

**Bridging Approaches in EFL: Multimodality and Task-Based Learning for Oral Skills
Development**

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Content	
Abstract	5
Chapter 1. Context and Statement of the Problem	7
Characterization	7
Local Context.....	7
Participants.....	8
Diagnostic Test	10
Problem Statement	12
Research Question	14
General Objective	15
Specific Objectives	15
Chapter 2. Theoretical Framework & State of the Art	18
State of the Art	18
Theoretical Framework	24
Multimodality in EFL Learning.....	24
Teenagers' Oral Skills in EFL Acquisition	26
Task-Based Teaching and Learning in the Development of Oral Skills	29
Chapter 3. Methodological Design	33
Research Paradigm	33
Type of Research	33
Data Collection Instruments	35
Field Notes.....	35
Questionnaire	36
Diagnostic Test	36
Artifacts.....	37
Interview	38
Ethical Considerations	38
Chapter 4. Pedagogical Intervention	40
Vision of Language	40
Vision of Learning	40
Vision of Teaching	42
Instructional Design	42
Chapter 5. Data Analysis and Findings	48

Procedures for Data Analysis	49
Category 1: Pedagogical Role of Multimodality in Oral Tasks.....	51
Category 2: Oral Skills Development through Multimodal Tasks	63
Category 3: Attitudes and Reactions Towards Multimodal Task-Based Lessons	75
Chapter 6. Conclusions and Implications	80
Conclusions.....	80
Implications	81
Limitations.....	82
Further Research	83
References.....	84
Annexes	89
Annex 1: Questionnaire.....	89
Annex 2: Field notes format.....	91
Annex 3: Diagnostic test	92
Annex 4: Speaking section.....	94
Annex 5: Interview guiding questions	95
Annex 6: Consent form for the treatment of minors' personal data.....	96
Annex 7: Consent form for the treatment of adults' personal data.	97
Annex 8: Lesson plan 8. Ordering food at the restaurant.....	98
Annex 9: Transcription of the interview	101
Annex 10: Speaking checklist.....	108

List of tables

Table 1. Cycle 1: Exploring myself and my environment.	43
Table 2. Cycle 2: Surviving in real-life situations.	44
Table 3. Cycle 3: Connecting with others.....	45
Table 4. Cycle 4: Making decisions for life.....	46

List of figures

Figure 1. Categories of analysis derived from the data collection process.....	51
Figure 2. Sample of teacher-designed materials to support tasks.....	55
Figure 3. Teacher's material vs students' creation. May 9th, 2025	59
Figure 4. Diagnostic test: Student's descriptions vs reference picture. March 7th, 2025.....	64

Figure 5. Student's imitation of teacher's example: teacher's reference vs student's 3 work. March 14th, 2025.....	66
Figure 6. Examples of students' work in different sessions.	77
Figure 7. Students' menu (groups 1 and 2) for the role play task eating out at a restaurant. September 1st, 2025.....	77

Abstract

The present study emerged from the identification of 11th-grade students' weak oral skills performance at CEDID Guillermo Cano Isaza School and aimed to analyze the influence of multimodality in the development of their oral skills using Task-Based Learning (TBL). For this purpose, the study is framed within an action research approach, involving the design and implementation of a pedagogical proposal structured in four cycles. These cycles were conducted in the EFL classroom, integrating multimodal resources to support students' oral skills development within the TBL approach. Findings suggest that the multimodal task-based lessons carried out had a significant influence on 11th-grade students' oral performance, since learners engaged in tasks that advocated for meaning negotiation, creation and interaction with different semiotic modes, and participation in contextualized authentic oral practice.

Keywords: Multimodality, Task-Based Learning, Oral Skills Development, EFL Learning.

Resumen

La presente investigación surgió a partir de la identificación de debilidades en el desempeño oral de los estudiantes de grado once del colegio Guillermo Cano Isaza y tuvo como objetivo analizar la influencia de la multimodalidad en el desarrollo de dichas habilidades mediante el Aprendizaje Basado en Tareas (ABT). Para dicho fin, el estudio se enmarca en un enfoque de investigación acción, que implicó el diseño y la implementación de una propuesta pedagógica estructurada en cuatro ciclos. Estos ciclos se llevaron a cabo en la clase de inglés como lengua extranjera, integrando recursos multimodales para apoyar el desarrollo de las habilidades orales de los estudiantes en el marco del enfoque ABT. Los

resultados sugieren que las sesiones multimodales basadas en tareas que se llevaron a cabo tuvieron una influencia significativa en el desempeño oral de los estudiantes de grado once, ya que ellos participaron en tareas que fomentaban la negociación de significado, la creación e interacción con diferentes modos semióticos, así como la participación en prácticas orales auténticas y contextualizadas.

Palabras clave: Multimodalidad, Aprendizaje Basado en Tareas, Desarrollo de Habilidades Orales, Aprendizaje del Inglés como Lengua Extranjera.

Chapter 1. Context and Statement of the Problem

This chapter presents the local and institutional context of the project, the characteristics of the population that participated in the study, the problem statement identified following the observations, the research question, objectives, and, finally, the rationale for the research.

Characterization

Local Context

This project was developed at the public school CEDID Guillermo Cano Izasa, located in the southwest of Bogotá, in Ciudad Bolívar, in the neighborhood of Meissen. There is a predominance of socioeconomic strata from zero to two, and the main economic activities can be identified as small grocery stores, recycling depots, and motorcycle and car fixing. In conformity with the Observatorio de Conflictividad Social (2022), this locality is notably affected by high-impact crimes such as theft, sale and consumption of drugs, homicides, squatter settlements, and the violation of human rights, due to the presence of armed actors. Additionally, the community faces challenges due to its proximity to the Tunjuelito river, since on several occasions, flooding from this polluted river has disrupted academic activities and posed health and safety hazards.

The surrounding economic conditions, alongside violence, insecurity, and environmental issues, significantly impact both the physical and emotional well-being of the students, making it challenging for their academic development. Indeed, they are confronted with harsh realities in their environment that make it difficult for them to focus on their education, leading to issues like school dropouts. Moreover, the conditions addressed impact the role of the English language learning; in this setting, learning a language is not relevant

for academic or daily life purposes. That is, there is no exposure to the language, so it is not important to learn and to use it in this socio-economic context either.

In the educational field, the school is distinguished by offering education at four levels: preschool, primary, high school, and vocational high school, under the Servicio Nacional de Aprendizaje (SENA), with two study shifts: morning and afternoon.

Additionally, it provides a night shift aimed at young people and adults for them to overcome their lack of educational opportunities, and to foster social and environmental awareness

According to the institution's Proyecto Educativo Institucional (PEI) (2024), its curricular foundations are based on an integral approach intended to impact positively students' life plans by offering them academic and job skills to be competitive in the society.

The institution's physical structure is divided into two buildings: one for primary school and the other for secondary and high school. The secondary and high school's building has two floors with a technology and computer lab, three laboratories for chemistry, physics, and biology, a library, an auditorium, an English laboratory, and a cafeteria where students receive breakfast and lunch. Additionally, it features three specialized rooms for vocational training students, including a computer room for accounting and finance students, a food processing plant for students of food agroindustry, and a mechanical garage for students of metal mechanics and design. Even though there are spaces availability, resources are not enough to fulfill the students' demand.

Participants

The project was developed in 11th grade, in class 1103, during the morning shift. The classroom had 30 students, 16 males and 14 females, between 15 and 18 years old. Nevertheless, only 15 students were included in the data analysis as they delivered the consent form.

The characterization of students started with the implementation of a questionnaire ([Annex 1](#)) aimed to collect relevant data regarding their socioeconomic and family backgrounds, as well as their perspectives towards the English language and their process of learning it. The data revealed that students' family members tended to have a high school education level, which suggests that they had contact with English during their academic life at school. Referring to the learners' perspectives on the target language, they acknowledge that it is vital for personal and professional development. Furthermore, in their English language process, students depicted their proficiency as regular, outlining vocabulary and reading as their strongest skills; while speaking, listening, and writing were described as weaknesses. Also, in this instrument, they emphasized the need to implement activities that help them improve their English level of proficiency. In this respect, they proposed activities related to working on everyday life situations, engaging in speaking activities with partners to improve pronunciation, and participating in listening activities using media.

In the same vein, observations and field notes ([Annex 2](#)) were crucial in characterizing, identifying, and describing the students' performance during the English class. Some peculiarities related to the students' English learning and interaction were observed. First, it is remarkable that students reacted positively to the activities associated with topics of general interest, as well as online games that allowed them to express their opinions and interact with the content. However, the spoken interaction was always in Spanish, and English was used mainly for the written tasks. This suggested that while the topics might have engaged them, they still preferred to communicate in their native language when not specifically focused on the task at hand.

Second, regarding their interaction, it was noted that the classes were frequently interrupted by late arrivals, loud music, students talking and laughing, and cellphone use. The

use of the video projector in the classes was noticeable, since students seemed to be more engaged and paid closer attention when music or videos were displayed. This suggested that these activities may help capture their interest. Besides, due to the arrangement of desks and chairs, students tended to interact and develop class activities in groups with the same classmates all the time.

Diagnostic Test

To gain a precise understanding of the 1103 grade students' proficiency level of English, a diagnostic test ([Annex 3](#)) was administered. This test was intended to assess if they were at the level required at that stage, and to identify their strengths and weaknesses on English. It was focused on the four language skills: reading, writing, listening, and speaking.

As far as the reading section is concerned, following the Basic Learning Rights¹ (BLRs) proposed by the National Minister of Education (2016), a student in this grade “identifies the purpose of medium length oral and written texts related to topics of general and academic interest and shares it with others using his/her knowledge about the structure of texts.” (p. 30). The students' responses revealed they could answer questions correctly at the inferential reading level. Thus, it demonstrated that they were able to identify the main topic, purpose, and general ideas in the text, as well as the characters involved.

Regarding writing skills, the BLRs (2016) in the 8th learning right assert that a student “narrates personal experiences or familiar stories in oral or written form through the use of details related to situations, places, people, and actions” (p. 32). In this case, they were asked to write a letter to a friend. Only half of the class completed the section; most of them indicated that they were unable to write in English because they lacked the necessary skills.

¹ The Basic Learning Rights for the English language are statements that describe the basic knowledges and skills that a student should possess in each grade.

Half of those who completed the section were able to write isolated sentences using the verb to be and the present simple, but could not use more grammatical structures, nor produce a structured paragraph.

Concerning listening and speaking skills, the BLRs (2016) determine that a student “identifies opinions of the author in oral and written texts related to his/her school environment using prior knowledge related to the topic as well as the structure of the text” (p.30). The results in the listening section showed that they were able to extract simple details from the audio, such as basic facts or specific information related to the topic. However, their ability to catch ideas from the audio was limited. In this section, they demonstrated some competence when identifying superficial details, but they struggled to understand deeper meanings and to make inferences. For example, students had difficulties when recognizing the speaker’s intentions and opinions on the topic he was addressing. Therefore, students’ performance in this section indicates that their listening skills were in an initial stage of development, since they do not have enough skills to capture subtler nuances of language, such as tone, emotions, intent, or implied messages.

Finally, in the matter of speaking skills, learners’ oral performance also demonstrated an initial state of development. The speaking diagnostic activity ([Annex 4](#)) consisted of describing an image in groups, by giving as many details as possible, and a student of one of the groups was selected to draw what their classmates were describing. The results in this section pointed out that students attempted to express their ideas, but they had difficulties conveying the message. It was noticeable due to some factors that were repetitive during the activity; such as: a) asking for the meaning of basic vocabulary, b) the usage of gestures to communicate when they could not find words, c) the usage of isolated words instead of

structured sentences, d) the reliance on writing what they wanted to say before trying to participate orally, demonstrating lack of confidence to produce spontaneous speech.

In short, the results in this section indicated that they were unable to achieve the expectations of describing a situation with acceptable detail and structure, as stated in the 8th learning right. Students were able to identify basic elements from the situations in the images, but their ability to narrate events clearly and cohesively is still developing; they primarily focused on isolated words rather than creating a cohesive and coherent narrative with enough context.

To conclude the analysis of the implementation of the diagnostic test, it is possible to assert that the students' performance demonstrated that, on the one hand, they possessed some basic skills, such as identifying key information in reading and listening, but they struggled to delve deeper into more complex comprehension. On the other hand, the students faced significant challenges related to their language knowledge and confidence in participating and completing activities that involved their writing and speaking skills. It was noticeable that all students' language skills were in an emerging process of development; however, it is remarkable that reading and writing had been working on during their whole academic life, while leaving speaking and listening aside, which was reaffirmed in the results of the test, the responses of the questionnaire, and field notes. So, the data from the data collection instruments advocated for the need for a pedagogical proposal that considers EFL in students as a natural acquisition, that is, listening and speaking first, and then reading and writing.

Problem Statement

The Colombian Ministry of Education has launched initiatives that prioritize English teaching in the country, such as the *Programa Nacional de Bilingüismo* (PNB). This policy

establishes the *Estándares Básicos de Competencia en Lenguas Extranjeras: Inglés* (Basic Standards of Competence in Foreign Languages: English). These determine the knowledge and communicative skills students should possess when completing each stage of schooling and are aligned with the Common European Framework of Reference for Languages (CEFR). According to the MEN (2006), 11th-grade students must be at pre-intermediate level 2, corresponding to the B1 level as defined by the CEFR.

Nonetheless, despite the implementation of strategies that advocate for high-quality English language teaching and learning, the results of the Saber 11 test indicate that students' English level is low and does not align with the goals proposed by the PNB (Sánchez, 2013). This discrepancy highlights the need to create and develop teaching strategies, environments, and methodologies to ensure that learners reach the desired level of achievement.

In the case of the 11th graders of Guillermo Cano Isaza School, the results of the diagnostic test reasserted the low English level mentioned above. In general, the students were unable to totally achieve the descriptors defined by the BLRs. Nonetheless, it was identified that oral skills represented a weakness in their English level, with significant challenges in tasks related to listening comprehension and speaking.

Similarly, the observations conducted in the classroom revealed that the students were engaged in reading and writing activities in their notebooks. Indeed, these activities are essential, but they did not provide the required input and many opportunities for learners to practice their oral skills. Moreover, due to the considerable number of students that composed the group, it was challenging to ensure that all of them had equal chances to engage in spoken interaction. As a result, only the students who had an outstanding performance in the English class were able to participate actively, while the others often waited for them to have the answers to the tasks. Likewise, this situation was stressed by

students in the questionnaire when expressing their interest in strengthening their language level, especially their listening and speaking skills. Therefore, these insights highlight the need for more balanced and engaging activities that encourage active participation from all the students.

To conclude, the national policies, the peculiarities registered during the observation process, the diagnostic test applied, and students' interest stress the urge to implement pedagogical approaches that support 11th grade learners' oral skills development, to better prepare them for real life communicative scenarios, both in and outside the classroom. In that sense, multimodal approaches represent a possibility to address this issue in the context of teaching English as a Foreign Language (EFL). The integration of multiple modes of meaning-making in the EFL classroom promotes more dynamic and interactive learning environments that allow students to be exposed to comprehensible input, aligning with the principles of language acquisition/learning proposed by Krashen (1988). Furthermore, the integration of multimodality with language teaching methods such as the Task-Based Learning approach (TBL) could create real-world learning scenarios that foster communication by means of the English language. In that sense, both approaches provide students with opportunities to interact with the target language by means of comprehensive tasks that promote relevant and purposeful language practice.

Research Question

What is the impact of multimodality, within a Task-Based Learning framework, on the development of oral skills in the English learning process of 11th-grade students?

Objectives

General Objective

To analyze the influence of multimodality in the development of 11th-grade students' oral skills using Task-Based Learning at Guillermo Cano Isaza School.

Specific Objectives

- To describe oral skills development in 11th grade students, by means of multimodal strategies.
- To identify the challenges and opportunities that arise when implementing multimodality within a Task-Based Learning framework in an EFL classroom.

Rationale of the Study

Currently, the English language has the status of a global language; this implies that it is the language required in academic, professional, social, and economic settings. Colombia has recognized the importance of this language to participate in the global political and economic dynamics of cooperation that promote growth and recognition worldwide. That is why different administrations, through the Ministry of Education, have emphasized instruction in the English language by launching national policies such as the PNB and the establishment of guidelines, including the standards of competence and the BLRs. Given those conditions, students are required to develop outstanding language skills that allow them to participate effectively in different daily life contexts, so that they can be part of that globalized world in which English is the primary source of communication.

In this context, oral skills proficiency is vital for real-life communication; however, in the case of 11th grade students at Guillermo Cano Isaza these skills are not properly developed, considering they finished high school and, according to MEN they are supposed to have a B1 level at this stage. So, the justification for this study arose from the need to address the significant gaps in the development of oral skills of the students of class 1103,

which were identified in the characterization process and confirmed by the diagnostic test. Indeed, the instruments revealed that learners struggled to communicate using EFL, especially when listening comprehension and speaking interaction skills were required.

Besides, this study also considered the interest manifested by students towards the language and their intention to improve their oral skills. As previously stated, in the questionnaire responses, learners highlighted the importance of the English language for their lives and thus, the significance of strengthening their abilities to communicate using the language. This manifestation of motivation towards language learning and improvement of oral skills provides a strong foundation for focusing the study on this approach, as it is aimed at continuing to foster that motivation by involving students in learning environments that prioritize language as a vehicle for communication.

Consequently, the implementation of multimodal task-based lessons provides a practical pedagogical approach to tackle the challenges identified regarding learners' oral skills performance. On one hand, multimodality encompasses a varied range of meaning-making modes, which represent the way human beings comprehend and construct meaning in their daily life. In the context of the EFL classroom, multimodality advocates for the usage of a variety of communication modes to learn and to interact purposefully with the English language.

On the other hand, TBL supports the use of multimodality as a pedagogical tool, since it relies on real-life tasks to promote authentic language use. In this regard, Willis (1996) asserts that the Language classroom should focus on students, aiming to expose them to a wide range of tasks that motivate and provide opportunities for interaction and exploration in the target language. Thus, this approach not only promotes interaction but also advocates for the development of students' oral proficiency through problem-solving and collaborative

work. The integration of multimodality and TBL in this study aimed to create a dynamic and meaningful learning environment for the students in class 1103, which supports the development of their oral skills and addresses their specific learning needs and interests.

Chapter 2. Theoretical Framework & State of the Art

This chapter presents previous national and international research proposals related to this project and displays the theoretical constructs that are the groundings of this proposal. The first construct is *Multimodality in EFL Learning*, the second is *Oral Skills in Teenagers' EFL Acquisition*, and finally, *Task-Based Teaching and Learning in the Development of Oral Skills*.

