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Task-Based Activities to Improve Speaking Skills in A2 EFL Learners

Actividades Basadas en Tareas para mejorar la expresión oral en estudiantes de Inglés como Lengua Extranjera (EFL) con Nivel A2

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ABSTRACT

Ecuador, a plurilingual and multilingual country highly influenced by globalization, seeks to strengthen English language skills. This study aims to explore the effectiveness of implementing task-based activities to develop oral skills in A2 learners of English as a foreign language. A total of 30 teenage students from Unidad Educativa Particular Raúl González Astudillo-La Providencia were administered a 4-week treatment, during which they developed specific tasks, such as role-plays, debates, discussions, and presentations that predominantly involved oral communication in an individual and collaborative manner. Moreover, the literature review of this article consisted of the most prominent authors whose results are aligned and contrasted with the current reality of the country, as well as their publication dates between 2010 and 2025. To achieve the objective, this study was quantitative in nature with a quasi-experimental and action research design to collect data from two groups, A and B. Group A was exposed to the treatment, and subsequently, conclusions were drawn that may suggest modifications to the teacher-researcher's teaching methodologies. To measure results and students' perceptions, instruments such as a pre-test and post-test with a rubric, as well as a survey with a Likert scale, were implemented successfully. Therefore, motivation, interaction, and fluency rates increased when students in the controlled

sample were exposed to task-based activities, in contrast to those in group B, who did not receive the treatment.

Keywords: task-based activities, speaking skills, A2 learners

RESUMEN

Ecuador, un país plurilingüe y multilingüe altamente influenciado por la globalización, busca fortalecer las habilidades en el idioma inglés. Este estudio pretende explorar la efectividad de la implementación de actividades basadas en tareas para desarrollar habilidades orales en estudiantes A2 de inglés como Lengua Extranjera. A un total de 30 estudiantes adolescentes de la Unidad Educativa Particular Raúl González Astudillo-La Providencia se les administró un tratamiento de 4 semanas, durante las cuales desarrollaron tareas específicas, tales como juegos de roles, debates, discusiones y presentaciones que involucraron predominantemente la comunicación oral de manera individual y colaborativa. Además, la revisión bibliográfica de este artículo consistió en los autores más destacados cuyos resultados se alinean y contrastan con la realidad actual del país, así como su fecha de publicación entre 2010 y 2025. Para lograr el objetivo, este estudio fue de naturaleza cuantitativa con un diseño cuasiexperimental y de investigación-acción para recolectar datos de dos grupos, A y B. El grupo A fue expuesto al tratamiento, y posteriormente, se extrajeron conclusiones que pueden sugerir modificaciones a las metodologías de enseñanza del docente-investigador. Para medir los resultados y las percepciones de los alumnos, se aplicaron con éxito instrumentos como un pretest y un post-test con una rúbrica, así como una encuesta con una escala de Likert. Por lo tanto, los índices de motivación, interacción y fluidez aumentaron cuando los alumnos de la muestra controlada fueron expuestos a actividades basadas en tareas, en contraste con el grupo B, que no experimentó el tratamiento.

Palabras clave: actividades basadas en tareas, habilidades orales, aprendices A2

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INTRODUCTION

The ongoing development of language teaching and learning methodologies is encouraging the update of new trends that respond to the needs of today's learners (Muxtor, 2025). Nowadays, countries where English is not the mother tongue seek to strengthen their skills by implementing more hours in the school system or by sending children to language schools at a young age to gain exposure to the foreign language and develop an interest and sense of ownership in learning it. This research aims to demonstrate how Task-Based Language teaching can influence students' outcomes (Gortaire Díaz et al., 2023).

Chunlui and Guangsheng (2025), in a study conducted in Indonesia, argue that the Task-Based Language Teaching approach significantly promotes the development of communicative competences. Therefore, task-based activities increase learners' opportunities to discuss and negotiate meanings toward task completion, allowing them to maximize the use of spoken language. Zulfikar (2023) agrees on their effectiveness in oral communication, but also in listening and vocabulary acquisition due to their communicative approach. Additionally, the use of real tasks consistently motivates learners and reduces anxiety levels and fear of making mistakes when working collaboratively. However, both authors agree that there are limitations due to contextual factors such as socio-cultural, institutional, and technological influences, as well as student motivation and teacher preparation and support, which can impact success.

