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The Role of the Student in English Language Learning in Spain: A Comparative Analysis of Task-Based and Audiolingual Methods

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1

ABSTRACT

This Final Degree Project analyzes the student role in English language learning in Spain through a comparative study of two opposing teaching methods: the Audiolingual method (ALM) and Task-Based Language Teaching (TBLT). The research is based on the theoretical framework and empirical data collected through a survey of 50 English Studies students who have experienced the transition from traditional to current methods. Furthermore, the results show that while the ALM highlights pronunciation, TBLT enhances student motivation. However, neither method equally develops the four basic English language skills. Finally, both the surveyed students and this study propose a new method that combines aspects of both methods, centers on the learner, and incorporates digital tools and strategies such as gamification.

Keywords: Audiolingual method, Task-based language teaching, English language skills, Student role, Traditional teaching methods, Current teaching methods.

RESUMEN

Este Trabajo de Fin de Grado analiza el rol del estudiante en el aprendizaje del inglés en España mediante un estudio comparativo de dos métodos de enseñanza opuestos: el método audiolingual (ALM) y la enseñanza del inglés basada en tareas (TBLT). La investigación se basa en el marco teórico y en datos empíricos recogidos a través de una encuesta a 50 estudiantes del Grado en Estudios Ingleses que han experimentado la transición de métodos tradicionales a actuales. Además, los resultados muestran que, mientras el ALM destaca por su enfoque en la pronunciación, el TBLT potencia la motivación del alumnado. Sin embargo, ninguno de los dos métodos desarrolla por igual las cuatro habilidades básicas del inglés. Finalmente, tanto los estudiantes encuestados como este estudio proponen un nuevo método que combine aspectos de ambos, se centre en el estudiante e incorpore herramientas digitales y estrategias como la gamificación.

Palabras clave: Método audiolingual, Enseñanza del inglés basada en tareas, Habilidades lingüísticas en inglés, Rol del estudiante, Métodos de enseñanza tradicionales, Métodos de enseñanza actuales.

TABLE OF CONTENTS

1. INTRODUCTION

In an increasingly globalized world, English has become the most widely spoken language. Nowadays, it is almost impossible to find a country where learning English has not become the norm. Although there are individuals who choose to keep their native language and not acquire English language skills, the advantages of acquiring English are far greater (Mahu, 2012).

Furthermore, English is the lingua franca, i.e., it refers to "English used as a contact language among speakers of different first languages, whether from choice or through some kind of coercion." "English as a Lingua Franca (henceforth ELF) has the largest number of users of English worldwide, of whom the vast majority are nonnative speakers" (Jenkins & Leung, 2016).

Given the importance of studying English, many European countries have made significant progress in terms of the level of English of their citizens. In contrast, the Spanish population had an average command of the English language worldwide (ranked 33rd out of 111 countries) according to the 2022 edition of the EF EPI (Education First English Proficiency Index). But now, the harsh reality is that in 2025, we are globally ranked 36th out of 116 countries (EF Education First, 2025). This is of growing concern to the academic community in Spain, as the situation is worsening and could indicate a serious deficiency in the national education system and its foreign language teaching strategies.

According to a study carried out by Llurda & Mocanu (2024, p.15), "the current global need to learn English has been met in Spain by a rather reluctant environment that explains the country's low number of fluent English speakers, in comparison to most other European countries". This widespread aversion to English explains that it is mostly caused by Spain's historical legacy as an imperial state, which has promoted linguistic self-sufficiency and a lack of desire to learn other languages, especially English. Nevertheless, it is pointed out that another important factor to consider is the posture of both the teacher and the student in the classroom.

Another key aspect to bear in mind is that English instruction in Spain has undergone a shift in recent decades, evolving from more traditional methods focused on a passive student role, such as the Direct Method and the Grammar-Translation Method, to more communicative approaches, where the student takes a more active role, as with Communicative Language Teaching. This transformation has not significantly improved students' proficiency in English (Richards & Rodgers, 2014).

As for other previous studies concerning the research area of this study, other related studies have been found, but none with the proposed teaching methods, nor any that focus specifically on the role of the student in those methods, nor any study that analyzes which is the best method to improve the four basic skills: listening, speaking, reading, and writing. For example, research conducted by Elmurodov (2023) highlights the use of technologies in English class and their effectiveness in general, but does not focus on analyzing a specific method or on conducting a particular survey of a specific group of students. Therefore, the only relevant information that can be extracted from that research to apply as important knowledge to this study is that the students in Elmurodov's research positively valued the Task-Based Learning Teaching method analyzed in this paper.

Similarly, another study related to my research is that of Beshiri (2024), who conducted a comparative analysis of Task-Based Language Teaching (TBLT), Direct Method, and Communicative Language Teaching (CLT) methods. The weak point of this study is that it only focuses on comparing the methods theoretically, based on what has already been said in other studies, without providing empirical data or conducting surveys to find out student satisfaction with the methods.

As a last instance, the study by Poedjiastutie & Oliver (2017) is presented, which is also closely linked to the area under investigation but differs from the aforementioned studies. This inquiry researches the learning needs of the students, which is very important to take into account for this study, to investigate the role of the learner. The shortcoming of this study is that it does not specify a particular method to improve or tailor to the needs of the students.

This final degree project addresses a crucial, yet often under-researched, element of English language learning in Spain: the role of the learner in two contrasting teaching methods - Task-based language teaching (TBLT) and the Audio-lingual Method (ALM). Although the available literature has thoroughly studied the historical evolution of English teaching methods, few of these studies have directly explored the active or passive involvement of learners in the aforementioned methods. This study aims to rectify this deficiency by not only evaluating the effectiveness of the TBLT and ALM methods in developing the four essential English language skills (listening, speaking, reading, and writing), but also the students' level, motivation, and learner engagement and participation that influence their success in learning English.