State of the Art

This section presents five research articles to identify and understand what has been proposed regarding the integration of Multimodality and Task-Based learning in EFL environments to work on oral skills. The studies presented below refer to research published between 2020 and 2024; two belong to research projects published by the Universidad Pedagógica Nacional, two belong to the national context, and a study carried out internationally.

First, it is addressed in the research entitled *A Task-Based Learning Approach to Foster Oral Communication Skills* by López (2023). It was carried out at the school Colegio Técnico Domingo Faustino Sarmiento. It was intended to describe the influence of Task-Based Learning on fostering the oral skills of a group of 6th graders. It was found that there was a clear improvement in students' oral skills as the communicative tasks implemented allowed them to practice speaking in realistic and context-rich situations. Also, it highlighted the increasing intrinsic motivation of students; the author asserts that TBL significantly boosted motivation as students became more active when engaging in speaking tasks.

This research contributes to understanding how specific teaching methodologies, such as Task-Based Learning, can improve oral skills, in this case speaking. It emphasizes that the focus of TBL on communicative tasks, where students are required to speak and to interact

while solving real-world problems, is an engaging way to develop speaking skills. Moreover, it asserts that students' intrinsic motivation improved through active communicative tasks, which can provide a model for this work when designing the pedagogical proposal.

The second study is the action research carried out by Galindo & Rodríguez (2020) *Multimodal material with social content: promoting situated writing skills*. It was conducted at the public school Prado Veraniego, in Bogotá, with 7th graders and aimed to identify the role of multimodal materials with social content to promote situated writing practices. The pedagogical approach adopted was situated writing, and the multimodal resources implemented throughout the proposal were videos, flashcards, Information and Communication Technology (ICT) tools, and real-life narratives related to social issues. The results showed that the integration of multimodal materials with social content enhanced 7th graders' writing skills by connecting writing tasks to their personal experiences. The multimodal resources were crucial to helping students connect their writing products to the real world. Also, it encouraged students to understand writing practices as a means of sharing knowledge, emotions, and perspectives on real-life concerns, beyond language practice.

This research is relevant in this project as it is aligned with the focus on multimodality in an EFL context. It demonstrates how the use of different modes of communication fosters students' engagement and language skills development; in this case, it addresses the use of multimodality to impact writing. Despite this, it could guarantee insights of how this type of learning material could be implemented, focusing on oral skills. It exemplifies how the implementation of contextualized material promotes meaningful communication, and the integration of various semiotic resources fosters purposeful language use. In addition, this study supports the objective of providing 11th graders at Guillermo Cano Isaza School meaningful communicative scenarios by showing that when students relate language learning

to real-world contexts, they develop both linguistic skills and empathy, which can boost self-confidence and engagement.

The third one is an action research project titled *An experience to encourage students' writing skills through multimodality*, conducted by Silva et al. (2022) in a public school in Tunja, Boyacá, during the COVID-19 pandemic. The purpose of this research was to examine the use of a digital social learning environment, focused on multimodality principles, in the encouragement of 8th grade students' creative writing practice. The researchers designed four workshops that incorporated multimodal creative writing activities, using a combination of images, video, text, sound, and speech. The platform used to complete tasks and interact with classmates was Edmodo.

Silva et al. (2022) pointed out that this approach allowed students to actively participate in creative writing tasks by creating *haikus* and calligrams, and in that sense, to consider writing as a tool for self-expression. Besides, the use of digital environments such as Edmodo encouraged collaboration and interaction with the language, since students were able to share their creations, receive feedback from peers and teachers, and engage in a collaborative learning environment.

This study is relevant to this proposal because it addresses the use of digital tools for engagement. The use of digital platforms showed how digital tools can create a dynamic, interactive, multimodal learning environment. In addition to this, it accentuates the use of multimodal tasks to persuade students to consider and to explore their oral skills when facing activities that require them to interact using the English language.

The fourth work referenced is “*The Effect of Task-Based Learning on Eighth Graders' Speaking Skills through ICT Tools*” by Tamayo (2024); it was conducted at a public school in Manzanares, Caldas, Colombia, in the context of the COVID-19 pandemic. It worked on the

enhancement of 8th graders' speaking skills through Task Based Learning Approach and the implementation of ICTs. For that purpose, six online worksheets framed within TBL were designed that addressed topics related to the environment and personal care, and their implementation was segmented into three phases. The project used several ICT tools, such as videoconferencing platforms, educational apps, shared online workspaces, and online resources for speaking practice, conversational simulation, and feedback on pronunciation.

The findings revealed that TBL practices along with ICT tools significantly improved the speaking skills of 8th grade learners, since it was identified an increase in their willingness to communicate orally, as well as to demonstrate changes in their vocabulary, pronunciation and fluency. Besides, the class activities simulations, interviews, and debates implemented in class stimulated self-confidence and collaborative learning. Accessing real material through technological tools encouraged active participation despite the restrictions imposed by the pandemic. However, the effectiveness of this model may also be limited by technology limitations and users' level of experience with technology, as well as the experience of the educational setting itself.

The previous exploration is significant to this project since it offers evidence that combining TBL with technological tools can positively impact learners' English oral skills enhancement. Additionally, the study demonstrates how the use of authentic resources and meaningful tasks foster confidence and interaction, which are essential aspects of multimodality. In the context of the proposal for 11th graders, the TBL approach further expands learning opportunities by amplifying the impact of the integration of different modes of meaning-making (audio-visual, gestures, kinesthetically, etc).

Finally, the research entitled "Enhancing multimodal literacy: puppetry for English-speaking skills development", developed by Aridasarie & Rohmah (2024) in the context of a

private English course in Malang, Indonesia, with an English language teacher who created puppets as learning media and 6 students at an elementary school, aged 9-11 years old. This research is intended to describe the resources employed by an English teacher to create meaning in the context of an EFL instruction, through the implementation of a puppet show as a pedagogical tool. It also explores the impact of the tool on students' speaking skill enhancement. The study identified a combination of audiovisual, printed, and kinesthetic resources to support language acquisition, which include printed comic pages to illustrate stories and characters visually, story audiotapes to provide auditory input and listening practice, and paper puppets as kinesthetic tools to allow students to physically interact with the material through role-play and performances. The material presented to students was related to traditional Indonesian stories usually told by means of a puppet theater play called *Wayang*.

The authors highlight the potential of the strategy in the enhancement of students' speaking skills. They point out that at the end of the implementation of the multimodal resources the students demonstrated to have gained confidence when speaking English in public settings, through the puppet show; to have improved their fluency and pronunciation through role-playing and dialogue-based activities; to have internalize new vocabulary and concepts, despite the challenges of limited vocabulary proficiency; and finally, to have increased their motivation and engagement, as the use of puppetry and multimedia kept them interested in the lesson. However, they stress that time is a key factor when implementing the activities as they were not completed within the allotted time. Students with better proficiency were able to make their dialogues using the information provided, while students with low-level of proficiency had issues with the task as they struggled in extracting words

and information. In that sense, the researchers claim that it is relevant to identify and address learners' mastery of vocabulary.

The relevance of the previous study relies on the fact that it notes how different semiotic modes work together to enhance language learning, particularly speaking, which is part of oral skills. On one hand, it illustrates how using creative hands-on material helps to increase students' confidence and fluency when speaking English in front of others. This matter is notable as in the case of 11th graders, the issue mentioned was a weakness for them when performing the diagnostic test. On the other hand, the work identifies vocabulary gaps as a challenge for some students, especially those with a low level of proficiency in the target language; thus, it is a theme that could be handled in this project by emphasizing the input provided to students through audiovisual material.

Overall, the previously presented research contributed to creating a panorama of the research on the implementation of multimodality and Task-Based Learning approaches on the improvement of oral skills, and their impact in different EFL learning contexts. These studies illustrated the potential of multimodality to enrich teaching and learning processes by introducing different semiotic resources, to favor learners' participation and language development. In the same way, TBL approaches demonstrated to embody effective pedagogical methodologies that boost meaningful language practice in authentic communicative settings, favoring learners' language skills development. Thus, the referenced works contributed to the analysis of impact of both approaches on other English language environments, providing a relevant conceptual and methodological framework for this research.

Nonetheless, it is remarkable that most of the studies presented on multimodality in the EFL learning context were focused on the improvement of writing skills. In this regard, it

was noticeable that there was more research concentrated on this productive skill rather than works aimed to explore the development of oral skills through the implementation of multimodal strategies. This limitation highlights an important area of future research. Therefore, this project sought to contribute to this field by analyzing how multimodality, within a TBL framework, impacts learners' oral skills development in an EFL environment.

Theoretical Framework

This section addresses the constructs that are the tenets of this research project. It aims to explore how multimodal resources support language learning and meaning-making in EFL settings when integrated into communicative tasks. Through the utilization of varied semiotic modes in the classroom, learners are exposed to enriched input forms that support their meaning-making processes by means of English. These conditions can facilitate students' comprehension and promote their levels of engagement in communicative activities, contributing to the development of their oral skills.

Multimodality in EFL Learning

In contemporary communication, multimodality has gained significant relevance since it recognizes that meaning-making processes are not produced only through language but by integrating multiple modes of representation. According to Kress & Van Leeuwen (2001), multimodality entails the integration of different modes and media to convey meaning. Thus, combining various semiotic resources works together in a communicative ensemble. In the context of English as a Foreign Language (EFL), multimodality plays a significant role as it provides different perspectives on the English language teaching and learning.

EFL refers to learning the English language in settings where it is not considered the primary language of communication, and it is not used outside educational environments (Richards & Schmidt, 2002). This distinction is relevant since it maps how the English

language instruction must take place, and thus how multimodal strategies can be integrated. According to Ellis (2008), EFL learners may have fewer opportunities for authentic language exposure outside the classroom. This highlights the relevance of creating learning environments inside the classroom that simulate real-life situations to maximize language practice and understanding, as learners may have limited language learning experiences outside the classroom. In this sense, integrating multimodality in the EFL learning context can represent a possibility for teachers to expand learners' participation in meaning-making interactions through different modes, while using the target language.

The standard modes of representation include linguistic, in the form of spoken or written language; visual, including images, colors, and other visual elements; audio, such as sound effects or music; gestural, referring to body language, facial expressions, and gestures; and spatial, which refers to the arrangement of elements in a particular place or space. Modes are interactive elements that work together to create cohesive communicative messages. Kress & Van Leeuwen (2001) assert that modes are not considered hierarchically organized elements, but as resources that operate simultaneously and influence each other to convey meaning. Therefore, their integration in the EFL classroom will acknowledge the way learners naturally interpret and construct meaning from the information they receive or are exposed to, using different resources provided to understand and produce meaning.

Furthermore, multimodal strategies support the development of communicative skills by enabling students to utilize multiple resources to construct meaning, and they are provided with diverse input means and contextualized, interactive learning experiences. In this respect, studies such as the one conducted by Ilmi & Dewi (2022) assert that EFL learners consider that multimodal experiences enhance material comprehension, create authentic learning environments, and motivate students to improve their performance. Additionally, the results

suggest that multimodal teaching has a positive impact on language learning, encouraging teachers to increase its adoption. However, they emphasize the need for future research involving a larger sample to ensure more precise findings.

Finally, communication is at the core of language learning, and multimodality contributes in this process by enabling the construction of meaning through a wide range of semiotic modes, since multimodality allows learners to represent their knowledge and understanding of the world with symbols, images, representations, and other available semiotic resources specific to their context. Nonetheless, the integration of multimodal practices in the EFL classroom may consider how teachers can design learning strategies that align with learners' level of exposure to the language outside the classroom. As a result, the incorporation of multimodality in EFL environments can create inclusive and effective learning conditions that allow students to actively participate in meaning-making and exchanging ideas while using the language.

Teenagers' Oral Skills in EFL Acquisition

Oral skills are fundamental to EFL learning and acquisition, as they encompass both speaking (production) and listening (comprehension). Developing these skills allows learners to engage effectively in real-life interactions and use the language in meaningful contexts. Nevertheless, for teenagers, acquiring oral proficiency in a foreign language is a complex process influenced by cognitive, affective, and social factors (Brown, 2001). Thus, teaching and boosting teenagers' oral skills is a process that must consider those factors when implementing activities and making learning decisions, since these elements significantly shape their ability to communicate effectively and engage in meaningful interactions in the EFL classroom.

Speaking and Listening in EFL Learning. In general, when someone speaks, they are exercising a productive skill that requires communication to occur in the present moment and the speaker's ability to handle the ever-changing nature of spontaneous interactions across various communicative contexts. In reference to Harmer (2007), the speaking skill encompasses the speaker's ability to participate in several spoken events at the same time and to use a variety of conversational repair strategies. As such, if a learner has spoken in a productive manner during an interaction, they are able to communicate their thoughts and ideas to their interlocutors effectively, maintain control of the interaction, and respond appropriately to the other participants.

To assess and describe speaking proficiency, the Common European Framework of Reference for Languages (CEFR) provides standardized descriptors for this skill, ranging from A1 to C2 (Council of Europe, 2001). These levels outline specific abilities related to fluency, coherence, pronunciation, interaction, and complexity of speech:

A1-A2 (Basic users): Can use simple phrases, introduce themselves, and respond to basic questions about familiar topics.

B1-B2 (Independent users): Can engage in extended conversations, express opinions, narrate past events, and use more varied vocabulary.

C1-C2 (Proficient users): Can speak fluently, structure arguments effectively, and adapt their language to different contexts and registers.

These descriptors and levels provide benchmarks for assessing speaking performance both for learners and teachers when determining their respective targets; nonetheless, reaching these goals represents a challenge in the context of EFL instruction. Exposure to English is often restricted to classroom teaching, since it is not encountered in learners' daily life; hence, the opportunities for authentic oral interaction and practice are significantly

reduced. With these conditions, teachers have to provide students with meaningful and situated spoken language opportunities that scaffold students' language learning process.

Nevertheless, teachers' design of learning experiences is also influenced by socio-emotional factors that characterize learners at their respective stages of development. In this framework, adolescents often experience difficulties to work on speaking skills at this point in their linguistic development. Adolescence is a stage in which learners tend to be highly self-conscious and the pressure of being observed and corrected in front of their peers can impact negatively spoken tasks performance. In that sense, creating a safe and relevant learning environment is essential to encourage participation and reduce social pressure when using the target language, to maximize possibilities for language practice.

On the other hand, listening is a receptive skill that enables learners to process spoken language, interpret meaning, and respond appropriately. According to Brown (2001), internalized linguistic information during listening is the main source of spoken production. Listening comprehension is an active process that involves decoding sounds, recognizing words, understanding grammatical structures, and interpreting meaning based on context. Also, spoken language involves characteristics such as reductions, contractions, and colloquial expressions. In this respect, a broad, meaningful exposure to the language through listening will ensure comprehension and reinforcement of speaking abilities, as learners can internalize elements essential for effective communication. However, as well as students' speaking practice, their listening ability is also impacted by social pressure. Their fear of being judged by others may cause them to disengage during listening tasks or hesitate to ask for clarification when the content is unclear.

Therefore, speaking and listening are interdependent in the process of acquiring oral skills. While listening comprehension allows learners to process spoken input, speaking

enables them to produce and negotiate meaning in real-time interactions. EFL teenage learners may face difficulties developing their oral skills due to limited vocabulary and grammar structures, as well as social conditions that mark their language learning process, such as the fear of making mistakes. As a result, social pressure is a relevant matter to consider in the development of the EFL classes, since it is one of the factors that determines teenagers' willingness to engage in oral communication. The development of teenagers' oral skills in the EFL classroom encompasses not only the elements related to the language itself but also social aspects that determine learners' behaviors and attitudes towards their learning process.

Ellis (2009) stresses that learners' oral proficiency improves when the classroom is conceived as a communicative environment. In such a context, errors are viewed as a natural part of the learning process. Likewise, teachers play a crucial role in reducing learners' speaking anxiety and in encouraging them to take risks when using the language. In this view, the development and improvement of EFL learners' oral skills encompass providing meaningful listening experiences and interactions related to real-life situations, and creating spaces for interaction that foster emotional safety, allowing students to feel comfortable and confident when showing the result of their learning process. Thus, the EFL classroom must consider approaches that contribute to addressing these challenges and supporting the development of speaking skills, by providing opportunities for authentic communication and active participation in the classroom.

Task-Based Teaching and Learning in the Development of Oral Skills

As mentioned, developing oral skills is a crucial aspect of the learners' communicative competence, and this process is challenging due to classroom dynamics and affective factors, especially for teenagers. To address these challenges, the task-based

learning approach (TBL) has emerged as a practical methodological approach that enhances learners' oral skills by prioritizing communication over accuracy and real-world language use. Task-based learning focuses on providing students with situations in which they interact using the target language by completing assignments, for example: problem solving or discussions, that require them to use the target language to fulfill their assignment. Rather than focusing on accuracy as the primary goal, TBL advocates meaning-making through tasks to develop/improve language proficiency.

Nunan (2004) suggests that tasks can be classified into two categories: real-world tasks and pedagogical tasks. The first type refers to the use of language in everyday life situations. In contrast, the second type is related to the tasks designed and performed in a language learning environment. These involve students' active participation in the language by using their language knowledge to convey meaning, without emphasizing the form. This distinction is particularly relevant to the development of oral skills, as both types of tasks provide opportunities for learners to engage in authentic, meaningful communication, essential for enhancing speaking and listening skills in everyday life.

This approach aligns with oral skills development through various mechanisms, including the Task Cycle procedures, its learner-centered lesson focus, and the creation of positive environments for interaction. The defining feature of TBL is its structured Task Cycle. Willis (1996) proposes a three-phase model for carrying out TBL when teaching: a. pre-task, b. task cycle, and c. language focus.

In the first phase of the model, the teacher introduces and explores the topic along with the students, focusing on words and relevant structures that may help them later perform the proposed task. In this sense, the teacher provides meaningful input that helps students understand what is expected of them when they face the task.

The second phase, the Task cycle, is divided into three stages: first, students perform the task individually, in pairs, or small groups. Second, the planning stage takes place, during which students decide how they will report on their fulfillment of the task. Finally, students present the results of the task in the report stage.

The last phase of implementing TBL is the Language focus. In this phase, two actions take place: first, the completed task is analyzed. Students examine the language used during the task consciously. Second, the teacher conducts a guided practice in which students practice the features identified in the previous step.

The cyclical feature of the model ensures that listening and speaking skills are tackled simultaneously, requiring learners to engage actively with the language. The Task Cycle procedures advocate for learner-centered lessons, emphasizing active student involvement, and encouraging students to take responsibility for their learning process and their choices in their interactions by means of language. From that perspective, the Task Cycle allows learners to be progressively in contact with the input, with the teacher assuming the role of mediator of the learning experiences, who scaffolds comprehension and facilitates students' interaction and meaning-making processes.