On the other hand, Padilla (2022), in a study developed with students and teachers from the CEC-EPN in Quito, found that 50% of the instructors were not familiar with the Task-Based Language Teaching method and consequently, they were unaware of benefits such as strengthening oral production, leadership, teamwork, analytical thinking, and problem-solving. However, as part of their teaching methods, they did implement role-plays or photo descriptions, which produced positive results in oral production.

Based on the previous findings, the researcher determines that the main objective of this study was to explore the effectiveness of implementing task-based activities in enhancing speaking skills among A2 EFL Learners, and the specific objectives were: 1. To analyze how task-based activities influence the development of fluency, pronunciation, and interactive skills among A2 EFL learners. 2. To evaluate students' perceptions of speaking confidence and engagement after participating in task-based activities. Also, to guide the research process, the following research questions were established: 1. What is the impact of using Task-Based Activities on oral communication? 2. How do Task-Based Activities influence the development of communicative skills such as fluency, pronunciation, and interaction among A2 learners? 3. What are the students' perceptions of speaking confidence and engagement when using Task-Based activities?

Task-Based Language Teaching (TBLT) aims to enrich the language learning experience through meaningful activities that encourage spontaneous communication and peer-to-peer interaction. In other words, students can achieve language proficiency when they engage in practical tasks that promote their confidence and communicative competencies in English rather than using an instructed process (Mohammad Azizifard, 2024). Besides, Ellis (2006), as cited in Mohammad (2024), claimed that TBL encourages the acquisition of grammar and vocabulary through practical activities that foster the use of the language in situations that are likely to be encountered outside of the classroom.

Furthermore, speaking is one of the four skills (reading, writing, listening, and speaking), and it is one of the most difficult skills to master when learning a foreign language (Albino, 2017). Hussain (2017) claims that listening and speaking are fundamental skills that children need for language acquisition, as they have a natural opportunity for listening and speaking in their surroundings before learning grammatical structures. Therefore, speaking skills could be learned through dialogue, role-play, among others.

The context where the research study will take place is within a private school named Unidad Educativa Particular Raul Gonzalez Astudillo-La Providencia, which belongs to the Dirección Distrital de Educación 23D02 in Santo Domingo. Besides, this is a private catholic institution where students work for 8 hours a week in the subject of English. This institution is located on Puerto Ila Street and Chone Avenue in an urban area of the city. The institution has technological resources such as computers, projectors, and speakers in each classroom, and most of the students enrolled in the institution belong to a quite high social stratum.

However, communication skills are deficient when using the language or being exposed to express themselves orally. These students have been learning English from preschool till the Third Bachelor's degree. The interaction during this study was face-to-face since the students attend the institution regularly from Monday to Friday and have two hours a day for 4 days. It is also an institution that seeks to become bilingual within the next few years.

The main beneficiaries of this study will be 95 students aged 13-15 years old who are enrolled in the 9th grade of EGB Superior in a private educational institution and study A2 content according to the CEFR. Furthermore, they are students who present difficulties in speaking skills due to fear of making mistakes, low levels of motivation and participation, and limited exposure to the language. However, they possess good grammatical skills and technological resources that enhance the learning process.

Before starting the data collection process, it was important to consider ethics prior to developing this study. Since this study was implemented within a private educational institution to achieve bilingualism, a formal request was made for authorization to conduct the study, aiming to obtain real-world results from the school that could inform the school's teaching process. Furthermore, once approved by the principal's office, students were informed about the

confidentiality and privacy requirements to protect the integrity of each participant. Participants were informed of their voluntary participation in the study, and they could withdraw at any time if necessary. However, since they were minors, their legal guardians' authorization was required, and they signed the informed consent form about everything involved in this study.

MATERIALS AND METHODS

This study adopts a quantitative research paradigm as a means of exploring the effectiveness of the implementation of task-based activities in improving speaking skills among A2 EFL learners. Quantitative research is particularly appropriate because it seeks to measure the effectiveness of specific interventions through numerical data, which allows the researcher to draw objective conclusions (Alzahrani, 2017). In this project, the focus will be on the collection and analysis of numerical data to determine the impact of task-based activities on students' oral proficiency. As Safari and Rashidi (2015) cite, quantitative approaches allow researchers to identify patterns and causal relationships that are not possible to observe by qualitative means. This provides the basis for generating statistically valid evidence to inform language teaching practices.