The main objective of this investigation is to provide a comparative study of the TBLT and ALM methods in the context of English as a foreign language education in Spain. For this, it will be necessary to focus on the involvement of the students in class in each method (the rest of the objectives of this investigation will be detailed in the following section). In the project objectives, some initial research questions were posed (see below), which will be answered by means of the main methodological resource of this project: a survey. After researching and deepening the methods in the theoretical framework, an anonymous and voluntary survey was carried out with 50 students of the Degree in English Studies. These students were chosen because they have higher cognitive development, having experienced these methods in their pre-university training, and because most of the interviewees want to be teachers in the future. They are a great example to be surveyed, as they are practically in a transition between both roles (student and learner). The survey mixes quantitative and qualitative data, as there are multiple-choice, rating, and open-ended questions.

The main reason for focusing on the TBLT and ALM method was because of their very different pedagogical philosophies, and also because two such different methods were purposely chosen to compare the effectiveness of a more traditional method with a more modern method. Therefore, they are two opposite extremes in terms of educational approach, which provides a solid basis for this comparative study. Furthermore, these methods are still

employed in English classrooms in Spain, which makes this study more relevant to current educational practices.

In this paper, the role of the student in each method will be studied; although less exhaustively, the role of the teacher in both methods will also be examined, since the two roles are interconnected. This research aims to contribute both empirically and practically to the field of English language teaching in Spain. In empirical terms, it extends the scarce research on how the methodology implemented in class and the student's role in it can contribute to greater success in language learning. On the practical side, it provides recommendations based on survey evidence to improve classroom development and curriculum design. For this purpose, it is intended to help current and future teachers and those responsible for designing student curriculum to make more consensual decisions.

The structure of this work is as follows: After this introduction, there will be a brief section on the justification of the work, followed by a section on the objectives of the study and the research questions posed at the beginning. Next, the theoretical framework will be presented, subdivided into three parts. After that, the methodology used will be discussed. Following this, some of the most surprising results of the survey will be shown, and then there will be a discussion and analysis of these results. Finally, the study will conclude with a conclusion as a summary of the whole project, followed by the list of references and an appendix containing the survey questions.

In short, this research will analyze the methods and techniques that work, as well as those that do not, trying to give a corresponding explanation. It points out a key element, but little taken into account: the role of the English language learner in his or her own learning process.

2. JUSTIFICATION

Clear evidence that reinforces the importance and the need to do my study is that Spain still has a very low level of English language skills, since, according to the EF EPI (2025), Spain ranks 36th out of 116 countries. This reaffirms the importance of my study, as it is very necessary to see what works and what does not work in the English teaching methods in Spain, currently implemented. To this end, the effectiveness of the two study methods will be tested, and the role of the student and the teacher in both methods will be observed, paying more attention to the first one.

Throughout the history of English teaching in Spain, different methods have been implemented. For instance, fifty years ago in Spain, there was a clear tendency to introduce the Audiolingual method in English classes, which focused more on grammar, memorization, and repetition in English classes. In contrast, nowadays, the Task-Based Learning Teaching method is increasingly being adopted, where the student has a more active role and there is a greater emphasis on setting tasks where the student is placed in a realistic context. This study aims to analyze comparatively the advantages and disadvantages of each method and see which is the most useful in improving the four basic English skills (listening, speaking, reading, and writing).

As mentioned above, there are several theoretical studies on different methodologies of English language teaching, but few present an empirical part with data and students' perspectives on their English learning. Furthermore, many papers focus on the best methods for developing oral skills exclusively, but there are no studies that focus on analyzing a particular method or methods that study the effectiveness of all English skills in equal measure.

That is why this final-year project aims to fill this gap. It combines the theory of the theoretical framework with the empirical part of the responses. This is done with a quantitative and qualitative approach by the students of the Degree in English Studies. Since they have advanced formation, they can reflect on their previous experiences with the teaching of English. Thus, real data are obtained that allow for evaluating the methodologies in a reasoned way. In turn, logical conclusions can be drawn to propose improvements in the methods for future teachers who will use them.

In short, the research not only provides concrete data on the effectiveness of the methods, but also proposes practices for redesigning the curriculum for the students, thus favoring the students and their needs.

3. OBJECTIVES

The **main objective** is to carry out a comparative analysis between the Task-Based Language Teaching (TBLT) and the Audiolingual Method (ALM) in the context of English language teaching in Spain, evaluating especially the role of the student in each method and its impact on learning.

The **first specific aim** of the study is to analyze the student's role in learning English using the TBLT and ALM methods, and to determine whether the student's role is more active or passive. To a lesser extent and depth, the teacher's role will also be looked at, as it is related to the student's role.

As a **second specific goal**, it is intended to evaluate with the student survey which of the two methods (TBLT or ALM) is more effective in improving language skills in listening, speaking, reading, and writing.

The **third specific objective** is to examine the evolution of old pedagogical and methodological practices to the more modern ones currently used in English classrooms in Spain. We will evaluate their degree of usefulness and acceptance among students and reflect on possible areas for improvement.

As a **fourth specific aim,** to verify through the student survey whether they have received the TBLT and ALM methods to teach English, whether they are effectively applied in the classroom, and if they contribute to the success of learning.

Finally, as a **last specific objective**, it is intended to suggest recommendations based on the empirical data from the student survey to improve the teaching of English as a foreign language in Spain and promote more successful learning.

Here are some of the questions posed at the beginning of the research:

- How does the role of the student differ in the TBLT and ALM methods, and in which one it is more active or passive?

- Which of the two methods, TBLT or ALM, is perceived by students as more effective in improving listening, speaking, reading, and writing skills?

- What level of motivation, involvement and satisfaction do students have with each method?

- What aspects of each method do students find most useful for their learning, and what aspects do they think should be improved?

- What recommendations can this study propose following the students' perceptions in the survey to optimize English language teaching in Spain?

