio and key details, work in groups to share the details, and then the teachers ask questions to debate about the audio

Chart #10: Summary of proposal schedule by Alvin Sandi

## 6.8 BUDGET FOR ITS IMPLEMENTATION

There is not expected to be a budget for implementing this project because the educational center has speakers; in addition, ELLLO's web page is free if you access it directly instead of using the application. It is estimated that the teacher can access this page through his cell phone or personal computer and use the school's speakers to play the audio.

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