Besides, creating a positive environment for interaction is essential for developing oral skills in EFL learners, as it influences students' willingness to participate in activities that involve listening and speaking. TBL provides a framework for learners to identify that learning occurs progressively, reducing fear of criticism and anxiety, and encouraging risk-taking in communication. From this perspective, teachers play a crucial role in establishing learning environments by promoting collaborative activities, using positive reinforcement, and treating errors as natural learning events that can be improved over time.

All in all, TBL provides a practical framework for developing/improving EFL learners' oral skills by focusing on meaningful tasks and interactions. Its Task cycle procedures, learner-centered approach, and emphasis on creating a supportive environment encourage students to engage in both speaking and listening tasks actively, while using language as a vehicle for communication.

Chapter 3. Methodological Design

This chapter describes the research paradigm, the type of research chosen to address the research question, the data collection instruments employed to gather data, and the ethical considerations of the study.

Research Paradigm

The research paradigm of the following study was conceived as interpretative and the approach was qualitative research, since “from this approach, the study of educational reality is based on its consideration as a social construction resulting from the interpretations and subjective meanings given to it by the people involved” (Bisquerra, 2009, p. 74). In this vein, it provides an enriching possibility for teachers to approach the problems that take place in the educational environment, as it leads to an understanding of the phenomena, interpretations, and experiences of the subjects. This approach makes it possible to capture the richness and complexity of the facts and dynamics that take place in any educational setting.

Having said that, within the framework of this research exercise, the interpretative qualitative approach represented a possibility to address in a broad way the learning processes and dynamics of the 10th graders in the EFL classroom at Guillermo Cano Isaza School. It was not only intended to characterize a problem, but also to go beyond it and understand the classroom dynamics and conditions that occurred around the English language learning.

Type of Research

This project was framed within Action Research, a methodological approach that focuses on identifying problems that affect a specific group, implementing practical solutions to address them, and subsequently fostering transformation of reality.

In the educational context, action research has a direct impact on pedagogical practice, as it intends to transform educational realities by the promotion of continuous reflection and improvement. Hence, it can be positioned as an emancipatory critical modality, since it “incorporates critical theory, strives to change the ways of working, places a strong emphasis on teacher training, and is very committed to the transformation of organizations and educational practice” (Colmenares & Piñero, 2008, p. 103). In this way, the teacher becomes an active researcher who reflects on their practices, considers the theoretical and pedagogical perspectives that permeate the teaching practice, and identifies and implements strategies and proposals that favor the development and performance of students.

Cohen et al. (2018) define action research as an eight-step process that involves constant evaluation and reflection. First, the researcher identifies and formulates a problem related to teaching practice that can be addressed and transformed. Second, the researcher and the people involved discuss the issue to agree on potential solutions. Third, the researcher selects a specific type of intervention based on a literature review. Fourth, the statement of the problem is modified to emerge with a hypothesis or concrete objectives that will direct the research process. Fifth, the research method and data collection instruments are defined. The sixth step involves selecting evaluation procedures to measure the impact of the intervention. Then, the intervention takes place. Finally, the researcher interprets the obtained results, measures the impact of the research, and discusses the findings, intending to highlight challenges and recommend improvements for further research.

The cyclical nature of action research allows educators to make informed decisions based on real-time data and feedback. Therefore, the assumption of this research methodology contributed to the ongoing evaluation of the impact of pedagogical strategies implemented to address the problems identified in the context of EFL 11th-grade learners.

Data Collection Instruments

For this research, five Data Collection Instruments (DCIs) were employed to gather the necessary data to identify, analyze, and understand the EFL learning process and dynamics of Class 1103 at Guillermo Cano Izasa School as well as reflect on the teaching practice. These are addressed below.

Field Notes

It is a descriptive narrative tool used to record qualitative data from observation processes. It enables the researcher to gather real-time information about events, interactions, or experiences that occur in a specific context, facilitating the identification, analysis, and understanding of crucial matters relevant to the phenomenon under study. It is characterized by a detailed, chronological record of the information and its reflexive nature, as the researcher draws relations and conclusions from the issues observed.

According to Evertson & Green (1984, as cited in Bisquerra 2009), four types of field notes are identified: a) methodological notes, which reflect decisions about the research process, such as difficulties, advantages or considerations; b) personal notes, which relate to his perceptions and reactions to the observed situations; c) theoretical notes, which are related to the theoretical framework of the study; and d) descriptive notes, which contain descriptions that accurately captures the events, and reflective sections that shows the researcher's interpretations.

Thus, in this context, it was essential to use descriptive field notes to characterize and reflect on the impact of implementing specific materials, activities, and procedures in addressing the challenges to oral skills faced by 11th graders. By considering field notes during the observation and pedagogical intervention processes, it was possible to identify

patterns in learners' behaviors, assess the strengths and weaknesses of the interventions, and make informed adjustments to enhance the learning processes.

Questionnaire

A questionnaire is a tool used to gather detailed information about the characteristics, behaviors, preferences, or opinions of a particular group on a specific topic. It typically consists of a series of questions designed to collect information that can help the researcher identify the key features of the group being studied. According to Griffe (2012), a questionnaire is formed by three types of items that structure the instrument: a) demographic items, which provide details about both the questionnaire itself and the respondent; b) closed-ended questions, which typically require the respondent to choose between two options or to choose an answer that leads to a quantifiable result; and finally, c) open-ended questions which allow respondents to express their opinion.

Within the framework of this research project, the questionnaire included three types of items mentioned above, aiming to inquire about students' socioeconomic context, their considerations regarding their performance when using the target language, and their perspectives on the English language and the types of improvements needed for the EFL class.

The data gathered from the sociodemographic items and the closed-ended questions were crucial in characterizing the students' realities and perceptions of English language learning, so that the implementation could respond not only to the students' learning needs, but also to their individual and collective contextual needs.

Diagnostic Test

In the educational field, it consists of an assessment tool designed to evaluate a student's current knowledge, skills, strengths, and weaknesses in a specific subject.

“Diagnostic tests are often used as the foundation for formative planning, informing what action needs to be taken next” (Cohen et al., 2018, p. 565). This type of assessment enables teachers to identify key areas where students may need additional support or intervention, ensuring that instructional strategies are designed to align with their learning needs.

The diagnostic test conducted at Guillermo Cano Izasa School was designed to assess the current level and knowledge of the English language among students in Class 1103. It evaluated the students in the four language skills to identify their strengths and weaknesses. The information obtained served to establish a baseline for generating the intervention proposal to address the specific English learning needs.

This DCI was imperative since it provided reliable and structured data on 11th graders’ English language proficiency, allowing the researcher to identify key areas that required targeted support and, further, to make pedagogical decisions on the strategies that comprised the instructional design. Additionally, it was crucial to monitor progress over time by comparing results before and after the pedagogical intervention.

Artifacts

In this study, artifacts were relevant to gain deeper insights into students’ learning progress during the pedagogical intervention. This DCI refers to the physical or digital material produced inside or outside the classroom by students or teachers. The artifacts gathered for this project included students’ tasks, such as speaking recordings and completed assignments, which reflect their language proficiency, progress, and common mistakes. The teacher’s lesson plans were included, as they provided context for the teaching strategies used during the intervention. Additionally, it included the students’ self-assessments and reflections, which took the form of audio recordings that revealed their perceptions of their learning experiences and challenges.

Artifacts play a crucial role in qualitative research as they provide tangible evidence of the educational processes and learning outcomes. By examining students' work and teacher's material, the researcher can observe authentic learning practice in the classroom and how learners engage with the language, identify patterns and themes related to teaching strategies' effectiveness, and validate evidence provided by other data sources, ensuring a comprehensive interpretation of the progress of the phenomenon studied.

Interview

In accordance with Sahoo (2022), an interview is a DCI that aims to collect relevant information or details on a topic through a purposeful interaction with an individual or a group. Similarly, the author characterizes interviews based on questions are administered (structured interviews, unstructured interviews, and semi-structured interviews) and the type of interaction of the interviewer with participants (personal interviews, group interviews, and telephone/online interviews). Thus, this research involved the application of a semi-structured group interview ([Annex 5](#)) at the end of the pedagogical intervention, since it allowed the researcher to delve into students' attitudes, reactions, and opinions regarding their learning experiences during the multimodal task-based lessons. This type of interaction favored the implementation of the interview as a dynamic conversation, in which every student involved could participate actively, allowing the spontaneous emergence of relevant topics or questions that enriched the course of the interview.

Ethical Considerations

Due to the context of development of this study, it entailed the participation of minors; thus, it was necessary to inform parents about the activities that were going to be developed in the framework of this research in the EFL classroom. For that purpose, a consent form was implemented ([Annex 6](#)) specifying that minors' personal information

would be confidential and only used for academic purposes. Additionally, students who were already adults also received a consent form ([Annex 7](#)).

In addition, it is relevant to note that this research used Artificial Intelligence (AI) as a support tool, mainly for style editing and to optimize the transcription of students' recordings and the interview recording.

Chapter 4. Pedagogical Intervention

This chapter addresses the vision of language, learning, and teaching, which are the principles of the pedagogical proposal implemented. Then, it presents the structure of the instructional design outlined to support students' oral skills development

Vision of Language

This proposal conceives language as a dynamic and shared system for making meaning. According to Richards & Rodgers (2001), in the context of TBL, "language is primarily a means of meaning making" (p. 226). Therefore, language is not seen and taught as merely a set of grammatical structures to be mastered throughout time, but as a communicative tool that individuals use to express ideas and exchange information in authentic situations. In the same vein, this notion is aligned with the principles of multimodality, which recognized that meaning-making involves different semiotic modes (visual, auditory, kinesthetic, etc.) (Kress & van Leeuwen, 2001) Thus, in this project, language was approached as a vehicle for meaning construction and communication in real-life situations, in which the integration of diverse semiotic resources worked in communicative tasks to support students' oral skills' development.

Vision of Learning

The learning perspective adopted in this project views learning as a social, dynamic, and multimodal process through which learners construct meaning by interacting with others and their surroundings. In this sense, learning involves active participation, collaboration, cooperation, and exposure to real, meaningful language use while engaging in authentic communicative tasks that stimulate learners' ability to comprehend and express themselves using various modes of communication.

This position can be supported by Nunan (2004), who presents two theoretical foundations for language learning in the framework of TBL. First, the author presents the ideas proposed by Krashen (1981, 1982), who suggests that language learning occurs subconsciously through comprehensible input rather than through explicit grammar instruction. Hence, favorable language learning processes happen when learners are exposed to a wide range of communication resources and are required to fulfill tasks related to real-world scenarios, so grammar instruction does not contribute directly to the process. Second, Nunan (2004) mentions the sociocultural theory proposed by Vygotsky, which is based on the idea that social, collaborative interactions provide opportunities for students to build collaborative knowledge of the language while interacting with each other. Consequently, language learning occurs when learners participate actively in tasks encompassing meaning exchanging, mediated by communicative tools and cultural resources.

In addition, this proposal acknowledged motivation as a key element in the learning process; its role is highlighted in the pedagogical applications of multimodality and TBL. As shown in Tamayo's (2024) study, students' motivation and participation increased when using multimodal resources and technological tools during oral interaction tasks. Similarly, López (2023) demonstrated that communicative tasks framed within TBL promoted students' intrinsic motivation by engaging them in real-life speaking situations. These findings highlight the potential of multimodal input and meaningful tasks in fostering students' engagement and supporting their oral language development.

Consequently, this vision of learning recognized 11th-grade students' learning process as a set of meaningful experiences that involve group tasks, supported by diverse multimodal resources. This view emphasizes a deeper understanding of the target language, considering

learners' exposure to it and their motivation, especially when working on oral skills in the EFL classroom.

Vision of Teaching

In this proposal, teaching is envisioned as designing and facilitating meaningful multimodal tasks that simulate real-life communication, in which students develop their oral skills by using the language for factual purposes. In this regard, Nunan (2004) emphasizes the importance of positioning students at the center of the learning dynamics in the classroom, where the teacher, rather than being the primary source of knowledge, acts as a guide who supports students through tasks. Given this, the teacher is responsible for creating authentic, student-centered experiences by incorporating a variety of resources to enhance students' engagement, comprehension, and expressive abilities, while considering the task cycle proposed in TBL (Willis, 1996). This approach encourages teachers to attend diverse learning styles, making language learning more accessible and relevant to students' realities. Ultimately, teaching becomes an inclusive and creative process that aims to support learners' oral skills development through engaging and context-rich tasks, promoting a confident, autonomous, and collaborative learning environment.

Instructional Design

The instructional design in this proposal was to develop 11th-grade EFL students' oral skills at Guillermo Cano Isaza School through the integration of multimodality and the Task-Based Learning approach. The implementation was planned to create authentic, meaningful, and student-centered learning experiences where students could interact, exchange meaning, and express themselves by combining different modes of communication.

The design consisted of four intervention cycles, each comprising four sessions that integrated real-life communicative situations and multimodal resources to enhance students'

engagement, language use, and confidence when performing oral skills-related tasks. Each cycle focused on everyday communication themes, ranging from introductions and daily life situations to public interaction and problem-solving. They gradually increased the complexity of the oral tasks, as well as the students' language skills required. The development of this instructional design relied on the analysis of students' needs and interests, and the theoretical foundations that supported the use of tasks and multimodality to foster language learning in the EFL classroom.

Due to institutional dynamics and events that reduced the intervention time, the proposal was implemented through Cycle 3, Session 1; however, the following charts provide an overview of each cycle proposed:

Cycle of intervention	Lesson plans	Topics	Learning objectives
Cycle 1 Exploring myself and my environment	Session 1: Introducing oneself (1h 20 min)	Greetings, personal information, hobbies, family, and friends.	Students will practice personal introductions, using relevant details in oral interactions.
	Session 2: Describing people (1h 20min)	Adjectives to describe physical features, personality, states.	Students will describe family members and friends in detail, incorporating specific vocabulary about appearance and personality.
	Session 3: Describing objects and places (1h 20 min)	Vocabulary to describe everyday objects and places, including location.	Students will describe objects and places related to their daily life.
	Session 4: Introducing my favorite place (1h 20 min)	Detailed description of a favorite place, its function, and preferences.	Students will describe a place of their choice using appropriate vocabulary.
	Data collection tools	classroom artifacts, field notes.	

Table 1. Cycle 1: Exploring myself and my environment.

This cycle focused on guiding students to build foundational English language communicative skills by expressing personal information and describing people, places, and objects from their daily lives. Through the sessions, students practiced greetings, introductions, and detailed oral descriptions of family members and familiar spaces, which allowed them to develop vocabulary related to their environment. The sessions followed the

Task Cycle (pre-task, task cycle and language focus), and the activities were designed around communicative tasks. Multimodality was present through YouTube videos, flashcards, and teacher-led visual examples, which provided varied and contextualized input. Nonetheless, multimodal elements were present in students' tasks too.

Cycle of intervention	Lesson plans	Topics	Learning objectives
Cycle 2 Surviving in real-life situations	Session 1: The language of clothing shopping (1h 20 min)	Vocabulary related to clothing items, prices, and payment methods.	Students will learn to describe shopping items, using appropriate vocabulary.
	Session 2: Buying in a clothing store (1h 20min)	Asking about sizes, colors, style, requesting help, and trying on clothes.	Students will practice describing and inquiring about products in a simulated shopping interaction.
	Session 3: Designing a restaurant menu (1h 20 min)	Food vocabulary, menu categories, dish descriptions, and layout.	Students will create a visually appealing shopping menu for a restaurant, combining images and text.
	Session 4: Ordering food at the restaurant (1h 20 min)	Ordering, asking about food, paying, and tipping.	Students will present and promote menu items using persuasive language in a restaurant setting.
Data collection tools		classroom artifacts, field notes, and students' performance recordings.	

Table 2. Cycle 2: Surviving in real-life situations.

This cycle was designed to develop students' ability to communicate effectively in everyday public scenarios, particularly in shopping and restaurant contexts. The sessions included describing clothing items, interacting in a clothing store, creating a restaurant menu, and ordering food in a role-played restaurant setting. Multimodality was embedded in web catalogs, flashcards, YouTube videos, and visual menu design activities, allowing students to access and produce meaning across multiple modes. Every session was aligned with the TBL framework, since each one guided the students through tasks that recreated real-life interactions, encouraging spontaneous and purposeful language use.

Cycle of intervention	Lesson plans	Topics	Learning objectives
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Cycle 3 Connecting with others	Session 1: Making phone calls (1h 20 min)	Phone call vocabulary, asking/giving information, leaving messages.	Students will be able to effectively make phone calls in English, using appropriate vocabulary for answering the phone, during a role-play with a partner.
	Session 2: Discussing preferences and opinions (1h 20min)	Expressing likes/dislikes, opinions, and justifying preferences.	Students will be able to express their likes and dislikes, give opinions about different topics, and show preferences in English.
	Session 3: Making plans with friends (1h 20 min)	Talking about availability, making suggestions, and changing plans.	. Students will be able to express their availability, suggest and agree on plans, ask for details, and talk about their preferences for activities in English.
	Session 4: Talking about personal experiences (1h 20 min)	Describing past activities and feelings using the past simple.	Students will be able to describe simple past experiences using basic sentences in the past simple tense
Data collection tools		classroom artifacts, field notes, students' performance recordings.	

Table 3. Cycle 3: Connecting with others.

This cycle aimed to promote interpersonal communication by engaging students in everyday social interactions, such as making phone calls, expressing opinions, planning activities, and sharing personal experiences. The tasks required students to express preferences, justify ideas, and collaborate with classmates while reinforcing oral comprehension and production. Multimodal resources, including videos and teacher-designed materials, were used to illustrate the target content, model dialogues, and scaffold language structures. The TBL cycle was reflected in the performance of role-plays and peer discussions.

Cycle of intervention	Lesson plans	Topics	Learning objectives
Cycle 4 Making decisions for life	Session 1: Planning a trip (1h 20 min)	Travel vocabulary, choosing destinations, planning activities, budgeting, and packing.	Students will practice decision-making and group negotiation by planning a group trip, deciding on the destination, activities, etc.
	Session 2: Creating a problem-solving guide (1h 20min)	Identifying problems, proposing and evaluating solutions.	Students will create a guide on how to solve a common problem, using logical steps and helpful advice.
	Session 3: Solving classroom conflicts (1h 20 min)	Conflict resolution strategies and respectful communication.	Students will practice resolving conflicts in the classroom, using negotiation language and conflict resolution strategies.
	Session 4: Making difficult decisions in personal life (1h 20 min)	Discussing challenges, considering options, and consequences.	Students will practice making difficult decisions by weighing different options, considering consequences, and justifying their choices in personal scenarios.
Data collection tools		classroom artifacts, field notes, students' performance recordings.	