The discussion section of this project will attempt to answer the initial research questions by analyzing the survey results.

4. THEORETICAL FRAMEWORK

This section of this final degree project aims to explore the evolution of teaching methods from more traditional to more current approaches. As the main source for the analysis of the different methods, the work of Approaches and Methods in Language Teaching (Richards & Rodgers, 2014) has been used. This work provides a clear and structured description of the main approaches applied in language teaching. In addition, other secondary sources have been consulted and will be cited throughout the development of this section. The choice of the methods analyzed in this theoretical framework is mainly due to a strategic criterion. The students participating in the English Studies degree have experienced throughout their training both traditional methodologies, such as the Grammar-Translational Method and the Audiolingual Method (ALM), and more recent methods, such as Task-Based Learning (TBLT), Communicative Language Teaching (CLT), and the use of gamification in class. Therefore, the analysis will review the methods that predominated in the 1990s and 2000s as experienced by the survey participants themselves, followed by a description of more current approaches (students are also experiencing these approaches) and culminating in an in-depth analysis of the selected methods: TBLT and ALM. This evolution of teaching methods will enable the comparison of two such contrasting methods and look at the role of the student and, to a lesser extent, the teacher, to see which approach is more effective in improving all English skills equally in the current Spanish educational context.

4.1. TRADITIONAL METHODS IN ENGLISH LANGUAGE TEACHING (1990-2010)

To understand the methods used in English language teaching in Spain from the 1990s to approximately 2010, it is necessary to conduct both a historical and empirical review. On the one hand, analyzing academic and legislative documents enables us to identify the prevailing methodologies of that period. On the other hand, it is equally valuable to have the testimonies of those who were students during those years. In this sense, my own educational experience in bilingual and non-bilingual centers confirms the presence of traditional methodologies, especially the Audiolingual method. Likewise, as will be reflected in the results of the survey

conducted among students of the Degree in English Studies, a large majority of them acknowledge having learned English through this type of approach. As Barbero Andrés (2012) points out, during the last decades of the 20th century and the first years of the 21st century, traditional methods such as Grammar-Translation, Direct Method, and Audiolingual continued to be widely used in Spanish classrooms learning English, despite legislative attempts to introduce more communicative approaches. This methodological persistence is also reflected in the experience of the participants in this study.

4.1.1. GRAMMAR TRANSLATION METHOD

The Grammar-Translation Method (GTM) has its origins in the classical Greek approach, which was traditionally used for the instruction of classical languages, such as Latin and Greek. Subsequently, this approach was used for teaching newer or modern languages such as English, in which the main premise of this method, i.e., the focus on grammar and translation of written texts, was still preserved. This approach was based on learning grammar rules and vocabulary and applying them to exercises, along with translation exercises. The mother tongue was used for the translation of texts, which meant that the target language was not spoken in a large part of the class. In this method, the student's role is merely passive, since his main role as a learner was limited to memorizing rules and vocabulary, and there was no emphasis on actual communication, but rather on the repetition of texts. In this method, the teacher had a central and directive role. His function was to organize, explain and correct errors, which made his role quite active as the main transmitter of knowledge. This method has some advantages, such as the fact that its students have a great knowledge of grammar and vocabulary, but, nevertheless, this method does not pay enough attention to oral skills. Therefore, to be really effective, it is recommended to combine it with other methods for a better development of all English skills (UNIR Revista, 2021).

The effectiveness of this method has been the subject of numerous empirical investigations in various educational contexts. In this regard, a comparative study by Chang (2011), in Taiwan, provides quantitative evidence on the effectiveness of this method, regarding the Communicative Approach (CLT). The results showed that the students of the Grammar-

Translation method obtained higher scores in their grammatical proficiency tests, with respect to the other classroom following the Communicative Approach. Thus, this study supports the efficacy of this method, but hints that it should be merged with another method to give greater emphasis to oral skills, since students demonstrate deficiencies in this part.

4.1.2. DIRECT METHOD

According to Unir Revista (2021), the Direct Method is a methodology based on the idea that we can learn a second language in the same way we learned our first language: by being constantly exposed to it. In this methodology, teachers only speak in the language in which they are teaching and avoid translating directly into the mother tongue. For example, they could explain the meaning of a word unknown to the students by paraphrasing and giving various definitions in the target language, in this case, English. Instead of memorizing lists of vocabulary, students learn the new vocabulary actively, through real contexts in which the teacher uses all kinds of visual resources and gestures to make them understand it without the need for translation. In this approach, students play a very active role; they not only listen, but also practice speaking, answering questions, writing, and so on. Additionally, they are taught to check their own mistakes, without resorting to the teacher, which makes them more autonomous. The idea is for students to observe the language in a natural way, as in childhood: no one explained the rules to us, we simply understood them. In this method, the four basic skills (speaking, listening, reading and writing) are developed little by little, but priority is given to good speaking and pronunciation. To do this, they practice with everyday situations, such as ordering food in a restaurant. The role of the teacher is that of a facilitator who designs interactive learning activities, relying on images, videos and other visual resources, always maintaining total immersion in the target language. The advantages of this approach are considerable since students develop greater fluency and communicative confidence and reduce the use of their native language, expanding their lexical repertoire and improving reading comprehension. All this, thanks to the fact that it is based on real-life situations that allow them to directly and effectively relate theory to practice.

