The effectiveness of using TBL (*task based-learning*) along with ICT for the development of speaking in 10th grade at Reino de Suecia Institute in Estelí during the first semester, 2019.

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The English language has become one the most important languages worldwide. The objective of speaking is to communicate ideas to other people and to know others' ideas. In High school, students need to be exposed to an effective learning method that motives them and engage them in the English class. However, this is not possible by itself, it is required the recent learning tools in this technological era.

The result showed that undoubtedly, the TBL along with ICT is adequate to foster the development of speaking. It has been proved that the teacher and students need to have knowledge on the use of technological devices and the most important computer software.

Keywords: Task-based learning, Information and Communications Technology, Speaking

Introduction

Nowadays, technology is having an impact around the world. It changes the way we live providing a lot of option to communicate, entertainment, interaction, application, website, and social media, etc. This change affect directly to education in the way that English teacher needs to be well training to use properly technological devices and software. In addition, in the process of learning English, teachers must

incorporate technological devices to involve and motivate students to participate in their own learning.

Our research is aims to cover the effectiveness of using TBL (task based-learning) along with ICT for the development of speaking. We focused on speaking, because we believe that is the most important skill of any language.

However, after recognizing this need it, we ask ourselves how effective would be to teach TBL along with ICT tools to develop speaking? The previous question address to test the students' oral performance using Technology as a supporting tool.

As a methodology to answer our question, we create lesson plans that foster speaking with the TBL framework. The activities included it in the class were selected to encourage the student's motivation and participation.

Theoretical Framework

Second Language Learning

According to Mitchell & Myles (2004, pág. 6), Second language learning is an immensely complex phenomenon. Millions of human beings have experience of SLL, and may have a good practical understanding of the activities that helped them to learn (or perhaps blocked them from learning).

Because improved knowledge in this particular domain is interesting in itself, and can also contribute to more general understanding about the nature of language, of human learning and of intercultural communication, and thus about the human mind itself, as well as how all these are interrelated and affect each other.

Because the knowledge will be useful. If we become better at explaining the learning process, and are better able to account for both success and failure in SLL, there will be a payoff for millions of teachers, and tens of millions of students and other learners, who are struggling with the task.

In addition, Krashen (1981, p. 1) , Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language natural communication in which speakers are

concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition.

The Theory behind Task Based Learning

For Bowen (2009), Task-based learning offers the student an opportunity to do exactly this. The primary focus of classroom activity is the ask and language is the instrument which the students use to complete it.

The task is an activity in which students use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want. Playing a game, solving a problem or sharing information or experiences, can all be considered as relevant and authentic tasks.

In TBL an activity in which students are given a list of words to use cannot be considered as a genuine task. Nor can a normal role play if it does not contain a problem-solving element or where students are not given a goal to reach. In many roles plays students simply act out their restricted role. For instance, a role plays where students have to act out roles as company directors but must come to an agreement or find the right solution within the given time limit can be considered a genuine task in TBL.

For Jones & McLean (2018, p. 41) Information and communications technologies (ICTs) are pervasive in twenty-first- century society, something that subsequently warrants their importance in twenty- first- century education. While the use of ICTs in education is fairly ubiquitous, the ways in which they are utilized are, however, quite varied. A range of factors influence the ways in which ICTs are used in education including those related to access, socio-economic status, ethics, cyber safety and teacher confidence and competence.

These influential factors have contributed to technology use in schools becoming an important topic for consideration, particularly in regard to the what, where and how of ICT for learning.

Bickham, et al. (p. 9) state, to effectively engage and teach Millennial students, school systems must be outfitted with a prerequisite of ICT resources, and curricula must be designed to promote a collaborative learner-centered environment to which students will relate and respond. As ICT is integrated into classrooms, educators must have professional development and certification of computing skills. Students must also be taught ICT skills relevant to their entry into the workforce.