Table 4. Cycle 4: Making decisions for life.

The final cycle focused on the development of higher-order thinking skills through language, as students were engaged in decision-making and problem-solving scenarios related to personal and social topics. The lessons designed included tasks such as planning a trip, creating a problem-solving guide, solving classroom conflicts, and discussing personal decisions. The tasks proposed intended to encourage students to use English while analyzing situations, evaluating options and justifying ideas. Multimodality was planned to be presented through teacher-provided scenarios, planning charts, and visual organizers, which aimed students to work collaboratively and present their ideas using different modes of representation.

Throughout the cycles and the sessions implemented, the multimodal resources employed served as a pedagogical tool in the different stages of TBL by scaffolding oral interaction through varied semiotic modes. The visual, written, audiovisual materials provided contextualized input that encouraged the activation of prior knowledge, the

acquisition and practice with vocabulary and relevant structures, and the comprehension of language during the *pre-task* stage. For the next phase (*Task cycle*), the resources functioned as reference and support for the preparation, fulfillment, and performance of the tasks in the, since students had to consider the content previously addressed to design and create their own resources to perform the task of every session. Finally, the creations of students functioned as sources of reflection on linguistic aspects and students' learning process in the *Language focus* stage. In this way, multimodality supported the progressive exposure to the language with the aim of performing the proposed communicative tasks.

Chapter 5. Data Analysis and Findings

This chapter presents the analysis of the data collected during each cycle of the pedagogical intervention with 11th grade students at Guillermo Cano Isaza School. The purpose of this chapter is to analyze, by means of categories, the information gathered through the DCIs and to present the main findings derived from the study.

As mentioned above, this project employed a qualitative interpretative paradigm and an action research methodology, allowing for a comprehensive understanding of the EFL learning process through analysis of qualitative data. The data analyzed was collected using field notes, the diagnostic test, artifacts, and an interview. These instruments provided insights into learners' behaviors, progress, challenges, and perceptions during the intervention. The combination of sources ensured the reliability and validity of the findings through triangulation.

All in all, by interpreting qualitative information through a DCI's triangulation, this chapter aims to identify patterns, trends, and key insights concerning multimodality and the TBL approach on students' oral skills development.

Research Question	Data Collection Instruments (DCIs)	Type of Data	Purpose	Triangulation Strategy
What is the impact of multimodality, within a Task-Based Learning framework, on the development of oral skills in the	Artifacts Field notes	Visual, oral, and written Observational	To examine student outcomes and production To document classroom dynamics and teacher perceptions	Comparative triangulation across DCIs: Findings from each instrument were compared to identify convergence, divergence, and complementarity of insights.

English learning process of 11th-grade students?	Interview	Self-report	To capture students' attitudes and reflections
	Diagnostic test	Performance scores	To measure progress in oral skills and interaction

Table 5. Matrix of Research Question, Data Sources, and Triangulation Strategy.

Procedures for Data Analysis

To analyze the data, a qualitative dominant methodology was applied, consistent with the nature of action research and the qualitative approach. The analysis followed a structured process based on the suggestions of Burns (2010), Saldaña (2016) and Creswell & Plano Clark (2018). These procedures included the following steps:

1. Data organization and preliminary review: all information from field notes, questionnaires, responses, and artifacts was compiled and reviewed to gain a general understanding of the data set. According to Burns (2010), this initial phase allows the researcher to recognize the data and capture initial insights and patterns.
2. Coding: following Saldaña (2016), an open coding process was carried out to identify key themes, patterns, and recurring ideas across the data. These codes were generated inductively from the raw data, ensuring that the categories reflected the experiences of the participants in the study.
3. Categorization: after the initial coding process, codes were grouped into broader categories that represented central concepts emerging from the data. These categories were constructed by comparing and contrasting codes to find meaningful relationships and commonalities, which according to Saldaña (2016)

is a step that allows the researcher to move on to more abstract levels of interpretation.

4. Triangulation and interpretation: in accordance with Creswell & Plano Clark (2018), triangulation was applied by comparing findings across the different DCIs (field notes, diagnostic test, artifacts, and the interview). This step ensured the credibility and validity of the analysis as it confirmed the consistency of the results from multiple sources. Then, the interpretation process focused on connecting the categories of analysis to the research question, the theoretical framework, and the pedagogical intervention, with the aim of providing a comprehensive explanation of the results.

The previous data analysis procedure ensured a systematic, rigorous, and reflective analysis that considered the nature of the educational context and language learning, in terms of the qualitative approach and action research.

Categories of Analysis

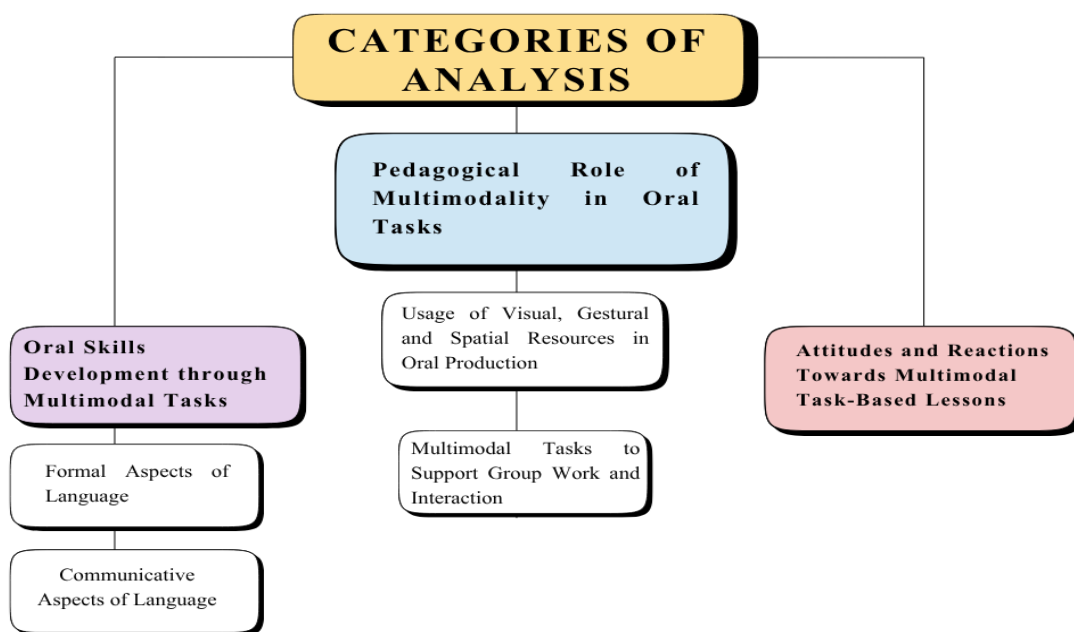


Figure 1. Categories of analysis derived from the data collection process.

The data analysis led to the identification of three main emergent categories and their corresponding subcategories, which are grounded in the data collected and represent a key aspect of the research question. Below, each of them is described and justified.

Category 1: Pedagogical Role of Multimodality in Oral Tasks

This category emerged from the recurring evidence that incorporating diverse semiotic resources had a positive influence on students' oral production. Data from field notes, artifacts, interviews, and recordings showed that learners responded more confidently and effectively when supported by visual, gestural, and spatial elements in communicative tasks.

Subcategory 1: Usage of Visual, Gestural, and Spatial Resources in Oral Production. This subcategory is derived from students' reliance on images, gestures, videos, and physical space to construct meaning and support oral output. The students used visual and written cues, as well as body language, to scaffold their speaking performances when they struggled with vocabulary or grammar.

In this regard, two situations highlight this reliance on multimodality when facing oral tasks. First, it is relevant to consider learners' performance in the assigned tasks in sessions 2 and 3. For the first one, they were required to create a description of a character to support their speech on a written text, while in the second one, they were asked to describe a part of a house they designed without any written support, only using the drawing they made. The differences between their performance relied on the fact that *"students' speech is better understood in tasks from session 2 than in tasks from session 3. It seemed that since they had a clear support of what they wanted to say, it was easier for them to communicate, and in the case of the spontaneous description, they had some difficulties when using vocabulary, but they fulfilled the task using the drawing they made"* (Field notes 3, paragraph 7)

Despite the differences in the type of multimodal support and the difficulties those represented, all the resources helped students to achieve the communicative purpose of the tasks, that is, they conveyed meaning by means of the activities they performed. This situation aligns with the statements of Kress & van Leeuwen (2001), who claim that meaning-making processes are inherently multimodal. That communication depends on the interplay of various semiotic modes. In the case addressed, the different multimodal resources mediated learners' fluency and accuracy differently but allowed them to achieve the goal of the communicative activity.

Second, the use of gestures and body language to support communication was relevant in conveying meaning when students lacked some vocabulary to express or comprehend ideas. This issue was notable throughout the entire intervention; however, the most representative scenarios occurred during sessions 6 and 8, where participants had to simulate real-life scenarios, such as shopping for clothes and food. *"In these sessions, during the performance of the task, they broadly used their hands when asking for prices. Some students*

had issues when thinking about how to pronounce numbers, so they used their fingers to indicate and to ask for quantities to their partners” (Field notes 8, paragraph 5).

As Fariás, Obilinovic, and Orrego (2010) explain, “gestures can be used as compensatory strategies when the learner does not have access to the lexical item in the target language” (p. 70). Thus, this example evidenced how gestures in these tasks acted as necessary meaning-making resources, since they allowed students to maintain the interaction without feeling frustrated because of the lack of vocabulary.

Third, the integration of spatial resources supported interaction and guided students’ engagement with tasks. Those are evinced through the arrangement of materials and the organization of the classroom, which not only structured the flow of the lessons but also created opportunities for interaction in the classroom, by using the target language. At this respect, the lesson plans of the sessions implemented specified the required arrangement for each stage of the Task Cycle. For example, in session 8 the lesson plan ([Annex 8](#)) specified how material would be distributed, during the pre-task stage, around the classroom so that students could familiarize themselves with the target vocabulary of the session: “, *T shows large cards with the target expressions. T asks Ss: What do you think this means? When do we use it?*

After that, T will display the cards around the classroom and give students (in small groups) some pictures of a waitress and a diner. Ss will identify whether each expression is said by the waitress or the diner by placing the corresponding image under the correct card.”

(Excerpt from the lesson plan #8).

This intentional organization of spatial resources functioned as a mediating element that guided students’ interaction and engagement with tasks to favor meaningful language practice.

Indeed, multimodality played a significant role in supporting students' listening and speaking skills; however, there were some cases where it represented a linguistic crutch and a distractor from the main goal of the tasks. In this regard, Farías, Obilinovic, and Orrego (2010) suggest that redundant or poorly integrated modes may become distractors rather than aids to learning. On one hand, students tended to over-reliance on using the same gesture or resource instead of producing any kind of oral utterance. For instance, in the same case of sessions 6 and 8, even when the teacher and some students accompanied the gesture with the corresponding verbal expression, they still relied on doing the gesture and omitting what was explicitly "explained". On the other hand, multimodality also distracted students from the communicative purpose of the activities, in the case of the sessions mentioned, and in tasks that were related to cutting out images or drawing, *"they spent more time than the allotted, and even some of them did not finish their multimodal resource"* (**Field notes 2, paragraph 3**)

Finally, in addition to supporting meaning-making processes in students, multimodality was related to their levels of motivation regarding the use of the English language in the classroom. One indicator of this connection was the fact that they consistently brought the material required to work in class. At the beginning of the intervention, they tended to work on the multimodal resource but refused to speak in English. Nonetheless, as the intervention progressed, they realized that the material they were creating was the basis for their oral production. They gradually became willing to participate and develop the habit of speaking in the English classroom using the language.

Students' perceptions about multimodal material can support the previous evidence. S3(Student 3), referenced some material implemented by teacher across the sessions: *"Como los letreros. Tú los ponías por todo el salón y uno tenía como que buscarlo para saber cuál*

es la que era correcta [word or expression to use]” (Interview, audio transcription, November 10th, 2025, [Annex 9](#)).

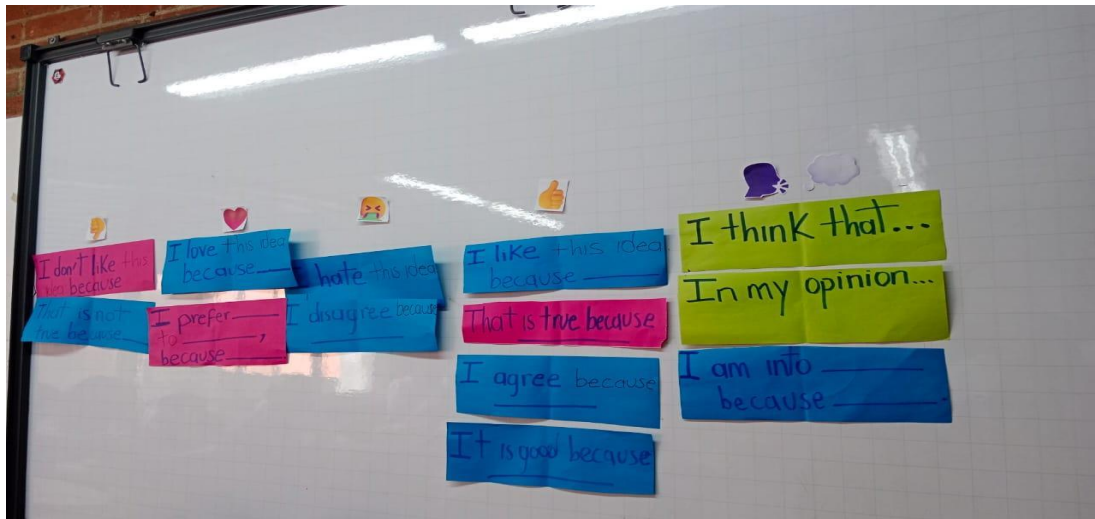


Figure 2. Sample of teacher-designed materials to support tasks.

The signs and the materials displayed around the classroom helped students recognize them as linguistic resources to support their oral production, that is, the materials were a concrete starting point for oral interaction, as learners had specific linguistic references that they could use to organize and communicate their own ideas. In this way, the materials gradually scaffolded students' willingness to speak in English by providing a clear guidance on what they were expected to express and increasing their confidence when using the language.

Another indicator of motivation in the classroom through multimodality was evident in a more dynamic classroom situation, such as session 8 during the role-play activity about food. One learner was challenged directly by the teacher to negotiate some food items she had, and he also wanted to have: *“How much do you offer?”*, *“I will give you the disk if you can tell the ingredients of it”* (Session 8, voice recording 1). He accepted the challenge using the vocabulary introduced in the pre-task stage and the multimodal resources available to

complete the negotiation. These examples reflect how multimodal resources and communicative tasks encourage learners not only to participate but also to take risks when speaking. From this perspective, the previous considerations are consistent with Krashen's (1982) Affective Filter Hypothesis, which emphasizes that low-anxiety classroom environments foster self-confidence and participation, both of which are crucial for learners' engagement in oral production activities.

All in all, the multimodal resources that were involved in students' oral production mediated their performance by compensating for vocabulary gaps and sustaining interaction. Although there were occasions that acted as distractors, most often they boosted learners' listening and speaking skills, their motivation towards the tasks in the English class, and their confidence when interacting with the language.

Subcategory 2: Multimodal Tasks to Support Group Work and Interaction. This subcategory was derived from data indicating that multimodal tasks often encourage group work through cooperative and collaborative strategies for completing tasks. In this context, group work involved the creation of posters, drawings, and other audiovisual elements, with the aim of promoting meaningful interactions, negotiation of meaning, and decision-making.

During the implementation of the multimodal task-based lessons, it was identified that the characteristics of learners' group work indicated both cooperative and collaborative work, with a predominance of cooperative dynamics when interacting with partners to achieve the objectives of tasks, although there were some instances of collaboration. Hence, this finding suggests that multimodal tasks fostered structured group work, in which students primarily interacted through cooperation instead of full collaboration.

This issue illustrates a contrast with the students' performance in the diagnostic test, since, despite the fact that they were organized in groups and thus expected to help each

other, they participated individually. *“Within the groups there were not conversations or exchange of ideas; students raised their hands and participated or in some cases they first asked the teacher for validation and then they made their description of the image to their partner who was drawing on the white board”* (Diagnostic test, paragraph 5)

Thus, the limited interaction observed during the diagnostic stage highlighted the need to foster meaningful peer interaction and opportunities for learners to use English in closets contexts. In that sense, multimodal tasks acted as a source to encourage group work and authentic communication in the EFL classroom.

On this subject, Brown (2001) points out that group work in the language classroom poses key pedagogical advantages, first: it significantly increases opportunities for interactive language usage; second, it enhances the quantity and quality of language production; third, it fosters learner’s responsibility and autonomy; finally, it supports individualized learning, since it allows students to perform roles that match their skills.

Consequently, the implementation of two cycles of the four initially stated, revealed that learners tended to face group tasks by distributing responsibilities among the participants, such as organizing the material brought to class, designing the visual resources, writing or drawing when needed, or assigning turns to present their work orally. This structured division of labor reflected a tendency toward cooperative dynamics, in which each student contributed individually to achieve a shared goal. However, some instances of collaborative interaction emerged to jointly construct meaning or to make collective decisions.

To better understand students’ group work features, it is significant to differentiate between cooperative and collaborative learning, as these are concepts that are often used interchangeably, but they represent different modes of interaction in group work settings.

According to Kato et al. (2015), cooperative learning is a structured teacher-centered approach in which the teacher plans and controls group activities by assigning roles, providing assistance, and guiding the process to achieve specific goals. In contrast, collaborative learning is flexible and student-centered, so students are in charge of negotiating and demonstrating autonomy, responsibility, and interaction through negotiation, with a low level of direct intervention from the teacher.

Taking this into account, the following analysis of this subcategory focuses on the manifestations of cooperative and collaborative work during the implementation of multimodal task-based lessons. The given manifestations of these group work dynamics are analyzed in the light of the following indicators of group work: teacher's level of intervention, role assignment, interdependence and responsibility, and interaction with partners.

First, it is important to examine how the teacher's level of intervention was reflected throughout the implementation. As previously stated, the diagnostic stage highlighted the predominance of teacher intervention. In line with this, the early sessions demonstrated a similar trend with a teacher-centered pattern. For example, in Session 3, learners, in groups, were required to design a house in which their characters from previous classes could live together. Field notes indicated that *"the teacher showed an example of a house plan she had drawn and colored herself. She described it to introduce students to the task they were about to complete"* (**Field notes 3, paragraph 1**).