Besides, Action Research (AR) and quasi-experimental approaches helped to guide the research process. This study involved a dual role as both a researcher and a teacher in the classroom, where the proposed treatment was implemented to obtain firsthand results that would guide the teacher's teaching experiences. Burns (2010) argues that many teachers have neglected AR due to its lack of recognition; however, this type of study allows researchers to start with what is known as 'reflection-to-action'. In this way, all the findings enabled the teacher/researcher to evidence and make decisions after having followed the AR cyclical process to strengthen the learners' communication skills. Furthermore, the implementation of tasks such as role-plays, debates, and oral presentations provides participants with the opportunity to minimize the Teacher Talking Time (TTT) dilemma, allowing students to take control of their learning.

The research was quasi-experimental because, during the implementation of the treatment, there were two groups called group A and group B. One group was tested with task-based activities to evaluate the effectiveness of their implementation and to foster a communicative environment that involved task solving, critical thinking, and negotiation of meaning. Throughout the treatment, both groups, A and B, participated in task-based activities to assess effectiveness and promote a communicative setting focused on problem-solving, critical thinking, and meaning negotiation.

In addition, the target group will take a pre-test and post-test with a rubric to measure the learners' communicative competence before and after a four-week treatment, when participants engaged in activities such as ordering food at a restaurant, talking about a recent holiday, asking

for and giving directions, which are intended to establish a causal relationship to draw conclusions and results that emerged in a natural educational setting rather than a laboratory.

Additionally, population, sample, and sampling represent the purpose and scope of the study. According to Shukla (2020), the population is a set of units that share similar characteristics associated with the object of study and may benefit from the research results. The sample is a subset of the population that allows one to participate in the “experiment” or the implementation of instruments on what is intended to be studied, to obtain results that can be generalized to the entire population under study. The population of this study comprises 95 students legally enrolled in the 2025-2026 school year at the Unidad Educativa Particular Raúl González Astudillo-La Providencia, in Santo Domingo, who are in the 9th grade of General Basic Education and whose English level is A2 according to the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2020).

The sample was selected through a non-probabilistic sampling to identify representative samples of the population that share similar characteristics favorable for the implementation of this study. In addition, 30 participants from class B were selected under the following criteria to administer the four-week treatment: 1) They all attend the same classroom. 2) Their learning process involves A2-level resources. 3) Their teacher is the researcher of the study. 4) Their age range comprises 12-14 years old. 5) The students have 8 hours of English per week. 6) Authorities and parents provide the necessary consent for the study.

Table 1
Sample Population

Participants	Sample Population	Percentage
Women	22	73.33 %
Men	8	26.67 %
Total	30	100%

Note: This chart shows the number of students enrolled in the 9th EGB “B” class who took part in this study

This study had primarily a descriptive analysis to measure the extent to which Task-Based Activities were implemented and their effectiveness in developing communication skills among A2-level EFL learners at Unidad Educativa Particular Raúl González Astudillo-La Providencia in Santo Domingo de los Tsáchilas. The descriptive aspect helped measure the existing levels of motivation, participation, and interaction throughout the implementation of tasks such as role-plays, discussions, debates, and oral presentations, which represented considerable improvement towards the development of students’ communicative competences. Moreover, this was a quantitative and quasi-experimental study that aimed to explore the effectiveness of task-based activities in enhancing speaking skills in A2 EFL learners.

Furthermore, the data collection instruments that were most closely aligned with the general and specific objectives of this study were a pre-test and post-test with a rubric, and a

survey with a Likert scale. They seek to explore the effectiveness of using task-based activities to promote speaking skills among A2 level learners at the Unidad Educativa Particular Raúl González Astudillo-La Providencia, in Santo Domingo.

Budert-Waltz (2023) expresses that a Pre-Test is an assessment measure used by a researcher before the treatment is applied to solve the problems under study, and a Post-Test is an assessment measure applied after the treatment. They are both part of an experimental design with a quasi-experimental approach that enables a cause-and-effect relationship. In other words, the instruments (See Annex A) were applied in a controlled setting, which means that a selected group underwent the four-week treatment during which they experienced individual and group activities that fostered communicative skills to solve tasks such as role-playing, debates, discussions, or mini-presentations.