4.2. TRANSITION TO CURRENT TEACHING METHODS (2010-PRESENT)

To understand the current situation in English teaching in Spain, it is necessary to analyze the methodological changes that have occurred, approximately, since the 2010s. Although a precise date cannot be determined, a gradual transition towards more communicative and student-centered methods can be noted from those years to the present. This transformation has been promoted both by educational research and by educational policies in Europe. According to the Council of Europe (2020), Common European Framework of Reference for Languages (CEFR), the way English is taught in the classroom has undergone a radical change. Now, more importance is given to students communicating in a real way, acting as mediators between different languages, and acquiring knowledge through real, practical tasks. In contrast to traditional approaches focused on memorization and grammar, the new contemporary approaches place great value on communication produced in real contexts and on the learner's independent learning. This change in methodology goes beyond what the experts claim in their research or current educational policies. Furthermore, current university students themselves, such as those surveyed, have witnessed this transition in methodology and can confirm that there is now a greater concern for meeting the needs of the learner and developing an inclusive classroom environment. As will be seen in the section on results and discussion of the results, the students were taught with a mixture of the methods studied (from 4.3) in this study, but mainly with the audiolingual method. Moreover, students have acknowledged that, although some have experienced a blended approach, many have not. They also expressed that they would have liked their teachers to place greater emphasis on oral skills and real task-based learning activities. However, more recently, students have also been seeing strategies such as gamification in the classroom being implemented in their classrooms. These new methods were born as a response to the limitations of traditional English teaching and seek to develop students in a more appealing and active way to develop the four basic English skills equally. Let's look at two of the most prominent methods: The communicative approach and Gamification.

4.2.1. COMMUNICATIVE APPROACH (CLT)

The Communicative Approach to teaching English is an approach whose main objective is for the student to use the language he or she wants to learn as a real communication tool. Unlike other traditional methods, based on grammar or memorization and repetition, this approach focuses on the student learning to manage in everyday situations. In the classroom, the mother tongue should be used as little as possible, and it is inductive teaching, that is, first they learn through practice and then they see the theory. Therefore, textbooks are not the main resource used, as they prefer to use other creative resources such as audio, video, brochures, etc. These materials are intended to make the student act in a real way, that is, as he/she would act in a real situation, using English as the only medium of communication. This approach improves students' oral skills, but also their written skills. In addition, it encourages teamwork and improves social skills and self-esteem. The role of the teacher in this particular method is fundamental, as he/she acts as a transmitter of knowledge, but also acts as a guide and facilitator of learning. Consequently, the teachers must know very well what the needs of students are. In contrast, in this method, the student plays a very active role, as they are primarily responsible for their own learning process, constantly interacting. To achieve this, students must be prepared to cooperate, collaborate, and learn from their own mistakes (UNIR Revista, 2020).

Despite the apparent benefits shown by the CLT method, recent research has revealed certain deficiencies in the theoretical basis of this method. Dörnyei (2009) points out that although this method reached its peak in the 1970s (not in Spain), it has a significant shortcoming: it lacks a solid psychological foundation that explains the reality of the learning process. The communicative approach emerged as an alternative to the method of this study, Audiolingual method, moving from automatic repetition to spontaneous problem solving. Given the limitations of this method, Dörnyei talks about a new approach called principled communicative approach (PCA) as a more complete and well-founded version of CLT, in which it maintains the strengths of the traditional method and reinforces it with seven pedagogical principles for a more accurate and precise approach.

4.2.2. GAMIFICATION

According to Dichev and Dicheva (2017), gamification in education consists of incorporating strategies and elements of games in non-playful environments, e.g., in the classroom, with the aim of increasing motivation, interest, and involvement of students. Among the most used techniques and resources are points, badges, levels, rankings, and rewards. However, more in-depth strategies such as role assignment, decision making, and personalised feedback are also starting to be implemented. This study also reviews previous literature on this topic and concludes that there is still no conclusive evidence on its long-term benefits. In this methodology, the role of the teacher is key, as the teacher is the one who designs and facilitates the learning activities for the students. Besides, it is not only about introducing playful elements, but they have to be well thought out so that they are aligned with the pedagogical objectives and the curriculum of the course. Another fundamental aspect of the teacher's role is that the teacher must constantly monitor the impact of gamification on their students to see if it is really effective. In terms of the role of the learner, students are expected to participate more actively and to be the protagonists on the journey to successful learning. The learner profile would be one willing to get involved voluntarily, who wants to explore, make mistakes, and learn from their mistakes. But the study highlights that the success of this strategy depends on each student as an individual, as not everyone will react to it in the same way. The most important aspect of this study is that it explains that gamification should not be conceived as a method on its own, but should be used as a complement within a specific teaching method.

4.3 METHODS SELECTED FOR THE STUDY

This research focuses on the study, both theoretically and empirically (through the survey), of two contrasting methodological approaches to English language teaching in Spain. The two methods in question are: the Audiolingual Method (ALM) and Task-Based Learning (TBLT). These methods represent two opposite pedagogical extremes. The Audiolingual Method (ALM) follows a conductivist and traditional approach based on the automation of

patterns through repetitive oral practice. In contrast, Task-Based Learning (TBLT) is a communicative and constructivist approach, as it is based on active and contextualized learning through the performance of communicative tasks in a real context. These two contrasting methods allow us to compare a more classical approach, such as ALM, which may still prevail in some English classes in Spain, with TBLT, a more recent and modern method that is increasingly being implemented. One of the main objectives of this study, which is part of one of the research questions, is to observe the role of the student in each method and to observe whether the four basic language skills (listening, speaking, reading, and writing) are effectively developed. Although previous literature has addressed the evolution of teaching methods in terms of English language teaching, research on the degree of student involvement, motivation, and participation (active or passive) is nonexistent. In other words, there is no single existing study that observes the role of the learner in these methods, compares them, or proves their efficacy in the development of all English language skills. Since this aspect has not been addressed either theoretically or empirically, this section will study the main aspects of these two methods, examining the role of the student in them. Later on, empirical data on the methods and their effectiveness will be presented. In conclusion, both the theoretical and empirical parts of the survey aim to measure the degree of effectiveness of each method from the students' perspective and draw conclusions that can be applied to improve current educational practices in teaching English as a foreign language.