This instance evinced a high level of teacher intervention as the teacher not only explained the task but also provided explicit guidance by modeling and establishing what students were expected to perform. The comparison between the teacher's example and the students' work shows the influence of the teacher's requirements.

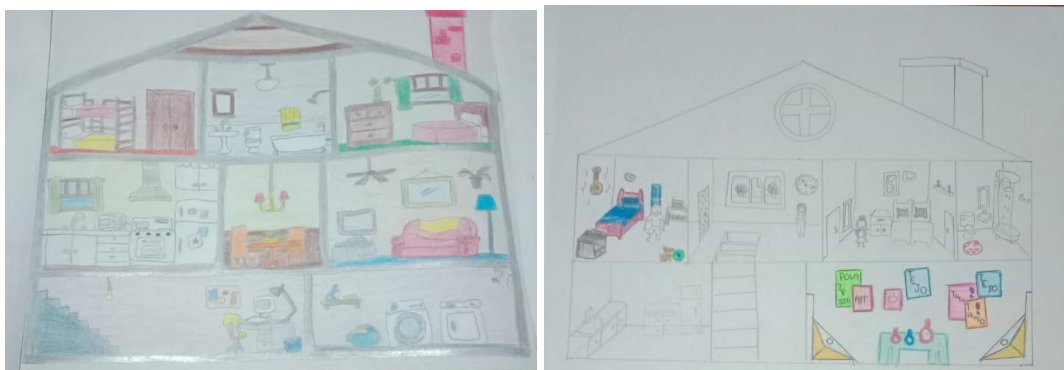


Figure 3. Teacher's material vs students' creation. May 9th, 2025

Nevertheless, as sessions progressed, teachers' level of intervention decreased, as it was related to the nature of the tasks and the type of interaction they required. In subsequent classes, the assigned tasks encouraged students to organize materials, discuss options, and make decisions. This issue is particularly evinced by sessions 6 and 8, where they had to perform buying situations, as they assumed a greater responsibility for the materials they brought to class and their organization while doing the task. For instance, *"they had to be careful when designing their menus because they already knew that the food they included there was going to be what they had to bring to the next class for the role play"* (Field notes 7, paragraph 7).

This shift in the teacher's role created a more flexible and participatory learning environment, as learners started to rely on each other instead of depending on teacher's explicit guidance. As noted by Kato et al. (2015), the movement away from direct control is essential for promoting cooperative interaction, as it helps learners develop autonomy and confidence to share knowledge and to participate with peers.

Second, concerning role assignment, it was a recurring feature of cooperative group work throughout the lessons. By session 4, learners were required to design a poster in which they presented and described their favorite place, in this case students were working in pairs

and “it was noted that they selected a place and started to add an image and then, the descriptions of that place by taking turns to write on the computer” (**Field notes 4, paragraph 4**). Also, their voice recordings reflected that division of the work, as they talked about the place by saying the descriptions that each one wrote in the poster; it can be exemplified by the work of Group 8 when performing the task. Thus, this situation portrayed a clear division of responsibilities, as interaction focused on completing individual parts of a common goal.

Similarly, in the interview, S4 referring to working in group and role assignment asserted: “*Se intentó, pero es como... bueno, es clase de inglés. Entonces claro, nos organizábamos: tú haces esta parte, tú haces esta otra, pero al final todo vuelve al mismo lugar*”. In the same vein, S5 added: “*Por lo general había uno que trabajaba y el resto no trabajaba*” (**Interview, audio transcription, November 10th, 2025**). These responses reflect, as well as field notes and artifacts, an organized but uneven participation process, typical of cooperative learning, in which roles and tasks are predetermined, and learners work in parallel to achieve a common goal.

On this matter, Kato et al. (2015) argue that cooperative learning tends to be teacher-guided and highly structured. Despite promoting positive interdependence and accountability, it often maintains what the authors describe as covert teacher-centeredness, since the organization of group work still depends on external design rather than on learners’ decisions and negotiation. Hence, the finding previously analyzed corresponds to students dividing tasks effectively, but interaction remained limited to fulfilling the assigned roles and what was expected of them when defining the task.

Another relevant aspect of group work is related to learners' interdependence and the sense of responsibility. The degree of interdependence among students was different across

tasks. In the case of Session 4, mentioned above, interdependence was low, as students worked on a separate section of the product both when designing and presenting. In contrast, sessions like 6, 7, 8, and 9 showed an increase in interdependence. To illustrate this issue, by Session 9, when learners performed a role-play simulating a phone call, it was evident a high level of interdependence, as it was identified that *“in some groups composed of three students, one of them oversaw writing the script, while the others performed it”* (**Field notes 9, paragraph 3**). Also, the recordings of the students’ rehearsal simulation revealed that they helped each other with pronunciation and vocabulary, as in the case of group 2. This aspect reflects an early stage of collaborative responsibility, since students shared linguistic support.

The interview data also showed mixed perspectives on responsibility within group work. S5 highlighted the relevance of working individually to identify personal weaknesses before trying to work in a group: *“Si tú lo trabajas solo, vas viendo qué es lo que te falta por aprender y qué debes mejorar... porque si él no sabe y yo no sé, los dos nos vamos a quedar ahí”*. Conversely, S3 recognizes the potential of mutual support when working with classmates: *“Es aprender a manejar (...) el carácter de uno y saber llevarlo con el de la otra persona (...) aprender como a... socializar. (...) Entonces yo sé que ella sabe inglés y que me puede ayudar; entonces nos ayudamos ahí. (...) Buscar un beneficio propio desde otro punto de vista. Entonces, es como saber hacer las cosas así bien para no quedar mal y no hacer quedar mal a la otra persona.”* (**Interview, audio transcription, November 10th, 2025**). These opposing views expose that while some learners valued independence, others began to experience and appreciate the social and learning benefits of working interdependently.

In line with the ideas of Kato et al. (2015), transitioning from cooperative to collaborative learning is challenging as developing genuine interdependence is difficult to achieve. Cooperation often requires mechanical interdependence, while in collaboration, the

interaction becomes cognitive and social, resulting in mutual support. Thus, the situations mentioned suggested that multimodal task lessons served as a bridge between both ways of working in a group, as students started to rely on each other's efforts to achieve task-solving success.

Lastly, the analysis of this subcategory explores how learners interacted with their classmates. The level of interaction among peers was the most significant indicator of change throughout the implementation of the lessons. As previously developed, the pre-task stage and early sessions demonstrated a low level of interaction; notwithstanding, field notes describe that it was remarkable that in the pre-task stages of Sessions 6 and 8, students had to work together to classify vocabulary related to clothing, food, and buying and selling interaction, by contributing with words, expressions, and meanings from previous lessons. This exchange shows that they began to co-construct understanding beyond task division.

In addition, interview responses reinforce the importance of collaboration. In this respect, S3 stated: *“Uno en grupo aprende más porque lo que uno no sabe lo sabe el otro, entonces uno va aprendiendo de la otra persona (...) es más fácil no solo por el estudio, sino también por lo social”* (**Interview, audio transcription, November 10th, 2025**) The matters characterized highlight how group work fostered not only linguistic learning but also social connection. As Kato et al. (2015) explain, collaboration implies both cognitive and affective processes, where interaction enables learners to build knowledge together and strengthen social relationships.

In summary, the analysis of group work and interaction revealed that multimodal tasks lessons promoted cooperative dynamics and the emergence of collaborative learning features in students' interaction. Through some multimodal tasks, group activities reflected cooperation, characterized by assigned roles and limited negotiation. However, some tasks

and activities encouraged deep interdependence, shared responsibility, and co-construction of meaning. Both forms of group dynamics are essential for language development, and multimodality offered a context in which these were present, depending on the nature of tasks.

Category 2: Oral Skills Development through Multimodal Tasks

This category is based on the features observed in both the formal and communicative aspects of students' oral language. Artifacts and diagnostic test comparisons indicate the characteristics of students' abilities in terms of their use of the English language to convey meaning through the implementation of multimodal tasks.

Subcategory 1: Formal Aspects of Language. This subcategory focused on vocabulary, grammar, and pronunciation. Although the primary goal of the pedagogical proposal was to work on communication, analyzing formal aspects of language provides evidence of students' language development patterns. These analyses support the identification of patterns, strengths, and areas for improvement that can inform future interventions. Field notes, students' voice recordings, and speaking checklists revealed the influence of exposure to contextualized input on students' oral performance.

The diagnostic stage highlighted that the learners initially relied on isolated words to describe situations rather than forming complete sentences. For example, students often used single words instead of structured descriptions:

“At the beginning of the activity, students attempted to describe the image just by using words, instead of making structured sentences... learners tried to describe that characteristic by saying ‘orange’.” (Diagnostic test, paragraph 2)

This difficulty showed limited syntactic development, consistent with Krashen's Input Hypothesis (1982). It emphasizes the need for comprehensible input slightly above learners' current level to facilitate intuitive language acquisition.

Although some attempts to build structures appeared, these were inaccurate and reflected students' efforts to construct grammatically correct ideas to be able to participate in the activity. For example, during the diagnostic session, *"they realized that their attempts [to describe the image] were not successful, so they started to create sentences while talking to their partner. However, those were not grammatically correct... Later, there was a moment of activity in which a student participated with the structure 'there is'. It made his classmates imitate him"*. **(Diagnostic test, paragraph 3)**

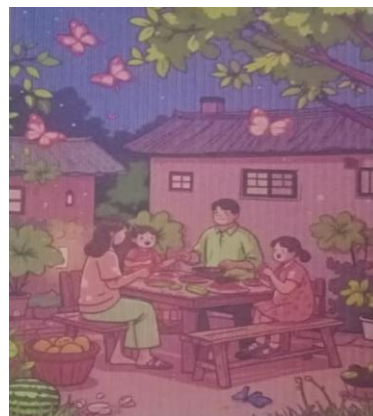
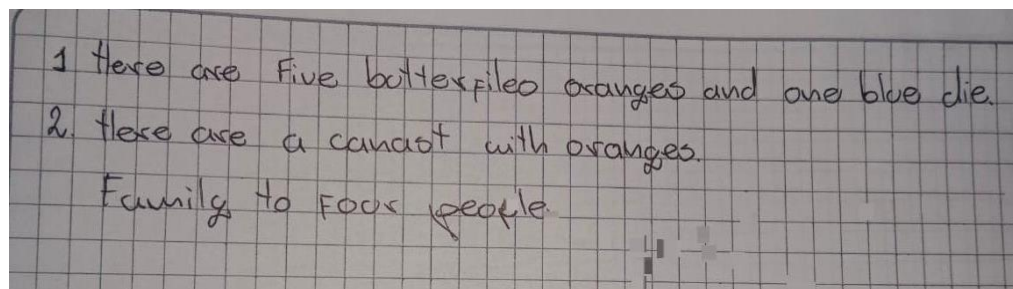


Figure 4. Diagnostic test: Student's descriptions vs reference picture. March 7th, 2025.

These attempts reflect Swain's (1985) Output Hypothesis, which emphasizes that language production enables learners to notice gaps and improve through self-correction. To

address these challenges, the intervention was designed around multimodal task-based sessions that provided meaningful input and encouraged output.

With the previous considerations in mind, the intervention revealed an initial stage of oral skills development and production, characterized by specific language behaviors: limited vocabulary, attempts at sentence formation, imitation of utterances and examples, reliance on First Language (L1), and developing pronunciation, which represented an emerging progress facilitated by multimodal tasks, in comparison to students' performance during the diagnostic test.

Accordingly, these students' linguistic behaviors can be interpreted in the light of the existence of an interlanguage system in their language learning process. Lightbown & Spada (2006); Gass & Selinker (2008) affirm that, interlanguage can be understood as a dynamic system that learners develop to communicate while acquiring a second language, in which elements from both the L1 and knowledge of the target language are involved. The 11th-grade students' features described are not seen as errors or limitations, but as typical traits of this transitional stage of language acquisition, where learners use the linguistic resources available to them to communicate.

To illustrate how students' interlanguage emerged throughout the intervention, the following analysis draws on selected samples of oral production gathered in classroom tasks. Also, the evaluation of these oral productions was conducted using a speaking skills checklist ([Annex 10](#)), specifically designed to assess students' oral performance. In this case, the criterion 6, "*Responds clearly and grammatically correctly*" was followed to assess their grammar accuracy and sentence formation.

During the early sessions, students began to demonstrate early progress in sentence construction, supported by the multimodal input provided through videos and the teacher's

visual resources. Students' work and voice recordings followed the structures and the vocabulary presented during the pre-task stage. However, their oral productions largely reflected repetition and reproduction of modeled phrases rather than autonomous language creation.

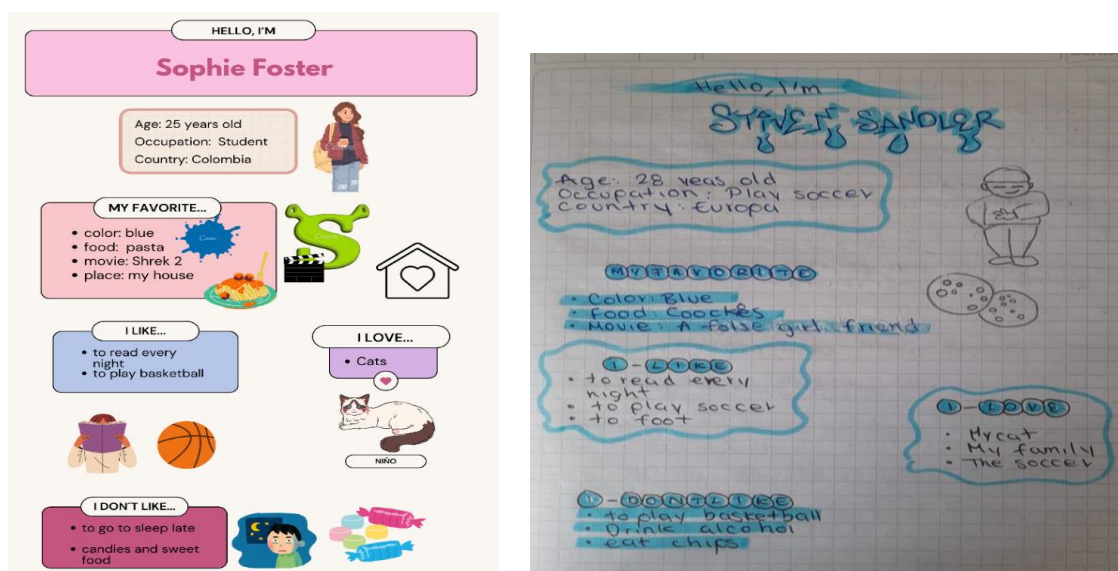


Figure 5. Student's imitation of teacher's example: teacher's reference vs student's 3 work. March 14th, 2025.

This can be observed in Student's 7 (S7) performance:

S7: "Hello, I am Steven Slander. Age: 28 years old. Occupation: play soccer. Country: Europa. My favorite color: blue. Food: cookies. Movie: A false girlfriend. I like to read every night, to play soccer, to food, I love my cat, my family, the soccer. I don't like to play basketball, drink alcohol and eat chips" (Session 1, voice recording 7, S7).

S7's output shows an effort to follow a structured format but includes fragmented syntax, direct translations from L1, and inaccuracies in vocabulary and grammar (e.g., "to food", "the soccer", "Europa"). These issues align with the concept of interlanguage, where partial knowledge from both L1 and L2 (second language) is applied to convey meaning.

Another representative case is Student 3 (S3), who illustrates further characteristics of interlanguage development:

“S3: Hello, I'm Peter Porker, my age is [unintelligible] years old. My occupation engineer, my country is [unintelligible]. My favorite color is black, my favorite food is pizza, my favorite movie is Harry Potter, my favorite place is the park. I like (is) video games, I like [unintelligible], I like (is) school. I love (is) soccer a lot, I love (is) motorcycles. I don't like (is) vegetables, I don't like studying.” (Session 1, voice recording 3, S3)

S3's oral performance indicated the correct use of the present simple with the verb to be and its integration into other syntactic constructions. This suggests that S3 is transferring known grammatical patterns from their interlanguage system, assuming the auxiliary verb to be is required broadly in different constructions. This characteristic of S3's production highlights the changing nature of the learner's understanding of English syntax, which is shaped by the influence of their L1, the knowledge of English that they already have, and the limited exposure to language.

In this respect, it is relevant to note the importance of providing learners with sufficient exposure opportunities, as this is the way they naturally acquire the nuanced patterns necessary to move beyond overgeneralized structures. This type of learning that occurs through high exposure opportunities is explained by Ellis (2019) as incidental learning, which refers to the one that “occurs when we pick up things without making a special effort to learn them. [...] We can learn a language just by being exposed to it in communicative situations and through trying to communicate using it.” (p.13). In the same vein, Ellis notes that incidental learning results in implicit knowledge, enabling learners to communicate naturally without consciously thinking about it or how it was acquired. Therefore, in S3's case, the classroom context may not provide meaningful learning experiences for the English

language, explaining the overgeneralization of auxiliary verbs across different syntactic constructions.

In terms of pronunciation, students demonstrated distinctive features of early interlanguage stages in their oral performance. It was evinced that in some cases English words were pronounced using Spanish phonetic rules, producing approximations that reflected their L1 influence. For example, in the recordings from session 4 “*Describing our favorite place*” S1 from group 3 pronounced the sentence “*This place is used to study*” as “*ðis **place** ɪz **used to estudi***”, clearly reflecting their L1 pronunciation patterns in the whole sentence.

In other cases, students demonstrated an awareness of English-specific sounds but tended to overgeneralize them across different words. For example, in session 3, “*Describing our house*,” S1 from group 6 said: “*My avatar's bedroom. I **have** a big mirror, **have** a flower base, **have** a box on the closet...*” In this example, the verb “*have*” is pronounced as “*herv*”, indicating recognition that the English vowel “a” often corresponds to the diphthong /ei/. In this case, this understanding was not consistently applied, as learners assumed the pronunciation rule applied to all words containing the letter “a,” leading to inaccurate pronunciations, particularly in common verbs like “have.”

The previous examples illustrate how learners, as they begin to internalize certain aspects of English phonology, still rely heavily on their L1 pronunciation patterns or partial generalizations. This finding reflects the evolving nature of their interlanguage system and underscores the relevance of continued exposure to accurate input and opportunities for pronunciation-focused feedback.

In terms of listening comprehension, it was remarkable that the repetition of utterances from the teacher and peers served as an indicator of students’ development. Although these

repetitions were not always part of their own original speech production, they often occurred within the correct communicative context, showing that students were able to associate meaning with what they heard. For instance, during session 4, students imitated the teacher's expressions when she was conducting the introductory activity to the topic of the session:

“When they matched the descriptions with the correct places, they marked their bingo cards or colored the worksheets with enthusiasm. Some students even imitated the teacher's expressions; for instance, when she introduced a new description by saying ‘The next one is... or let's go with the next one’, some students repeated ‘The next, the next’.” **(Field notes 4, paragraph 2).**

This issue demonstrates not only attention but also the internalization of language patterns, as students began to associate form with meaning through contextual repetition, a characteristic of the early stages of language acquisition.