Different type of ICT tools and their role in education

Essays UK (2013) published a literature review on different types of ICT tools in education. According to this essay, Information and Communication Technology consists of various tools and systems that can be exploited by capable and creative teachers to improve teaching and learning situations. Lim and Tay (2003) classification of ICT tools as:

1) Informative tools: Internet, Network Virtual Drive, Intranet systems, Homepage, etc.
2) resignation devices: CD-ROM, etc.
3) Constructive tools: MS Word, PowerPoint, FrontPage, Adobe Photoshop, Lego Mindstorms, etc.
4) Communicative tools: e-mail, SMS, etc.
5) Collaborative tools: discussion boards, etc. forum

Constructive Tools

constructive tool is a general-purpose tool that can be used to manipulate information, construct their own knowledge or visualize students understanding. Construction tools such as Microsoft Word or Powerpoint has a strong impact in the educational environment and is widely used in most organizations in the form of memos, reports, letters, presentations, record routine information, giving businesses the most (McMahon, M. 1997.) In learning a second language, Microsoft Word manage to help students to make correct sentences and texts as well as modern word processors include spell checking and dictionaries and grammar checkers. Therefore, teachers can use the software to promote writing in the curriculum. PowerPoint is a presentation graphics program packaged as part of Microsoft Office

for Windows or Macintosh. Although generally used for developing business presentations, it is also very advantageous in the context of increase creativity among students. While word processing program is the most common computer applications used, as a spreadsheet like Excel is just as important in teaching and learning of English. Students will be exposed to learning design and statistical data using the Excel program that can be automated through the formula.

Methodology

For this study, we follow a qualitative design to experiment with the performance of the students in class when they are speaking. We want to observe and identify the effectiveness of using ICT when the teacher is explaining a lesson as well when the students are producing the target language.

With the purpose of demonstrating the effectiveness of using TBL along with ICT for the development of speaking, we made lessons plans with the TBL framework using technological tools and activities that encourage oral communication. We applied an observation guide and interviews, both students and Teacher. We collect those data and analyzed them to obtain the result from the classes.

Findings

Class observation

The following observation are from the season class.

1. The student´s show motivation and participation during the activities. Because of the activities were fun and helped to motivate them to participate. Not only, they engage in the class, but also help to the rest of the class to begin to involve with the following activities.
2. Some students use English to communicate ideas in the target language. However, some of them were limited to the native language and they did not want to talk in English.
3. The students demonstrate lack of knowledge in the use of ICT tools and computer software. They just know and use some application on their cellphones.

4. Students were clear about the content. The students had previous knowledge, which makes the subject easy to understand. During all the activities it was possible to appreciate that the students had solid bases in the target language. Nevertheless, they had a lack of oral expression because they were very shy.

Student´s Interviews

In the students´ interview, they stated the following points:

1. During the development of the class, they felt engaged and motivated to participate in the activities. At the same time, they understood the topic in a clear way.

2. They totally agreed that the activities contribute to promoting communication among the students.

3. The use of ICT provides them an alternative way to learn. On the other hand, they claim that they have poor knowledge in the use of computer and the technologic devices.

4. The only tool that they use was their cellular phone. They use this device to find the meaning of the words through google translation application.

Teacher´s Interview

According to Teacher, to promote speaking skill, he implements some strategies such group of work, short dialogue, watching videos with subtitles, Jazz chants, sentences race. In addition, the English teacher thinks those kinds of activities are very effective in putting in practices communication among students.

On the other hand, the teacher states that he will be able to use TBL method. However, it is something impossible for him because of the lack of technology resource and the only tools that he uses sometimes is a cd player.

In general terms, the teacher thinks that TBL is a great option to develop a class since students perceive the difference between the use of the traditional method and, the motivation and engaged which they felt when the teacher uses task-based learning.

Conclusion

The result of the interview and the observation showed that a great number of students agree that TBL is the best option for learning a language. Besides, for them, this method with ICT tools motive and encouraging to oral communication during the English class.

It has been proved that teachers can increase the students interest and catch their attention when they expose them to a real language. The use of technology devices such as data show projector and speakers allow students and teacher to enrich the lesson and is a perfect complement to foster oral communication. In addition, both teachers and students must be well training in the use of computer software and technology tools.

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