4.3.1. AUDIOLINGUAL METHOD (ALM)

According to Vireak and Bunrosy (2024), the Audiolingual method played a pivotal role in foreign language teaching during the 1950s and 1960s, particularly after its incorporation into the Army Specialized Training Program (ASTP) in 1942, during World War II. Its main objective was to train soldiers who could effectively communicate in foreign languages, with a particular emphasis on oral skills. As previously mentioned, this method is based on conductivist psychology, which emphasizes the idea that language learning is achieved through repetition, imitation, and constant practice. In this method, priority is given to oral skills while writing is relegated to a secondary place. This method is called this way because

it gives priority to listening comprehension and speaking production. In practice, the student's role consists of using model dialogues provided by the teacher, in which students repeat and modify through substitution and transformation exercises. The goal is to develop automatic and correct responses in the target language. In this method, the learner's role is active in the sense that he is constantly participating through repetitive practice, but passive, in the sense of making decisions or being creative. That is, he does not reflect on the grammar itself, nor does he generate ideas of his own at the beginning; therefore, his participation is rather mechanical. Over time, the student is expected to develop oral skills more fluently and naturally, without having to think too much about how to construct each sentence. As for the teacher's role, the teacher acts as a linguistic model and guide of the activities, while the student adopts a receptive and repetitive attitude, oriented towards memorization and precision. In summary, the role of the teacher is very active and dominant, as the teacher is the main linguistic model, the one who leads the activities, controls the rhythm, and also provides activities such as the dialogues that the students must repeat. In other terms, the teacher's role is as a coach to the learners, as a facilitator, since the teacher believes that successful language learning is achieved through repetition and positive reinforcement. As for the characteristics of this method, it emphasizes the exclusive use of the target language in the classroom, and dialogues and other activities are presented in real contexts. This type of teaching can be considered inductive learning. The advantages of this method include improved fluency and pronunciation, and it is useful for large groups of students or those with limited resources. In addition, the student gains confidence through predictable routines and an active environment is generated, mainly focused on oral production. The disadvantage of this method is that it has certain constraints, such as limiting the student's creativity and not sufficiently preparing the student for situations that occur spontaneously. Furthermore, it slightly disregards the rest of the English skills, such as writing.

4.3.2. TASK-BASED LANGUAGE TEACHING (TBLT)

According to Büyükkarcı (2009), the Task-Based Language Teaching (TBLT) approach represents a more innovative and modern alternative to traditional methods used for learning foreign languages, such as the classical Audiolingual method. N. Prabhu originated this approach in Bangalore, India, starting from the idea that students learn more efficiently when they concentrate on performing a thorough task. This approach is aligned with the principles of the Communicative Approach, prioritizing the practical use of language in realistic scenarios. This method is based on performing tasks that stimulate everyday life situations, such as asking for directions at the airport or solving a practical problem. These tasks must have a clear communicative purpose, they must have a clear structure, and the main objective is to encourage interaction among students. Unlike other methods, TBLT does not impose theoretical content beforehand, but the theory is seen through practice directly. As for the teacher's role in this method, the teacher focuses on facilitating the tasks and their content, i.e., selecting and adapting the tasks according to the students' needs. The instructor also provides support during the activity, acting as a supervisor of the students' work. Regarding the role of the learners, they play a very active role, since they complete the proposed activities and develop communicative and collaborative strategies. To implement this methodology in the classroom, it is only necessary to organize the task in three phases: a pre-task, where the topic is introduced and students build prior knowledge about the material to be covered, is done with a brief exercise. This is followed by the development of the task, which is usually carried out in pairs or groups, using only the target language. Finally, in the post-task phase, the materials given are reviewed and reinforced to consolidate learning. The main advantages of this method are: increased motivation, improved student participation, as well as the possibility of adapting the teaching to individual needs. In this way, students acquire the language in a more natural way, preparing them for real life. Nevertheless, this method also has some limitations. This means that it has been questioned whether this method is really effective for teaching grammatical content, especially if classroom time is limited or if there is little out-of-class exposure to the language. Similar to the ALM method, TBLT,

although more innovative for learners, seems to work only on the English skills of listening and speaking, but does not appear to focus on all English skills in equal measure.

5. METHODOLOGY

After conducting extensive research on the various teaching methods employed in English classrooms in Spain, including their historical evolution from more traditional approaches to the most modern and current ones, it has been possible to gain a deeper understanding of the methodological context in which this study is situated. This section describes in detail how the research for this project was carried out. As the primary instrument for collecting numerical and qualitative data, a survey was used to determine whether students received a more traditional method, such as ALM, or a more modern one, such as TBLT, or whether they received a combination of both or a different approach. In this way, it was possible to perform a statistical analysis of the students' responses to determine significant trends and the effectiveness of both methods for comparative analysis.

5.1 PROFILE OF THE PARTICIPANTS

In this survey, 50 students of the Degree in English Studies at the University of Valladolid, Castilla y León, participated voluntarily and anonymously. Some of these participants were second-year students, third-year students, and my fourth-year classmates. Many of them had taken the subject Methodology of English Language Teaching in this degree, therefore, they know about this topic and have reflected on the methods of teaching English language learning in Spain. For this reason, it has been decided that only students of this Degree should respond to the survey since they have a greater knowledge of this field, and also most of them are in a transition between students and future teachers of English teaching in Spain.

As will be seen in the results, some responses are longer and more reflective, while others are shorter. This may be due to the students' degree of interest in the topic of teaching, and those who have been more reflective may be because they feel a greater connection to this topic... In addition, students in this age range have been chosen because, surely, like me, they have experienced the transition from these more traditional methods to the more modern

ones. It is therefore reasonable to assume that they have also been exposed to both teaching styles, and for this, it is necessary to know their opinions to confirm this hypothesis.