Additionally, it was observed that learners utilize their L1 as a strategy to verify their understanding. It was remarkable that when the teacher gave instructions or explained tasks in English, students tended to respond by translating into Spanish what they heard, either to verify their understanding with the teacher or to discuss it with their classmates. This switching code behavior suggests active engagement with the spoken input they received and an effort to make sense of it. This situation is aligned with the development of listening skills in a language learning context.

All in all, the analysis of the formal aspects of language revealed that multimodal activities combined with task-based instruction supported the oral production and comprehension of 11th-grade students. The linguistic patterns analyzed demonstrate that this pedagogical approach provided students with appropriate scaffolding to facilitate the development and transition of their interlanguage systems.

Subcategory 2: Communicative Aspects of Language. This subcategory highlighted students' level of progress in coherence, fluency, and interaction using the English language. Evidence was gathered mainly through field notes and students' artifacts. At the beginning of the intervention, students' oral production was characterized by extremely short and fragmented responses. Most answers to teacher questions were limited to one-word utterances, such as "yes" or they were produced in Spanish instead of English. This tendency reflected their limited linguistic repertoire and their lack of confidence to create spontaneous interaction using English. According to Saville-Troike (2006), learners in the early stages of second language acquisition often rely on formulaic expressions or L1 resources to support communication, as their cognitive abilities in their L1 enable them to produce complex ideas. Therefore, their interlanguage does not yet provide sufficient structures to accommodate them in L2.

This pattern is also aligned with the diagnostic test stage, where students initially attempted to describe situations using isolated words rather than complete sentences, demonstrating a preference for minimal responses and avoiding extended speech using the English language as a source for both participating in the task and reducing the stress caused by it. For instance, when learners were asked to describe a situation and they did not have a clear idea of how to translate sentences from Spanish to English, they asked for teacher support by saying "*profe, ¿cómo digo...?*" or "*profe, ¿puedo decir esto...?*" before trying to participate in the activity (**Diagnostic test, paragraph 4**).

As the lessons progressed, some signs of English language usage emerged. Most learners continued to use Spanish to ask questions to the teacher, and some students gradually attempted to use English to interact with the teacher. There was a particularly illustrative case

in Session 3 when a student tried to ask her for her age. He tried to start a conversation by using the following construction: *“What you age?”* (**Field notes 3, paragraph 5**)

Even though it was grammatically incorrect, this example of a student’s utterance demonstrates progress in two important aspects related to fluency. First, the learner attempted to produce a complete utterance rather than rely on an isolated word, as noted in the diagnostic test. Second, the teacher’s response, *“Are you asking me: how old are you?”* (**Field notes 3, paragraph 5**) and the student’s confirmation *“yes”* exemplify what Long (1996) asserts in terms of interaction hypothesis that comprehension is achieved by means of negotiation of meaning even when linguistic inaccuracies take place.

In the same vein, it is possible to refer to another learner’s interaction with the teacher in which he attempted a more complex construction than the previous one. By session 7 he tried to tell the teacher something said by another partner *“He say that you beautiful”* (**Session 7, voice recording 1**). In this case, it was evident that the intention was to use indirect speech, and the way the student prioritized fluency over accuracy was notable, as he risked using an advanced structure to communicate spontaneously without worrying about grammatical precision, avoiding the use of isolated words or relying on his L1.

This transition from single-word answers to short but meaningful utterances indicates gradual progress toward greater coherence and fluency. Although most learners still refused to formulate questions or express themselves in English, the progress of those who attempted it shows that providing constant input in English and opportunities for authentic interaction supported the emergence of connected speech. In line with Swain’s (2005) Output Hypothesis, the students’ efforts to produce even imperfect sentences reveal that supporting learners to generate output helps them notice gaps in their knowledge and reconsider hypotheses they already possess about the language.

The fact that a few students attempted to produce longer utterances also suggests a positive growing level of confidence when interacting in the target language, in consonance with Krashen's (1982) Affective Filter Hypothesis, as they perceived the environment as supportive and safe. In general, the teacher applied the strategy of not providing "harsh" correction, instead modeling and continuing the interaction, which lowered the affective filter and encouraged the student to keep trying, even when noticing their limited accuracy.

This statement has support in the case of the student previously presented, and in the case of S4 in session 6, when she asked the teacher to present an oral task from a previous session. This behavior was particularly notable, as the student took the initiative to present her task without being required to do so. She insisted on it by saying "*teacher I am going to tell you my homework*" **Session 6, voice recording 2**). This voluntary production reflected growing confidence in her ability to communicate in English and the sense of the language class as a safe space for participation.

Consistent with the above, notable progress was observed in interaction by virtue of the language. Although the lessons were carried out entirely in the target language, students initially assumed that English was required only to fulfill the tasks, while interaction among students continued highly in Spanish. However, as the intervention advanced, students began to incorporate more English into their peer-to-peer interactions, demonstrating willingness to use the language beyond the tasks required. For instance, during all the sessions, students tended to ask for vocabulary to communicate with their partners in the classroom and to complete the tasks. Two representative cases illustrate this issue: on one hand, during session 3, a student asked repeatedly for vocabulary to talk with their partners while doing the drawing activity. In an opportunity he asked '*teacher cómo se dice: espera un momento, por*

favor', and she replied, 'you can say: wait a minute, please', so he immediately started to use the expression with his partners" **(Field notes 3, paragraph 5)**

On the other hand, in Session 8, students were required to perform a restaurant interaction in the classroom. In this communicative situation, they asked the teacher and among them for the vocabulary required in the activity: *"students mainly asked for the numbers to refer to prices and common expressions about money such as 'bucks'"* **(Field notes 8, paragraph 3)**. Besides, as students recognized that the core of the activity was to ask for food in English, they asked for more vocabulary and expressions beyond the ones introduced in the pre-task stage. It can be illustrated with the case of S1 who wanted to ask someone else: *"Do you want something?"*, he asked to the teacher in Spanish and how to say that; then, imitated teacher's answer to talk with the person he was asking to. **(Session 8, Voice recording 1)**.

The examples of interaction in the classroom using English evidence the considerations about incidental learning by Ellis (2019), when learners actively look for linguistic resources to meet their immediate communicative needs. By asking students to use specific vocabulary and expressions to achieve real communicative goals, they were engaged in meaningful language use that facilitates the development of implicit knowledge.

A complementary dimension of interaction using English considered in this analysis is the examination of error treatment in students' performance; thus, there were relevant indicators of both peer correction and teacher-provided correction.

Regarding peer correction, the initial session revealed that students avoided correcting each other, reflecting what Briceño (2009) describes as the traditional view of error as "a

serious mistake that tends to be penalized and sanctioned”² (p. 10). Consequently, being corrected or corrected by others is perceived as an element that could affect peer relationships and confidence in the classroom. However, as the intervention progressed, students gradually began to support each other's language production and comprehension. In later sessions, when they notice inaccuracies in their classmates or need extra support to understand something, they provide or seek support from peers they consider more skilled in English.

This can be exemplified with Session 6 when a student asked the teacher for the spelling of a word, but he could not understand it properly, so he asked a partner to help him recognize what the teacher was spelling (**Session 6, voice recording 1**). The change characterized above evidences the perception of error as “...an important source of learning to the extent that it catalyzes doubt, self-criticism, and reflection” (Briceño, 2009, p. 22), transforming the classroom into a collaborative space where mistakes are viewed as opportunities to learn from and with others, rather than as embarrassing situations.

As far as teacher correction is concerned, the focus of the pedagogical proposal was to prioritize communication over accuracy through implicit corrective feedback. When learners produced inaccurate structures, such as the case mentioned above of the student who constructed the utterance “*what you age?*”, the teacher replied by modeling the correct form without explicitly pointing out the error or interrupting the student's intervention. This strategy aligns with the consideration that “it is fundamental to give adequate error treatment as a starting point for new learning” (Briceño, 2009, p. 14). As a result, correcting students by modelling utterances instead of directly correcting them fosters students’ willingness to continue speaking without feeling they are being punished.

² Translated by author

In conclusion, the analysis of students' oral skills under the category of *Oral Skills Development through Multimodal Tasks* revealed early developments in English language performance. The evidence collected throughout the intervention demonstrates that students gradually transitioned from fragmented and single-word responses to more coherent and elaborated constructions that reflect a level of development of their interlanguage systems. The implementation of communicative multimodal task-based lessons played a crucial role in providing them with meaningful chances to engage with the language and consolidate their developing language system, all within a supportive classroom atmosphere where communication was the core of learning.

However, the presence of grammatical mistakes, pronunciation issues, and the lack of spontaneous communication highlight the limitations of traditional teaching approaches, which tend to focus on reading and writing and often underestimate the importance of listening and speaking skills; it is noteworthy because this sequence in teaching contradicts the natural order of language acquisition. The fact that students struggled when attempting to use the English language, despite 11 years of language instruction, suggests that their previous learning experiences may have lacked enough opportunities for authentic language exposure and practice.

Category 3: Attitudes and Reactions Towards Multimodal Task-Based Lessons

This category explores students' perceptions of the authenticity and relevance of the multimodal tasks designed in the framework of the TBL approach. Evidence from field notes, artifacts and interviews demonstrates that multimodal tasks stimulated positive attitudes and emotional investment towards the use of the English language. This positive engagement described is connected to motivational processes.

In agreement with Brown (2001), motivation is an internal process that drives people to act and persist in achieving specific goals. In the English language teaching field, it is considered a key factor as it determines the level of commitment that learners dedicate to the completion of a learning activity. Similarly, Harmer (2007) briefly mentions two types of motivation that intervene when learning: extrinsic motivation and intrinsic motivation. The first one refers to the external factors that may influence learners to engage in a learning activity, while intrinsic motivation is related to the commitment and interest that comes from learners' desire. Hence, the following analysis of the evidence collected illustrate how both types of motivation influenced students' levels of participation and engagement, and sense of purpose when using English within multimodal task-based lessons.

To begin with, students during the intervention demonstrated an outstanding level of participation and commitment towards multimodal lessons. At this respect, field notes showed that “*students consistently worked with the material required for the classes*” (**Field notes 5, paragraph 2**). Across the different sessions, learners used their materials, such as magazines cut-outs, drawing, etc, to perform their assignments creatively, organizedly, and with good presentation.





Figure 6. Examples of students' work in different sessions.

By Session 8, for instance, when students had to recreate a restaurant setting, all groups arrived at the class with the necessary resources, as planned in the designed menu during Session 7.

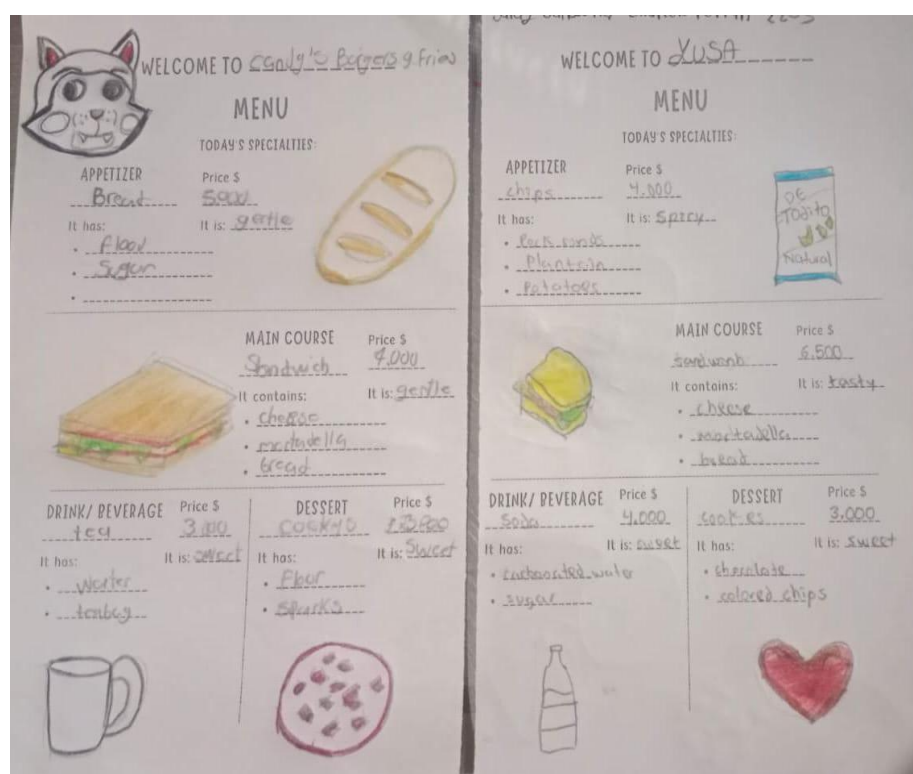


Figure 7. Students' menu (groups 1 and 2) for the role play task eating out at a restaurant. September 1st, 2025.

This behavior reflects Harmer's (2007) description of extrinsic motivation, as learners were influenced by external goals such as completing the task successfully or presenting their work. So, influenced by materials, and the tasks themselves, they made a conscious effort to use them effectively to produce their tasks.

In line with this, the regularity and commitment with which students engaged in class suggest that multimodal task-based lessons also developed intrinsic motivation, since they began to find satisfaction in the process itself. It can be supported by data provided by students in the interview; for example, S4 stated that *“estuvo chévere porque, pues, estábamos dibujando y a mí me gusta dibujar, entonces era como hacer..., explorar la creatividad de uno con los tipos de ropa y todo eso”* (Interview, audio transcription, November 10th, 2025). Likewise, S4 asserted that *“Fueron más... como más chéveres en el sentido de que eran como más productivas y trabajamos material del cual no pensamos trabajar nunca en otras clases diferente de inglés”* (Interview, audio transcription, November 10th, 2025). These cases illustrate how multimodal tasks encourage emotional engagement and personal connection, as they were interested in working with material that was unexpected for them in an English language class. Also, these students' experiences align with Harmer's (2007) idea that curiosity can foster motivation by stimulating students' anticipation and interest in each lesson.

Second, students' reflections indicated that the tasks also nurtured a growing sense of purpose when using the English language. For instance, S4 placed relevance on expressing ideas in a foreign language because *“Es como decir wow aprendí algo que pocas personas en esta época saben bien”* (Interview, audio transcription, November 10th, 2025), revealing pride and self-awareness about learning English. In addition, S3 humorously asserted that *“siempre me ha gustado el inglés... porque se escucha chévere pelear en inglés”* (Interview,

audio transcription, November 10th, 2025), showing that English is seen as a means of expression an exchange of points of view.

These attitudes exemplify what described by Brown (2001), who explains that intrinsic motivation is evinced when it brings internal rewards such as satisfaction and competence. In that sense, contextualized tasks, like resembling real life scenarios or describing people, allowed students to meaningfully use the language and consider its relevance beyond the classroom.

Thus, students' attitudes and reactions towards the multimodal task-based lessons implemented reflected the coexistence of both forms of motivation; extrinsic and intrinsic. On one hand, the context of the lessons made students participate, influenced by material and tasks; on the other hand, they gradually showed attitudes that reflected experiencing the usage of the English language as a purposeful and rewarding communicative practice.

All in all, this chapter presented the analysis of data collected throughout the pedagogical intervention, in the light of three categories: pedagogical role of multimodality, oral skills development through multimodal tasks, and attitudes and reactions towards multimodal task-based lessons.

Chapter 6. Conclusions and Implications

This chapter explores the conclusions drawn from the development of this research project, considering the findings presented and guided by the research question and objectives. Likewise, it outlines the study's implications for students and the pre-service teacher, the limitations encountered during the implementation of the proposal, and suggestions for future research in this area.

Conclusions

To begin with, it is pertinent to recall that the implementation of this project was intended to respond to the research question: *What is the impact of multimodality, within a Task-Based Learning framework, on the development of oral skills in the English learning process of 11th-grade students?* Hence, as a conclusion of this research study, the multimodal task-based lessons proposed had a significant influence on 11th-grade students' oral skills development. Students could negotiate meaning, create and rely on multiple semiotic modes, and have opportunities to engage in contextualized, authentic oral practice. Multimodality functioned as a central component of meaning comprehension and construction and production, while TBL provided the relevant organizational atmosphere in which oral production was promoted.

Consequently, the students' oral skills development, analyzed throughout the project, reflects how multimodality and TBL operated as integrated practices that mediated learners' engagement and exploration of the spoken language. So, this approach became an oral language skills development process in a gradual, meaningful, collaborative, cooperative, and supported way, while favoring authentic language exposure in the classroom.

Regarding the influence of multimodality on the development of 11th-grade students' oral skills through Task-Based Learning. The pedagogical intervention understood

multimodality as a means that supported students' participation, interaction, and engagement with the target language in meaningful language-learning situations. In this sense, oral production emerged as a supported process in which learners relied on multiple semiotic resources to construct meaning and participate in oral exchange, highlighting language as a means of communication rather than accuracy and correctness.

Finally, the classroom experience revealed that the TBL approach provided a suitable space for developing multimodal lessons, as it ensured coherent, scaffolded progress in both input and output presentation. Similarly, students were placed as active participants of their learning process, since it was supported by meaning-making exploration and gradual involvement in oral communication. Also, it placed the teacher as a mediator of experiences rather than a mere corrector of students' linguistic performance, prioritizing confidence, participation, and thus, language usage. However, the classroom experience emphasizes the importance of adapting tasks to learners' linguistic levels and classroom conditions.

Implications

Based on everything discussed so far, it is noteworthy that this study has implications for the institution, the students, and the pre-service teacher. First, the results suggest that adopting this approach may encourage the school to reflect on traditional views of language teaching that prioritize accuracy over communication. Additionally, implementing a multimodal task-based approach underscores the importance of providing classrooms with flexible spaces and resources to engage with the language, enabling students to access meaningful learning experiences.

Second, overall, the approach evinced both positive and negative implications for students' language learning process. On the one hand, the use of multimodal tasks allowed learners to explore and apply their knowledge of the target language within the

framework of authentic oral language practice. Students had the opportunity to be provided with and to create multimodal material to support their oral productions through meaning-making, which resulted in increased levels of participation and reduced anxiety, and in the use of the language in contextualized situations. On the other hand, the findings revealed several challenging aspects to consider. It is noteworthy that some students presented linguistic difficulties that persisted throughout the lessons, which affected equal participation, comprehension, and, consequently, oral production. Also, it was identified that excessive reliance on multimodal resources sometimes limited spontaneous oral production, indicating the need to gradually withdraw material support as students develop greater confidence and linguistic control.