On the one hand, during the pretest stage, the students presented information about a recent holiday they had taken and dramatized in groups of four, ordering food in a restaurant, which allowed them to demonstrate the levels of motivation, interaction, fluency, and vocabulary use through a 20-point rubric (See Annex B). On the other hand, during the post-test stage, they engaged in more demanding tasks, for example, a debating session, giving and asking for directions, and conversing about their hobbies. Both instruments made it possible to compare the progress of students in groups A and B who were not subjected to the treatment.

Moreover, a survey (See Annex C) was carried out among 30 students to gather their perceptions after taking part in the study. The activities were included in the unit planning, which was elaborated for the first trimester; in this way, they were subjected to these activities, like any other activity usually carried out in the classroom. In addition, the Likert scale allowed students to select the appropriate option from 1 (Strongly Disagree) to 5 (Strongly Agree), based on their perceptions and experiences of engaging in task-based activities. Moreover, the survey had 10 questions, 5 for the dependent variable and 5 for the independent variable.

This primarily quantitative study was carried out in five stages. In the first stage, the teacher administered a pre-test to gather initial data to guide the research process. During the second stage, the teacher or researcher used task-based activities such as role-plays, debates, oral presentations, and discussions over four weeks, dedicating two class periods entirely to developing verbal skills. In the third stage, a post-test with a rubric was given to assess criteria such as fluency, pronunciation, interaction level, motivation, and participation, evaluating the results of the treatment applied in the study. In the fourth stage, a Likert scale survey was conducted to analyze students' perceptions of their exposure to this type of activity. Finally, in the fifth stage, the quantitative data from the collection instruments was evaluated, analyzed, and compared to produce accurate results of this intervention.

RESULTS AND DISCUSSION

The main objective of this study was to explore the effectiveness of Task-Based Activities in enhancing communication skills among A2 EFL learners within a particular institution located in Santo Domingo. To measure this study, a treatment was administered involving mainly oral tasks, which were assessed using a 20-point rubric. In addition, to understand the students' perceptions, 30 pupils from the control group voluntarily responded to a survey, which revealed the results of the treatment.

The following table shows a summary of the types of tasks performed with students during the treatment weeks (SEE ANNEX A and Table 2).

Table 2
Task-Based Activities

Week	Type of activity	Communicative focus	Main Speaking objective
1	Role-play: ordering food	Group interaction simulating a restaurant	Fluency and functional language
2	Discussion: recent vacations	Sharing personal experiences	Coherence and use of grammar tenses
3	Debate: school-related topics	Turn-taking and expressing opinions	Argumentation and pronunciation
4	Presentation: favorite hobbies and sports	Teamwork and oral presentation	Confidence and speech control

Note: This chart displays the activities performed throughout the entire treatment period

During these four weeks of treatment, activities such as role-playing, debates, discussions, and oral presentations were used to expose students to language in real communicative settings. This encouraged them to work hard and improve their verbal skills, while also promoting teamwork and pair work to start conversations, discussions, and other activities. These activities were implemented over the four weeks to compare the results from the pre-test and post-test. The results are shown in the chart below.

Table 3
Pre-test and Post-test comparison

Criterion	Pre-Test Average	Post-Test Average	Improvement
Fluency	9.5	14.8	+5.3
Pronunciation	10.2	15.1	+4.9
Interaction	8.7	14.5	+5.8
Confidence	8.0	13.2	+5.2
Overall	9.1	14.4	+5.3

Note: This chart displays the average scores obtained before and after treatment, along with those of the control group

The comparison between the results from the pre-test and post-test showed positive and encouraging outcomes for the researcher-teacher, as consistent practice of task-based activities significantly boosts interaction among learners and, consequently, participation. This was one of the most consistent findings related to speaking skills. Additionally, the control group (A) finds it easier to engage in problem-solving or tasks that involve verbal communication, unlike group B. Similarly, fluency levels increased from 9.5 to 14.8 because students feel motivated when participating in meaningful and real-world speaking tasks.

On the other hand, with an average score of only +4.9 for pronunciation and +5.2 for fluency, the students were likely focused on delivering a message rather than their pronunciation. Since they are non-native English speakers and have A2-level study materials, not all of them can communicate with the same fluency and accurate pronunciation. However, the objective was to complete the assigned task and meet the requirements outlined in the grading rubric.

Aside from the results shown during the treatment weeks, a Likert scale survey provided essential data to achieve the study objectives.