As it is an anonymous survey, (it was established this way in the Google Forms configuration) when the results are observed, only all the answers are shown, but without the possibility of identifying the participant. With an Excel worksheet, it is possible to see the number of participants, and it comes as person 1 to person 51, but it is only considered as 50 participants, because one person checked the box for not participating. Therefore, even if the answers are given in the order of participation, it is impossible to know who has written each answer. The survey was distributed to students through online resources, primarily via the University of Valladolid's email. And from there, students decided to participate voluntarily, those who were interested in participating in this study.

5.2 TYPE OF QUESTIONS IN THE SURVEY

The survey was elaborated using Google Forms since my official account of the University of Valladolid had a limitation of space and characters. The questions in this survey are designed to obtain both quantitative and qualitative data. The survey is divided into several sections. First, there are a series of general questions to find out what kind of teaching the students have received and their degree of satisfaction and motivation with it. This is followed by a series of specific questions about the ALM, focusing on repetition, memorization, and pronunciation. In addition, there are also specific questions on the TBLT method, oriented to communicative tasks and the use of English in real contexts. Furthermore, there are also comparative questions where students rate which method they consider more effective for the development of all English skills. And there are also open questions that allow students to express their opinion directly on the role of the teacher and the student in order to propose methodological improvements.

5.3 CRITERIA FOR DATA COLLECTION AND ORGANIZATION

Once the survey responses are collected, the data is organized through the Google Forms platform itself. After all responses have been received, they are stored in the Google Forms document in the form of graphs and percentages to facilitate comparative analysis between the two methods. Moreover, this platform also generates an Excel worksheet, where the information of all the participants is shown. In this sheet, each row corresponds to a student, and each column contains all the answers of that same student. By displaying responses in this way, common trends and patterns in student responses can be detected.

6. RESULTS

Below are some of the most relevant results of the survey of this study, which was carried out among 50 students of the bachelor's degree in English studies at the University of Valladolid. The questionnaire used combined both closed-ended and open-ended questions in order to obtain both quantitative and qualitative information about students' perceptions of the two comparison methods in this study: TBLT and ALM. The questions in this survey were specifically designed to respond to the research questions posed. This section presents the results obtained objectively; however, it will provide a brief preview of the interpretation that will be presented in the discussion section, as the analysis and discussion of these data will be developed in the subsequent section.

What type of teaching have you predominantly received during your English formation?
50 respuestas
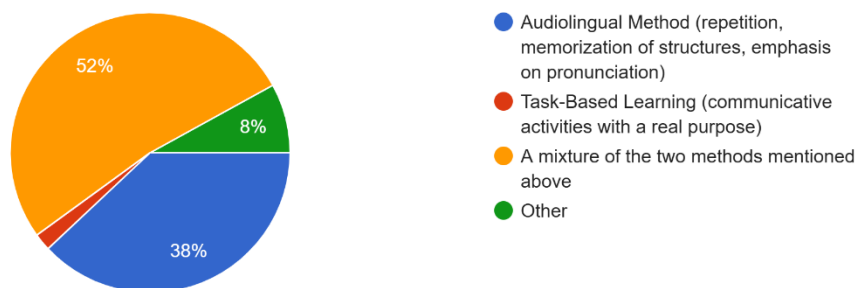
Graph 1. The type of method students receive in their English language education

Most of the students indicated having received a combination of the Audiolingual Method (ALM) and Task-Based Learning (TBLT) during their English language training. A considerable portion indicated that their teaching was mainly based on the audiolingual method, while only one person claimed to have received the TBLT method during their English training. Only a minority selected the "other" option. These results show that traditional methods have been present until recently, as in this case, ALM, and it is likely that they continue to exist in English classrooms in Spain. This also indicates that there is a growing tendency to implement a more communicative, more innovative approach to teaching English.

Did you find the approach you received motivating?
50 respuestas

- Very motivating
- Somewhat motivating
- Not very motivating
- Not motivating at all
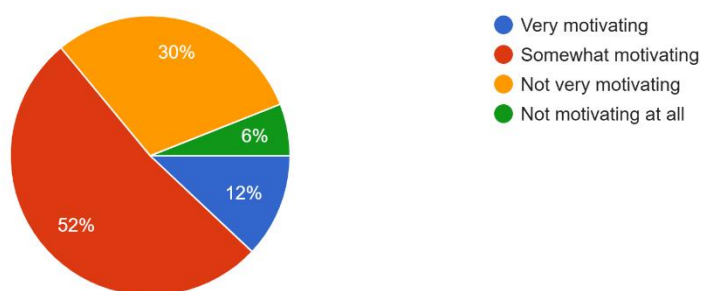
Graph 2. Student's perception of the level of motivation generated by the methodological approach received

Most of the students consider that the methodological approach they received was at least somewhat motivating. On the other hand, a smaller percentage, although still significant, stated that they found this approach unmotivating or not motivating at all. These results, although they do not reflect a generalized negative evaluation, do show that there is significant room for improvement in terms of the capacity of the methods employed to create a truly stimulating and motivating learning environment.

Rate from 1 to 5 how satisfied you are with your English education received (1 being not at all satisfied and 5 being as happy as possible):
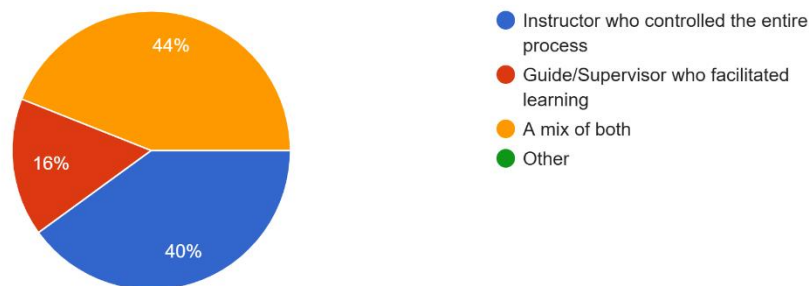50 respuestas
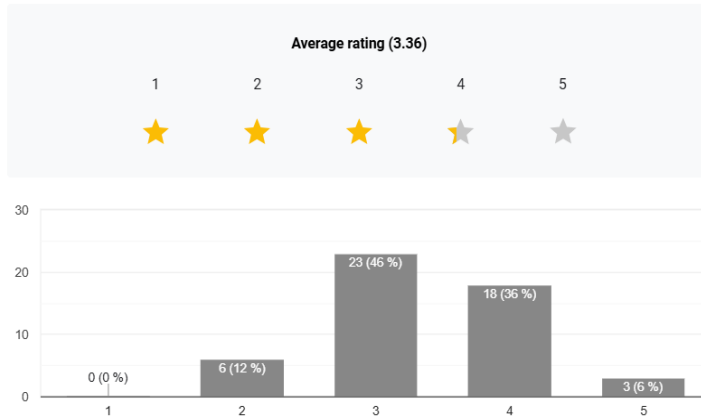
Average rating (3.36)