Third, for the pre-service teacher, the research highlights the importance of developing reflective teaching practices that respond to learners' needs, classroom realities, and perspectives on language teaching that favor the communicative nature of language. Therefore, it requires the teacher to make informed pedagogical decisions about task design, material selection, classroom dynamics, and the gradual withdrawal of support to foster learners' language autonomy throughout their language learning.

Limitations

The main difficulty the study faced was the scheduling of cultural activities and events, which reduced the planned instructional time. This limited the number of available sessions for implementation and the continuity of the pedagogical proposal, as in some instances, sessions were separated by extended periods. As a consequence, it was possible to completely implement two cycles of the four cycles of intervention designed in the pedagogical proposal. Moreover, material constraints also limited the project's implementation. Although the proposal included technological resources such as computers,

their availability was not guaranteed for all sessions due to recurring device malfunctions, leading to significant changes in the lesson plans.

In the same vein, the reduced time to intervene in the classroom is also related to the periods established for pedagogical practicum each semester at the university. This practicum schedule is not aligned with the academic periods of the institution, resulting in interruptions in the pre-service teachers' intervention processes. This issue limits not only the continuity of the interventions but also the evaluation of its impact and outcomes over time.

Additionally, students' use of translators and artificial intelligence tools represented a limitation. They served as tools that supported comprehension and task completion within the framework of students' interlanguage development, but in some cases, they fostered reliance on the provided language rather than their own linguistic resources or those provided by the teacher.

Further Research

This research study contributes to the understanding of multimodality and Task-Based Learning as complementary approaches that positively support oral language development, and it reaffirms the relevance of providing students with learning experiences that respond to their needs and classroom realities, while positioning language development as a situated and dynamic process. However, future studies could examine the long-term impact of multimodal Task-based instruction in extended intervention periods and at earlier developmental stages or lower grade levels (for example, primary education), since oral skills development must be addressed progressively over time, and thus evaluated after a long period of instruction. Consequently, it requires sustained and continuous intervention processes that make learners' development observable.

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Annexes

Annex 1: Questionnaire

	Universidad Pedagógica Nacional Facultad de Humanidades Licenciatura En español e inglés Bogotá, Colombia 2024
Encuesta sociodemográfica	

A continuación se presentan una serie de preguntas que pretenden indagar sobre tu contexto socioeconómico, familiar y académico. Tus respuestas serán tratadas de forma anónima.

1. Información personal

- Edad: _____
- Curso: _____
- Barrio de residencia: _____
- Estrato: _____
- ¿Cuántas personas viven en tu casa? _____

A continuación, señala el parentesco que tienes con cada persona, el grado de escolaridad que poseen y su ocupación actual. Cada persona en una casilla.

Parentesco	Nivel de escolaridad (Primaria, Bachillerato, Técnico, Tecnólogo, Universidad)	Ocupación

- ¿Quién suele ayudarte o acompañarte cuando haces tareas del colegio? (señala con una x)
 - a. Nadie
 - b. Madre
 - c. padre
 - d. Otro familiar ¿Cuál? _____

2. Información académica

- ¿Consideras importante aprender inglés?
Si ()
No ()
¿Por qué?

- ¿Te gusta aprender inglés?

Si ()

No ()

¿Por qué?

- ¿Cómo consideras tu desempeño en la clase de inglés? (Señala con una **x** la opción que consideres se ajuste a tu desempeño)

a. Muy bueno

b. Bueno

c. Regular

d. Malo

- ¿De las siguientes habilidades cuáles crees que representan una fortaleza para ti en inglés? (Señala con una **x** las opciones que consideres)

a. Hablar

b. Escuchar

c. Leer

d. Escribir

e. Vocabulario

- ¿De las habilidades mencionadas anteriormente, cuál te gustaría fortalecer o desarrollar?

Habilidad: _____ ¿Por qué?

- ¿Practicar inglés fuera de la clase ?

Si ()

¿En qué espacios o lugares? _____

¿Qué tipo de actividades realizas? _____

No ()

- ¿Qué aspectos de las clases de inglés que has tenido a lo largo de tu estadía en el colegio consideras te han ayudado aprender el idioma? (Puedes tener en cuenta la metodología de los profesores, los temas vistos, las actividades realizadas, los materiales utilizados, la interacción con otros compañeros, etc)

- ¿Qué tipo de actividades consideras que pueden mejorar el aprendizaje del inglés ¿Por qué?

¡Gracias por tu tiempo!

Annex 2: Field notes format

Field notes format

School: Guillermo Cano Isaza	
Class: 1103	Number of students: 30
Date: March 14th, 2025	Time: 1h 30 minutes
Session 1: Introducing oneself	
Carried out by:	
Description	Inferences
1. The teacher presented some videos of people introducing themselves. Students had to take notes about the main characteristics, sentences, vocabulary or content introduced in the video. Later, she asked students for their ideas to establish along with them the most important information that people must provide when introducing themselves. In this section they participated actively. It is noteworthy the fact that teacher spoke to them all the time in English, however, students participated using Spanish when giving their ideas and asking questions. 2. It was noticeable that there were students who, sometimes, had issues to understand or to participate. As a response, the ones who understand the more explained to their partners in Spanish what the teacher was explaining. 3. Then, the teacher showed them an example of a person introducing herself with a profile and with her avatar. Those contained the vocabulary and structures required for the activity, so that students know what was expected from them to do. 4. As there were 16 computers working properly, students had to work in pairs, one used the computer to create his/her profile and avatar online, and the other partner did the activity in the notebook using drawings and colors. 5. In moments of solving doubts, students chose to use L1 to make questions and to answer teacher's questions in Spanish. For example, teacher asked someone something and she/he asked the same question but in Spanish. 6. In general, most of the students finished the activity. It is noteworthy that the ones who used the computer seemed to be engaged with the apps or resources they were using to create their profiles and avatars, and the ones who used their notebooks take their time to present their tasks as they used colors and decorations to make them attractive. Also, some of students' work demonstrated to follow the examples, vocabulary and structures presented at the first stage of the session.	1. The use of videos as input provided students with authentic models of self-introduction, which helped them identify key vocabulary and structures needed for the task. 2. Although students actively participated in brainstorming ideas, they relied on L1 to express their contributions and clarify instructions, indicating an ongoing transition toward English use. 3. Peer support in L1 played an important role in overcoming comprehension barriers, showing collaborative learning dynamics within the group. 4. The multimodal approach (digital avatars, written profiles, drawings, and colors) increased engagement and helped students connect language with visual representation, making the task more meaningful. 5. Some students were able to follow the vocabulary and structures presented during the input stage, which suggests early evidence of scaffolding supporting oral production.
Conclusions	
1. The class provided structured input and meaningful tasks that encouraged students to start using English for basic self-introduction, even if their spoken production was still limited. 2. Students are beginning to recognize and use key phrases and vocabulary, though reliance on L1 shows that they are still building confidence and linguistic resources for oral communication. 3. The multimodal design (avatars, profiles, visual aids) proved to be a motivating factor, fostering creativity and supporting comprehension. 4. This first session demonstrated sentence patterns emerging, though continuous exposure and practice are needed to consolidate oral skills. 5. The usage of computers was significant in the case of students who could use them; however, it represents a limitation as the activity could not be performed by the whole class in the same conditions. The usage of computers in future sessions should be revised.	

Annex 3: Diagnostic test

Diagnostic test

Name: _____

Date: _____

Section I. Reading

Read the text. Then, answer the questions based on your understanding.

Text and questions taken from: Lingua.com

London

London is a famous and historic city. It is the capital of England in the United Kingdom. The city is quite popular for international tourism because London is home to one of the oldest-standing monarchies in the western hemisphere. Rita and Joanne recently traveled to London. They were very excited for their trip because this was their first journey overseas from the United States.

Among the popular sights that Rita and Joanne visited are Big Ben, Buckingham Palace, and the London Eye. Big Ben is one of London's most famous monuments. It is a large clock tower located at the northern end of Westminster Palace. The clock tower is 96 meters tall. Unfortunately, Rita and Joanne were only able to view the tower from the outside. The women learned that the tower's interior is undergoing renovations until 2021.

Fortunately, the London Eye, the city's famous Ferris wheel, was open to the public. The London Eye is situated along the southern shores of the Thames River. This attraction stands 135 meters high. It is one of London's most well-known spots for gaining aerial views of the city. Each capsule of the Ferris wheel can hold up to 25 passengers. When their capsule stopped at the top of the Ferris wheel, the women took spectacular panoramic photographs of the beautiful cityscape below.

The last place that Rita and Joanne visited was Buckingham Palace, the home of the Queen of England. The women were impressed by the palace's incredible architecture and historical value. Both Rita and Joanne enjoyed watching the Queen's guards outside the palace. These guards wore red tunic uniforms, shiny black boots, and bearskin hats. Despite the women's attempts to catch the attention of the guards, the guards are specifically trained to avoid distractions. Because of this, the guards ignored the women completely.

Joanne and Rita had an amazing time visiting the city of London, and they are inspired to seek more international travel destinations in the future.

1. All of the following are true about London except:
 - a. It is the capital city of England.
 - b. It was initially its own country.
 - c. It is home to the Queen of England.
 - d. It borders the Thames River to the south.
- 2) Why were Rita and Joanne excited for their trip?
 - a. Joanne's parents recently moved to London.
 - b. Rita and Joanne love tasting international cuisine.
 - c. They had never before traveled internationally.
 - d. They looked forward to spending time on the beach.
- 3) Why couldn't Rita and Joanne climb Big Ben?
 - a. To climb the tower requires complicated equipment.
 - b. They did not bring enough money with them.
 - c. Joanne is afraid of heights.
 - d. The clock tower is closed for renovations.
- 4) From where did the women receive great overhead views of the city?
 - a. Big Ben
 - b. The London Eye
 - c. Buckingham Palace
 - d. The River Thames

5) Because of their trip to London, Rita and Joanne:

- Want to move there permanently
- Were inspired to become photographers
- Decided to travel internationally more often
- Would prefer to never return

Section II. Writing

Write a letter to your best friend, who recently moved to another city. You have to tell him the things that are happening in your life now, remember him a special moment you had, and finally, tell him what are your plans for the next month.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Section III. Listening

Listen and then, select the option you consider that reflects what the speaker said.

Listening exercise taken from: Lingua.com

1) How is the speaker trying to improve his health?

- a. By eating more vegetables
- b. By exercising
- c. By cooking at home
- d. By lifting weights

2) Why did she stop working out?

- a. He had an ankle injury.
- b. He went on a vacation.
- c. He didn't like exercising.
- d. He began working longer hours.

3)Where does she want to exercise?

- Outside
- At a gym
- At home
- At the office

4) What is the exercise for Thursday?

- Softball
- Baseball
- Running laps
- Swimming

5) Where will she ride his bike on Saturday?

- At the park
- On the track
- To town
- Near the water

Annex 4: Speaking section

Oral Skills diagnostic test proposal

School: CEDID Guillermo Cano Isaza

Grade: 11th grade

Diagnostic activity: describing images

Procedure:

1. Students will be organized into groups of four or five people.
2. The teacher will give each group an image or picture that they must describe by giving as many details as possible. A student of one of the groups will be selected to draw what their classmates are describing.
3. When the students consider they gave enough descriptions to their classmate who is drawing, the teacher will compare the image with the drawing. If the student's creation is "similar" to the image, each group will get a point; otherwise, a point will be taken away. After that, the teacher will provide a new image, and another student will be drawing on the board.
4. The activity will be done with 6 images that represent scenes of daily life. The teacher will take notes of the main features of students' oral performance.

Check list Speaking skills

The student...

Criteria
Expresses his/her opinion on the subject in a clear and well-founded manner.
Organizes his/her participations in English in a logical sequence
Respects turns of speech
Supports his/her interventions with gestures, images or in classmates' participations
Manages an appropriate tone of voice and natural pauses to be understood by the audience
Responds clearly and grammatically correctly

Check list listening skills

The student...

Criteria
Understanding: grasps the general and specific meaning of the information
Relation: connects the information with prior knowledge or other topics
Identification: identifies key details, ideas or aspects
Synthesis: combines the information given with other sources to create a broader understanding

Annex 5: Interview guiding questions

Semi-estructured group interview

School: Guillermo Cano Isaza

Objective of the interview: to delve into students' attitudes, reactions, and opinions regarding their learning experiences during the multimodal task-based lessons

Participants: 8 students of the 1103 class

Interview administration date: November 10th, 2025

Guiding questions

1. What is your opinion about the classes that we had?
2. Were these classes different from other classes in English that you have had?
3. What do you think about using images, videos, drawings, posters, etc. when learning English?
4. Did the videos, images, and materials impact your comprehension or help you speak?
5. What do you think about the topics addressed? Do you remember some of the topics that we worked on?
6. When you didn't know a word, what did you do?
7. How did you feel when working in groups?
8. Is there something that you would change from the class?

Annex 6: Consent form for the treatment of minors' personal data.

 UNIVERSIDAD PEDAGÓGICA NACIONAL	FORMATO	
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 767 de 18 de junio 2018	
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01 Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

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Annex 7: Consent form for the treatment of adults' personal data.

	FORMATO		
	AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 767 de 18 de junio 2018		
FOR009GSI	Fecha de Aprobación: 18-06-2018	Versión: 01	Página 1 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES

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Mis derechos como titular del dato son los consagrados en la Constitución y la Ley, especialmente el derecho a conocer, actualizar, rectificar y suprimir mi información personal, así como el derecho a revocar el consentimiento otorgado para el tratamiento de datos personales en los casos en que sea procedente. Las inquietudes o solicitudes relacionadas con el tratamiento de mis datos personales, pueden ser tramitadas a través del e-mail: quejasyreclamos@pedagogica.edu.co

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FIRMA _____

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Annex 8: Lesson plan 8. Ordering food at the restaurant.

Lesson Plan N° 8

What is the impact of multimodality, within a Task-Based Learning framework, on the development of oral skills in the English learning process of 11th-grade students?

School: CEDID Guillermo Cano Isaza Grade: 11th grade Topic: Ordering food at the restaurant.	
Keys	Ss: Students T: Teacher
Prescribed learning outcomes	Ss will practice asking for and offering menu items, using specific language in a restaurant setting.
Teaching objective	To provide Ss elements to practice asking for and offering menu items in a restaurant context effectively.
Key linguistic structures	Polite requests and offers: "I would like..." "Could I have...?" "Can I get...?" Asking for clarification or details: "What are the ingredients of this dish?" "How is this prepared?" "Can you tell me more about...?" Making suggestions or recommendations: "Welcome" "I recommend you ..." "The special of the day is ..." "This dish/drink contains..." Offering items or services: "Would you like...?" "Can I offer you...?" "Thank you" Polite expressions for paying: "What payment methods do you have?" "I will pay with (paying method)"

Lesson Outline

Stages and estimated time	Description/ procedures	Resources/materials
Pre-Task Introduction to the topic 30min	Getting ready for the grand opening • T will ask Ss to bring the menu they created in the previous class. They will review the vocabulary and structures they used to present the menu and the dishes. • Then, T shows large cards with the target expressions. T asks Ss: What do you think this means? When do we use it? After that, T will display the cards around the classroom and give students (in small groups) some pictures of a waitress and a diner. Ss will identify whether each expression is said by the <i>waitress</i> or the <i>diner</i> by placing the corresponding image under the correct card. • T will give students a worksheet with a chart where they choose the expression they want to use for their interaction later, depending on who says them (the waitress or the diner). • Finally, Ss will practice, in pairs, mini dialogs resembling a customer-server interaction, using the vocabulary presented and the menu they created.	• Ss' menu • material created by the T Documento 1.docx • Chart https://www.canva.com/design/DAGzZDdscAU/Bo2ucZdW7DC_yW15a1kBbg/edit?ui=eyJBIjp7fX0
Task Cycle 1h	Task 25min Bringing our menu to life • Ss will bring the real food they included in the menu they designed. They will organize themselves to offer that menu as if they were the restaurant they created and named previously. They will organize the classroom to resemble a restaurant interaction, so that they could organize the food they agreed to bring to the classroom, during last class in	• Real food • Material to decorate

	their groups. Every “restaurant” should stand out from the rest.	
	Planning 10min Ss will practice the interaction server-customer with the vocabulary and structures they selected in the pre-task phase. They will be correcting each other, and T will be attentive to their performance by solving doubts and making corrections in terms of structure, pronunciation and fluency.	- Ss’ menu and food - Key vocabulary and sentences
	Report 25min The door is open - Ss will simulate and interaction in a restaurant. The class will be divided in two groups: the first group will oversee their “restaurant”, while the other half will be the diners. They will have the opportunity to interact with the stations they want. In the middle of the activity the roles will switch. - T will be taking notes on Ss’ performance	- Ss’ Ss’ menu and food - Play money
Language focus 30 min	- T will create a space for discussing Ss’ experience during the activity, highlighting how was the activity for them like, the challenges they considered they faced and what they liked/disliked the most. T will record Ss’ voices to capture their perceptions and opinions. - T will highlight the expressions and structures the used successfully, as well as the common mistakes to correct them.	T notes, board, markers.
Key vocabulary	Menu items: appetizers, main courses, desserts, drinks, special of the day, etc. Restaurant-related terms: waiter/waitress, special offer, etc. Polite phrases: please, thank you, excuse me, sorry, etc. Payment-related phrases: cash, credit card, receipt, change	

Annex 9: Transcription of the interview

Interview transcription	
Administration date: November 10 th , 2025	Participants: 8 students of the 1103 class

T: Teacher

S: Student

T: Okay guys, today we are here because I want to know some of your opinions about the classes that we had during this whole year. So, I would like to start by asking you **what is your opinion about the classes that we had?**

S1: Very Good.

T: Do you think that they were very good? Right?

S2: Fueron más... como más chéveres en el sentido de que eran como más productivas y trabajamos material del cual no pensamos trabajar nunca en otras clases diferente de inglés.

T: Ok. What do you think about the classes? (asking to another student)

S3: I think the classes is very good because I like to learn english... por la forma en que tu explicas las clases. Me gusta eso y ya.

T: Let's continue with another question: **Do you think that these classes were different from other classes in English that you have had?**

S4: Yes. Porque tuvieron muchas actividades didácticas que no se ven comúnmente en otras clases de inglés. Es como raro decir "vamos a hacer un mercado de pulgas", básicamente. Y esas conversaciones, que fueron pocas en ingles que tuvimos con los compañeros fueron interesantes.

T: ok, thank you. What do you think? (asking to another student)

S5: estuvo chévere porque, pues, estábamos dibujando y a mí me gusta dibujar, entonces era como hace..., explorar la creatividad de uno con los tipos de ropa y todo eso.