Table 4
Summary of students' perceptions after the treatment

Survey Statement	Agree (%)	Neutral (%)	Disagree (%)
The speaking tasks helped me improve my oral communication abilities.	87%	10%	3%
I felt nervous when taking part in spoken tasks.	48%	30%	22%
I enjoyed participating in the speaking activities.	92%	5%	3%
The activities gave me more opportunities to interact with my friends.	90%	7%	3%
My pronunciation improved thanks to these activities.	55%	25%	20%
I learned new vocabulary through speaking tasks.	88%	9%	3%
I would like to continue using speaking tasks in future classes.	93%	4%	3%

Note: The graph shows the average percentages for 7 of the 10 questions used to gather students' perceptions. Five questions were aligned with the independent variable and five with the dependent variable. It was based on a Likert-scale survey (1= Strongly Disagree, 5= Strongly Agree)

As shown in Table 4, the results yielded by the rubric show that students' perceptions align with the results of the pre-test and post-test with a rubric. In other words, this task-based approach motivates students to solve tasks, which are often conversations or everyday situations, with the difference that they are carried out in English. Around 90% of the participants surveyed said that it gave them the opportunity to interact with their peers, encouraging active participation and the learning of useful vocabulary (Asaini et al., 2025). In summary, 93% would like to continue with this communicative approach.

CONCLUSIONS

This study focused primarily on exploring the effectiveness of implementing task-based activities in enhancing speaking skills among A2 EFL learners. The data obtained through the pre-test and post-test, as well as the information gathered in the survey, showed a positive impact on the students, who demonstrated significant progress in key aspects of verbal communication. The implementation of this treatment enabled the researcher, in the role of teacher, to apply the method in a practical context, beyond theory. Similarly, this approach helps to highlight the reality of Ecuadorian education from the perspective of task-based activities.

Likewise, it sought to analyze the influence of task-based activities on aspects such as fluency, pronunciation, and interaction. The results of the pretest and posttest showed that fluency and interaction were the components that showed the greatest improvement, as students felt more comfortable interacting with their peers. Pronunciation also improved, although to a lesser extent, because learners prioritized completing the task and conveying their message over focusing on phonetic accuracy (Quilambaqui & Parra, 2023). These findings demonstrate that debates, role-plays, and discussions encourage spontaneous language use and promote the search for words or expressions that allow learners to communicate in real and meaningful contexts. This improvement is aligned with Chunlui and Guangsheng's argument that this approach encourages authentic communication and the negotiation of meaning.

On the other hand, the survey revealed that most students felt more confident when participating in verbal activities and particularly valued collaboration with their peers, which made the tasks more motivating. However, some showed nervousness and little progress in pronunciation, indicating that although confidence had increased, some anxiety and challenges remained that would take time to overcome (Nety et al., 2020). The use of vocabulary was also positive, as it allowed it to be applied in real and meaningful contexts.

In summary, this study confirms that task-based activities are both effective and well-regarded by students, as they promote collaborative learning. It is also a student-centered approach. Furthermore, this study was conducted in an Ecuadorian classroom, thus providing an opportunity to evaluate the current teaching conditions in the country. For future research, it would be beneficial to continue applying this methodology over longer periods to measure the long-term benefits of this approach for students.

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ANNEXES

Annex A

Pre-Test and Post-Test Speaking Evaluation Tasks

Task Type	Title	Objective	Instructions	Time
Role-play	Ordering Food in a Restaurant	To assess the ability to use functional language in service encounters.	You will pretend to be a customer at a restaurant. Your partner (the examiner) will be the waiter. Place your order and respond to the waiter's questions.	3–5 min
Mini presentation	Talking about a Holiday or Future Plan	To evaluate fluency, organization of ideas, and use of vocabulary in a monologue.	Prepare a short presentation describing a past holiday or a future trip. Mention where, when, with whom, and what activities you did or will do.	3–4 min
Debate	Online Learning vs. Face-to-face Learning	To analyze opinion expressions, turn-taking, and argument support.	You will be asked if you agree or disagree with a statement. Justify your answer and respond to one	4–5 min