Graph 3. Level of satisfaction with the English education received

Many survey participants are moderately satisfied with their English education, with an average rating of 3.36. Therefore, 46% of the participants rated their satisfaction with three stars and 36% with four stars, reflecting a mostly positive, but not excellent, perception. Only 6% gave the maximum score, i.e., five stars, while nobody chose the lowest option. This suggests that while there is room for improvement, the educational experience in English has been generally acceptable to most.

What role did you perceive the teacher had in your English classes?
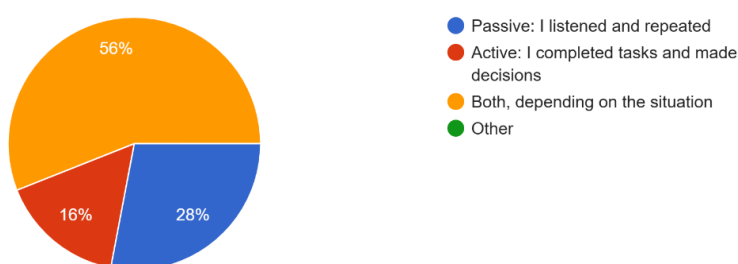50 respuestas

- Instructor who controlled the entire process
- Guide/Supervisor who facilitated learning
- A mix of both
- Other

Graph 4. Perceived role of the teacher in English classes

Most students perceived that the teacher had a mixed role between total control and facilitator of learning. Thus, 44% of respondents saw the teacher as combining both roles, while 40% saw the teacher as someone who controlled the entire process. Only 16% perceived it as a facilitator of learning. This means that although a traditional approach predominates, a more balanced model is beginning to emerge where the teacher not only teaches, but also encourages the active participation of students in their own learning.

What role did you have as a student in class?
50 respuestas

- Passive: I listened and repeated
- Active: I completed tasks and made decisions
- Both, depending on the situation
- Other

Graph 5. Student's role in English classes

In general, students reported alternating between listening and repeating and actively participating according to the dynamics of the class. 28% indicated that they had played an exclusively passive role, while only 16% said they had been fully active, making decisions and carrying out active tasks. This means that although traditional methods have persisted and continue to persist, there is a trend towards greater student participation.

Which skills do you think you improved the most with the method you received? (Select all that apply)
50 respuestas
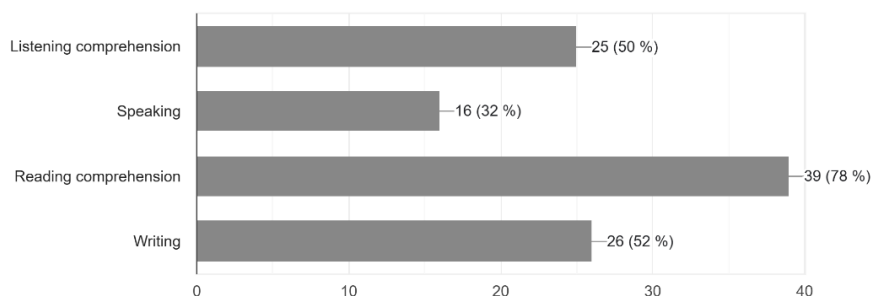
Graph 6. Skills more developed according to the method received

The majority of students reported improvements in reading comprehension, with the second most important improvement being writing. To a lesser extent, they also mentioned advances in listening comprehension, while speaking was the skill that was least enhanced.

The two open-ended questions below will be addressed in the discussion section, with some examples of what students have said.

What would you improve about the teaching method you received?

40 respuestas

I have learned through the audiolingual method and I think I would had added more spontaneous speaking activities, that is, not jus memorising and repeating fixed structures.

I would like more practice of writing.

Supporting the main skills taught with more listening and speaking skills, since I feel like the latter are not trained enough in the usual English classes at schools.

If I could improve the teaching method I received, I would make it more interactive and student-centered. In many cases, the classes were too focused on grammar rules and memorization, which made learning feel repetitive and disconnected from real-life use. I believe it would have been more effective if there had been more speaking and listening practice, as well as group work and role-playing activities that allowed us to use English in practical situations.

The level of interactiveness between teachers and students and also among students

As a student, I believe the most effective method would be a combination of methods.
I received TBLT in a bilingual school, and Audiolingual at public high school.
But I felt than on its own it didn't make much sense.

How do you think the role of the teacher and the student should be in the classroom for better learning of English?

38 respuestas

As said before, a teacher should motivate their students and support them when doubts appear. on the other side, a student should engage with the class and participate actively in order to learn better.

Both participating in interactive tasks, not just the teacher talking and the student listening

I think the student's role should be as active as possible except in exceptions where the student has to remain passive to listen to the instructor's explanations.

the student should be very active in class and the teacher should be short of a guide

For better learning of English, the student's speaking time should be longer than the teacher's time, so that the student can adopt a more active role than the teacher, but it is true that the teacher role should be to instruct, facilitate or supervise learning while providing feedback. If I were a teacher I would do all that without intervening too much and leaving the student as the protagonist of the class.