T: What about here, guys? What do you think about this question?

S6: the classes were different and funny and, mas interactivas que otras clases.

T: **What do you think about using images, videos, drawings, posters, and that kind of things when learning English?**

S7: I like it because, I have (had) to learn in English too much.

T: Do you think that it was a different kind of material, right? There were diversity in terms of material, right?

S8: Como para facilitar un poco el aprendizaje, porque hay muchos que no aprenden solo como con palabras, sino que, con actividades, imágenes, cosas que lo guíen a entender como son las palabras, porque lo que yo creo que nos facilita más el aprendizaje es ver algo relacionado con la palabra y así memorizarla.

T: What about here, guys? What do you think about this question? (asking a group of students)

S1: Pues... o sea, siento que pueden más... ayudar más a los chicos a pronunciar mejor como dijo S5. No con solo ver videos e imágenes uno ya aprende inglés, sino que, con diferentes actividades, así como las que hacías uno aprende mejor a pronunciar las palabras y aprende el significado de varias.

S2: (saying what he wrote in a translator)

They were cool because they made it easier to understand or to pronounce things like a movie you can watch and understand by listening to.

T: Do you think that those images, and those materials that we used in the class helped you to speak or to understand better the content of the class, the topics?

S3: Yes

T: Can you give me an example in which maybe you felt that you could speak more or understand **better the topic?**

S4: Al tenerlo más claro, fue como más fácil asimilar palabras, y describir más en la mente, sabiendo cual es el significado y así poder comunicarnos mejor. [unintelligible].

T: Do you remember a specific class in which you feel that maybe the images or, in general, the material helped you to speak more or to understand better?

S4: En todas...

T: oh. in general?

T: Do you think the same thing? Do you agree or disagree? (asking to the other students)

S8: Un ejemplo que me gustaría poner sería el de los horarios de las comidas, el del restaurante que manejamos de que este se maneja para tal y nos mostraba un ejemplo que para el desayuno era tal y así sucesivamente [S5 is making reference to lesson 7 in which teacher presented the different type of meals and dishes people can find in a restaurant]. Yo creo que ayudaba más como para conocer exactamente a que se refería [visual material presented by the teacher in lesson 7], porque a veces había cosas que uno no comprendía la primera vez escuchándolo. Es como comparar *night* con *evening*. Siento que personalmente fue lo que más aprendí, a diferenciar lo de las comidas y eso.

S7: Yo creo que como se salió tanto de lo normal, que el verbo to be, que los verbos en inglés, que es como más meterlo en un, un momento cotidiano en el mundo del inglés, por así decirlo.

S3: No fue tan aburrido.

T: What do you think about the topics addressed? Do you remember some of the topics that we worked on?

S5: Está el de la ropa, el de la comida, el de la venta

S4: el de las enfermedades

S3: el que hicimos hace ocho días de las emociones, de las expresiones [S3 is referring to an activity in which they had to express their level of agreement with statements presented by the teacher, reacting with emojis]

T: What do you think about the topics? Do you think those topics are related to reality? I mean, do you think that the content, the material that we brought to the class, helped us to talk about real life?

S4: Yes.

T: And do you think that that issue helped you to understand or to learn better English? The fact that everything you do here in class is related to real life.

S3: Si, porque nos ayudan a relacionar las palabras en inglés con lo que hacemos a diario, entonces, eso nos ayuda a aprender, a entender mucho mejor el inglés. ¿Sí? Así como para ir relacionándolo, como lo que acabo de hacer [S4 when trying to explain her ideas said unintentionally *yes, porque, yes*, but instead of saying *porque* she wanted to use the word *because*.], es una manera de entenderlo mejor.

S4: Nos ayuda a acoplarlo con algo que ya hacemos, entonces se nos hace más sencillo.

S2: Como los letreros. Tú los ponías por todo el salón y uno tenía como que buscarlo por todo el salón para saber cuál es la que era correcta, entonces era como más fácil. Y digamos, como esos letreros estaban separados por partes, digamos un lado era negocios, otro lado gastronomía, otro lado, digamos, ingeniería. [S3] refers to the vocabulary cards that were

distributed for each class around the room and that they had to classify based on the interaction that took place with the vocabulary. For example, in session 8, they had to classify the vocabulary based on whether it could be used by a diner or a waiter in the context of a restaurant]

Entonces cada una de esas tenía una frase de inglés y uno debía buscarla por todo el salón.

T: Let's continue with this one. When you didn't know a word, what did you do?

S6: I tried to remember the words like Spanish sounds *parecido*.

T: You try to relate some words in English to Spanish

S6: Yes.

T: How did you feel when working in groups? For you, is it better to work alone or to work in groups to learn English?

S3: No, pues la verdad fue chévere, didáctico, porque la verdad es que digamos, uno en grupo aprende más porque lo que uno no sabe lo sabe el otro, entonces uno va aprendiendo de la otra persona, y es como que le suma a uno, en ese sentido de aprender con la ayuda de las palabras. Es más fácil no solo por el estudio, sino también por lo social, por lo que uno se divierte con el que está [trabajando].

S4: Está mal.

T: Why? No, there are no wrong answers.

S4: He is the bad. [trying to say her partner was wrong]

S3: explain, explain

Why do you say that?

S4: Porque si bien hay personas sociables que se entienden en los grupos, pero hay otras personas que literalmente se cargan todo el trabajo porque son los únicos que entienden y después los otros solo están diciendo: "ay no, pues busquémoslo en el traductor", en lugar de buscar una solución más "de aprendizaje", digámoslo así.

T: So, do you think that maybe working in groups, it is maybe difficult? Because we have to make agreements among students, right?

S1: depende de con quien te hagas, pero si esa persona quiere trabajar, pone de su parte; pero hay días que, por lo menos con los que yo me hacía, había días que estaban estresados y no hacían nada, entonces hacia yo todo. Es saber con quienes hacer el trabajo y los ánimos que tengas.

T: in general, you see a potential on working in groups, but if people really want to work.

What about you? (asking to another student)

S3: Maybe, because... porque hay veces, como dice S1, que algunos quieren cooperar, otros simplemente buscan usar el traductor, y cuando uno quiere aprender si es complicado, porque uno busca hacerlos entender, pero no se dejan explicar: "ay no es que usted no sabe", entonces es feo.

A veces, depende de la gente si quiere colaborar.

T: Sometimes it works and sometimes it doesn't.

Everybody: Yes.

S1: lo que dice S1... a veces los que no saben escogen a la persona que si sabe, y lo cogen de *bobo* preguntándole lo que ellos quieran y pues ellos no dicen nada solo por ayudarlos a trabajar, pues *se dejan coger de bobos*.

T: Working in groups can be tough, difficult, and struggling. Let's go with the next one.

T: Let's talk about this: Did you want to participate and to speak in English in general in the classes?

S3: En general, todos participamos ya que era tan didáctica que era chévere en ese sentido, digamos, por lo menos la de las compras de ropa, de cosas así. La verdad es que era demasiado didáctico, entonces, cuando uno cogía, digamos, compraba, la idea de eso era cómo participar hablándolo en inglés, diciendo: No, yo voy a comprar esto, pero en inglés. La verdad, yo no sé cómo, la verdad. Pero uno iba aprendiendo en ese sentido, uno iba escuchando también a los demás iba copiando, ¿me hago entender?, como que transcribiendo. Digamos, uno los escucha a ellos comprando en inglés, ya uno sabiendo cómo es que se dice, entonces uno quiere comprar esa misma cosa y lo dice de la misma manera.

T: Thank you, what about you? (asking to another student)

S6: Entonces, la actividad [referring to the one mentioned before (lesson 6)], la actividad era, era didáctica y ya daba ganas de participar y no quedarse callado. Era, era interactiva y era interesante. Entonces, pues da ganas de participar.

T: From one to ten, how much did you participate in those classes, in those classes where you had to speak?

S5: a *ten* porque yo participaba en todo. O sea, no tanto como porque: "Ay, es que esta cosa..." Sino porque-- bueno, sí había algunas veces, pero era porque, pues yo entendía el inglés que hablaba la profesora, entonces era más fácil para yo como dar a conocer al resto, pues qué es lo que decía la profesora. Y pues ahí yo practicaba más o menos cómo era entender el inglés, porque algo que sí he querido mejorar es entenderlo, no tanto hablarlo, sino entenderlo para ya después empezar a entenderlo perfectamente.

S3: por ahí un seis, siete. I did not want to participate porque, no sé, a veces no entendía, como que me enredaba y entendía otra cosa, pero otras veces sí entendía cuando ponía cuidado y dejaban escuchar. Entonces, ahí era cuando yo participaba, porque [unintelligible] ratos. Y ya. Pero sí me gustaba.

S4: siete, nueve, porque como dijo S3 que es como era del escuchar que no dejaban. Entonces uno no podía tanto entenderlo como para decir: "Estoy practicando", porque a veces se escuchaba más el chisme (...) que lo que estaba diciendo la profesora. Entonces, es como más el ambiente que se genera para practicar lo del inglés. Buscar personas interesadas para poder uno aprender más.

T: For you, in general, were the activities easy, difficult or just right?

S3: Fueron *easy*, porque la verdad la verdad fueron fáciles. Pero no todas. No todas fueron fáciles porque es que no todos vamos a tomar todo de una sola y ya la primera la cogemos y de una va a ser, sino que digamos, eso es como ya con el tipo lo mismo que gatear o caminar, uno va aprendiendo, va aprendiendo, después va aprendiendo a caminar, después la ayuda. Después, digamos como que trabajos como libros o digamos lo de la comida, son como, digamos, como la silla de ruedas que le ha ayudado a uno a caminar. Entonces, a uno le ayudaba mucho eso. Entonces, pues con el tiempo fuimos aprendiendo. No, no todo lo aprendimos, pero pues sí, al menos algo se nos quedó en la cabeza.

S1: Fueron fáciles porque hubo palabras fáciles de recordar. Entonces, que uno ya sabía desde primaria, entonces por eso se hacían fáciles las actividades. Pero sí, estaban muy chéveres todas las actividades, así sean fáciles.

S3: *In general, just right. Yes*, porque, no eran difíciles de entender, o sea, eran chéveres, porque digamos, uno las lograba entender hasta-- y lo que uno no entendía, pues tú se lo explicabas a uno en inglés y eso a uno le facilitaba como también entender o aprender también, lo que decía S5 de entender mejor el inglés. Pero me gustaron, o sea, fueron didácticas y chéveres.

S4: La dificultad es intermedia. No es difícil ni tampoco tan fácil. Y también por el ambiente de clases.

T: Do you think that you learned some words or expressions in English? ¿Do you remember some of them?

S4: yes, but I don't remember. Tengo mala memoria.

S5: Pues de recordarla, recordarla como tal, como tal, no. Pero si eso, como uno trata de memorizarlas de a pocos. Igualmente, para eso están los apuntes.
Igualmente, yo diría que las que más recuerdo, como más o menos, fueron las de comprar. *I bought...* y eso.

S3: *How much is this?*

S5: *¿cuánto cuesta eso?*, sí.

T: Some expressions to ask for prices.

S6: pues, y ya sabía muchas de esas palabras.

T: And do you feel that the classes help you maybe to use those words that you already knew?

S6: Yes, Como para formular más lo que hablo.

T : Do you think that you improved your pronunciation during classes?

Kind of?

Everybody: so, so

S5: Porque hay palabras que sí aprendí medio a pronunciarlas mejor. Y, pues, yo cuando hago recocha, pues obviamente mi inglés no es bueno. Pero sí traté de mejorarla ya un poquito. Entonces, en las, en las clases sí aprendimos cómo mejorar la pronunciación.

S4: Sí, es como ya poder comunicarse en inglés en la casa. Sí, es que es como de tener algo que no nos entienden ni tenemos o no podemos entender.

S3: Como que ir en, en eso, ir poco a poco entendiéndolo como ya desde antes, como que uno ya venía con más cosas, pero, pues con las actividades que tú hacías y todo eso, como que ya era, era más sencillo entender y la pronunciación se mejoraba y todo eso.

S4: Solo nos metían el verbo *to be* como por once años.

S3: Si. Y nunca lo aprendimos.

S4: ¿Qué es el verbo *to be*?

S5: *I am, you are...*

S4: Y es como el tipo de clases que se necesitan hoy en día, sabiendo cómo están los niveles de inglés que se necesitan actualmente para subsistir, básicamente. Entonces, son como clases que se necesitan. O sea, el verbo *to be* se *hala* en primaria.

S3: Al final de todo sí, uno, uno sí mejora la pronunciación. De alguna manera.

S6: sí, con las actividades, pues, mejoramos, la mayoría, la pronunciación y con esas palabras, aprendimos mejor a traducir más rápido las palabras de las actividades que nos ponían.

T: Let's go with the next. **Could you communicate your ideas in English even when you didn't know all the words?**

S5: Sí, porque o sea no sabes las palabras, pero igualmente lo puedes socializar con los demás. Entonces cómo se hizo tal cosa y le puedes decir bueno puedes decirte por tal cosa o así porque por lo menos por lo menos lo acabamos de hacer nosotras aquí charlando estamos tratando de comunicarnos en inglés y nos entendíamos con cosas básicas, pero igualmente uno lo que hace es aprender y no tanto como es que el presente (...) no, sino la cuestión es entenderse y dar a entender cuál es la pregunta, cuál es la situación.

T: For you is more important to be understood.

Everybody: Yes.

S3: Yes, Porque es que es muy complicado o sea como que entre nosotros darnos a entender cómo aplicar digamos lo que es el presente simple todo eso es muy complicado y nosotros nos enredamos mucho como también intentando darnos a entender de esa forma. Entonces como lo que estamos haciendo nosotras ahorita diciendo como a cuánto tiempo vivimos de acá [del colegio] en inglés. ¡qué vaina tan difícil! Pero no, (...) poco a poco uno va entendiendo y ya cuando uno menos piensa pues ya uno va está aplicando el presente simple, continuo, el verbo *to be* entonces es (...) como acoplarse a lo que conocen los demás y a lo que conoce uno mismo.

T: how do you how do you feel when you notice that you are speaking in English without realizing that?

S4: es como decir ¡wow! aprendí algo que pocas personas en esta época saben bien.

S3: En general, siempre me ha gustado el inglés. y entonces me gusta mucho saber que puedo dar algo a entender (...) hay veces que yo creo que no digo mucho y otros como que alguien me dice qué significa [algo] entonces (...) eso es chévere, saber inglés porque yo siempre he querido pelear en inglés, discutir en inglés, porque se escucha chévere pelear en inglés.

S4: ella quiere debatir en inglés y hablar en español.

T: It is different to do things that you do in your native language but in another language.

S4: Sentirse superior. Es como decir, estoy viendo esto en traducción, por así decirlo, pero ponerlo en inglés y tú decir *entiendo esta palabra antes de leerla en el subtítulo*.

S5: me pasó con una serie yo me vi medio capítulo de una serie en inglés y fue cuando caí en cuenta, y yo, ¡ah! está en inglés y los subtítulos están en español (...).

T: You recognize that you know the language, you know something about English, and you understand English so, that's nice.

S4: con estos ejemplos que estamos dando (...) estamos diciendo que estas clases son mejores que las que dan normalmente en un colegio porque están haciéndonos pasar de nuestro límite para aprender más, para decir (que) estás comprendiendo, pero tú no quieres saber que estás comprendiendo.

T: I want to close this conversation (...) we can close with the next question. Maybe, ¿is there anything else you want to share with me, with the teacher?

S2: Que las actividades fueron muy chéveres y que ojalá se repitan.

T: Is there something that you would change from the class? Something that you don't like it.

S5: Yo, personalmente, a los compañeros nomás. Porque, o sea, tú explicabas bien, tú hacías las actividades bien, el problema eran los compañeros que hacían la *bullá* todo el día, entonces no era muy fácil para uno tratar de entenderles.

T: ¿do you think that when you did the activities you tried to assign roles to people? (...).

S4: Se intentó. Se intentó, pero es como... Bueno, es clase de inglés. Traductor. Entonces era como, claro, los vamos a organizar, tú haces esta parte, tú haces esta otra parte, pero es como, no sé si al final, ni era como todo vuelve al mismo lugar. Entonces, a veces era preferible cuando tú decías, hagan equipos de a dos, era preferible hacerse uno solo.

S5: Sí, porque por lo menos los grupos de a cuatro, por lo general había o uno que trabajaba y el resto no trabajaba, o había dos o tres que sí trabajaban. Y, pues, ya era depende.

T: Do you think that it would be better to mix working in a group and working alone?

S5: Sí, porque pues igualmente tú vas, si tú lo trabajas solo vas viendo qué es lo que te falta por aprender, qué debes mejorar y todos esos aspectos. Vas conociendo un poco tu aprendizaje personal, no tanto como los demás. Porque

digamos, yo me puedo guiar por otro compañero que, si sabe inglés, pero si él no sabe, y yo no sé, los dos nos vamos a quedar ahí [uninteligible] porque ninguno va a saber qué hacer. Entonces ya (...) depende de si tú trabajas por tu cuenta, sabes lo que sabes y puedes ir a regular lo que sabes y lo que quieres saber.

S3: En mi grupo sí (...) yo con las niñas que nos hacíamos, (...) de alguna manera ellas también lo entendían y no nos quedábamos varadas. Digamos de todas maneras las cuatro siempre hacíamos algo. O sea, si fueran parejas, digamos que van dos y dos y nosotras nos ayudamos entre nosotras para lograr entender. Solo que, había otras veces que ninguna hacía nada, digamos que terminaban solo dos haciendo algo. Entonces también era *maluco*. Como que no sé, falta *communication in this group*.

S3: Es aprender a manejar (...) el carácter de uno y saber llevarlo con el de la otra persona que uno no le cae bien. (...) aprender como a... Socializar. A ver, no me cae bien, pero entonces yo sé que ella sabe inglés y que me puede ayudar, entonces nos ayudamos ahí. (...) buscar un beneficio propio desde otro punto de vista. Entonces, es como saber hacer las cosas así bien para no quedar mal y no hacer quedar mal a la otra persona.

T: Thank you for coming. I really appreciate your time. And I hope that we can see each other, maybe in the future. I'm coming next Monday, but maybe some of you are not going to be here. So, thank you very much, guys.

Annex 10: Speaking checklist

Criteria	S1	S2
The student...		
Expresses his/her opinion on the subject in a clear and well-founded manner.		
Organizes his/her participations in English in a logical sequence		
Respects turns of speech		
Supports his/her interventions with gestures, images or in classmates' participations		
Manages an appropriate tone of voice and natural pauses to be understood by the audience		
Responds clearly and grammatically correctly		