Task Type	Title	Objective	Instructions	Time
			or two follow-up questions.	
Information Gap	Asking for and Giving Directions	To assess the ability to exchange information using spatial and location vocabulary.	You will receive a simple map. Ask for and give directions to a specific place. Use phrases like “go straight,” “turn left,” etc.	3–4 min
Discussion	Talking About Hobbies	To evaluate the ability to interact spontaneously on a familiar topic.	Engage in a brief conversation about your hobbies and free-time activities. The examiner will ask some follow-up questions.	4–5 min

Annex B

Rubric for Pre-Test and Post-Test Speaking Tasks

Criteria	Excellent (4 pts)	Good (3 pts)	Fair (2 pts)	Poor (1 pt)
Fluency	Speaks naturally, with no hesitation; ideas flow smoothly.	Few hesitations; maintains natural flow most of the time.	Hesitant and uses pauses that affect communication.	Constant hesitation; difficult to follow speech.
Accuracy	Uses grammatical structures with a high level of precision.	Minor grammatical errors; does not affect comprehension.	Several errors; occasionally interferes with meaning.	Frequent errors; meaning is unclear.
Vocabulary	Uses varied and appropriate vocabulary for the topic.	Limited range, but mostly appropriate.	Repetition of basic vocabulary; lacks variety.	Very basic vocabulary; interferes with clarity.
Interaction	Initiates and responds naturally; maintains conversation.	Can maintain interaction with occasional support.	Needs prompts to participate; limited interaction.	Does not engage effectively; very limited participation.
Pronunciation	Clear and intelligible pronunciation throughout.	Mostly clear; occasional mispronunciations.	Several pronunciation issues; sometimes affects understanding.	Difficult to understand due to pronunciation problems.

Total score: ____/20

Annex C

Survey with a Likert Scale

Title: *Student Perceptions on Task-Based Speaking Activities*

Objective: To gather students' perceptions of the effectiveness and impact of the task-based activities implemented during the four-week intervention.

Instructions: Please read each statement carefully and choose the option that best represents your opinion. This survey is anonymous and confidential. **Do not write your name.** The results will be used solely for academic research purposes and will not affect your grades or course performance.

Scale:

1 – Strongly Disagree | 2 – Disagree | 3 – Neutral | 4 – Agree | 5 – Strongly Agree

Statement	1	2	3	4	5
1. The speaking tasks helped me improve my oral communication skills.					
2. I felt more confident speaking English after completing the activities.					
3. I enjoyed the roleplays, debates, and oral presentations we did in class.					
4. I participated more actively in class thanks to the speaking tasks.					
5. The speaking tasks helped me interact better with my classmates.					
6. My pronunciation improved during the four weeks of activities.					
7. I learned new vocabulary through the speaking tasks.					
8. The speaking tasks made the class more dynamic and interesting.					
9. I would like to continue using similar speaking tasks in future English classes.					
10. The teacher provided clear instructions and support during the speaking activities.					

Annex D

Operationalization Matrix

OPERATIONALIZATION MATRIX					
Independent Variable	Conceptual Definition	Operational Definition	Dimensions	Indicators	Scales
Task-Based Activities	Task-Based Activities refer to classroom tasks focused on communication, using real-world language to complete meaningful goals.	Task-Based Activities are structured language tasks (pre-task, task, post-task) designed to promote speaking through authentic interaction.	Task Design	Clear communicative goal	Pre-test & Post-test with a rubric: - 1 (Poor) - 2 (Fair) - 3 (Good) - 4 (Very Good) - 5 (Excellent)
				Structured task phases	
				Student task preparation	
			Task Implementation	Target language use	
				Peer interaction observed	
				Spontaneous speech production	
			Learner Engagement	Active participation rate	
				Student motivation level	
				Speaking risk-taking	
Dependent Variable	Conceptual Definition	Operational Definition	Dimensions	Indicators	Scales
Speaking Skills	Speaking Skills are the ability to express ideas clearly, fluently, and accurately in spoken English within communicative contexts.	Speaking Skills are measured through oral performance, focusing on fluency, accuracy, and interaction using rubrics or observations.	Fluency	Few pauses or hesitations	Survey with a Likert Scale: - Strongly agree - Agree - Neutral - Disagree - Strongly disagree
				Continuous speech flow	
				Prompt idea expression	
			Accuracy	Correct grammar use	
				Minimal pronunciation errors	
			Interactive communication	Limited native language use	
				Appropriate turn-taking	
				Relevant question use	
				Conversation maintenance skills	