I think teachers should be very attentive and empathetic with the student and try to adapt their teaching to their needs. And I think that students should be highly engaged to achieved effective learning.

Which method has helped you the most to achieve better native-like speaking and pronunciation skills? (Select only one)

50 respuestas

- Audiolingual Method
- Task-Based Learning Method
- None of the methods mentioned
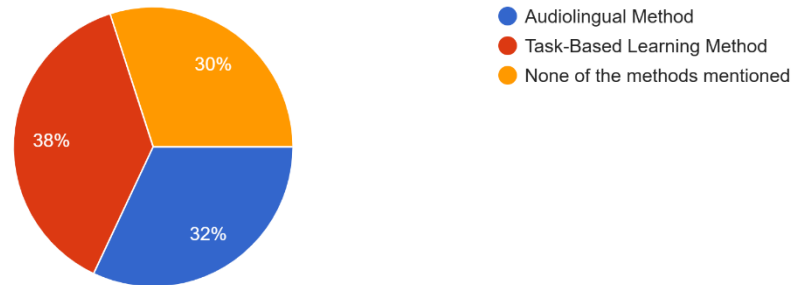
Graph 7. Method that has contributed the most to improving pronunciation and native fluency.

Students find that TBLT has been the most helpful in improving their pronunciation and speaking fluency. Nonetheless, a considerable percentage also opted for the ALM method, while others indicated that none of the methods received were particularly effective in this regard. This reflects a diversity of experiences and suggests that not all methods respond equally well to the communicative needs of learners.

Do you find the repetition and memorization of phrases and dialogues useful for learning English?

50 respuestas

- Very useful
- Useful
- Not very useful
- Not useful at all
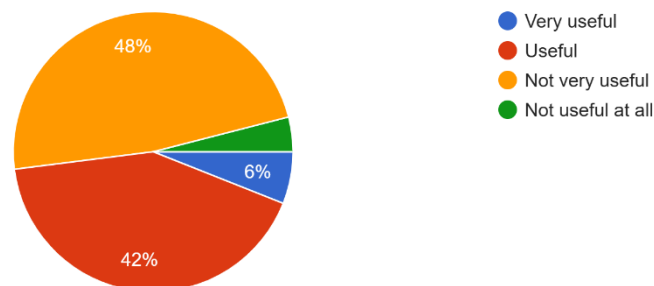
Graph 8. Perceived usefulness of repetition and memorization in learning English

Most students find that repeating and memorizing phrases is not particularly useful for learning English. But on the other hand, a large part of the students perceive these techniques as useful. Only a minority consider them useless. Although there are dissimilar opinions among students, this suggests that although repetition and memorization are still present in teaching, their effectiveness is questioned by many students who probably prefer other more dynamic and communicative methods.
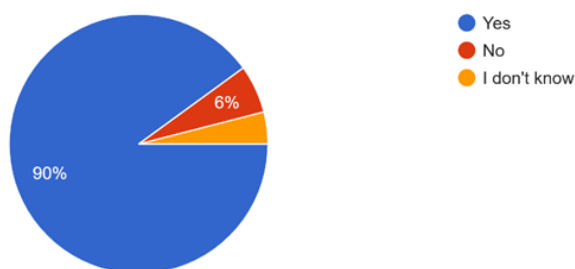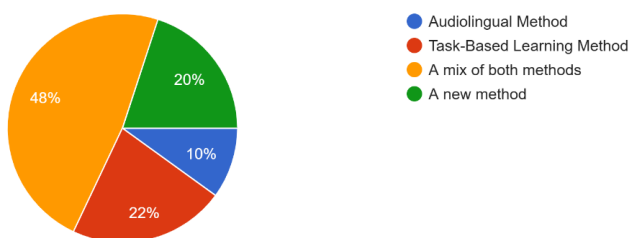

Graph 9. Preference for teaching more focused on communicative tasks

Most of them would have preferred teaching more based on communicative tasks. This reflects a clear inclination towards more practical and functional methods. This also reinforces the idea that communicative approaches are increasingly valued by English learners.

Graph 10. Preferred method to continue learning English

Most students would prefer to continue learning English with a combination of the methods of this study. Others showed interest in exploring new methodologies, while a smaller proportion preferred to stick with just one of the traditional methods, ALM, and a slightly larger proportion preferred TBLT.

To conclude, in this section it should be emphasized that due to the length of the questions in the questionnaire, since there is not enough space in this paper to address and comment on each of the answers with their respective graphs, it will be proceeded to make a small summary of the results of the graphs provided and those not provided in this section.

In short, the two open-ended questions about what students would improve from the teaching method received and what they believe the role of the teacher and student should be like provided valuable insight for this study. In general, it is observed that students prefer more dynamic and communicative methods with special emphasis on speaking. Another important aspect was that 90% of the students said that for them, grammatical explanations are fundamental in the English classroom. Other students pointed out that all skills should be worked on equally. Regarding the use of the mother tongue in class, 40% of the students indicated that their teachers tend to use Spanish frequently in English classes. In general, although with some mixed opinions, most believe that the ALM method should not disappear, but that it should be merged with TBLT, for more effective learning based on practical and real tasks. The idea that the student should have a more active role was also emphasized. In the end, the responses showed a clear inclination towards a mixed methodological approach combining the strengths of both methods and adapting it to the students' needs.

7. DISCUSSION

In the survey of this study, 50 students from the English Studies Degree participated, and the results are in accordance with the initial expectations. Nevertheless, it should be emphasized that although some answers have been longer or shorter, the quality and effort of the students in reflecting can be seen in all of them. Thus, their answers have been very useful in trying to answer the initial research questions.

7.1 ANALYSIS AND INTERPRETATION OF SURVEY RESULTS

The survey was initiated with the informed consent of the students. That is why 98% of the students agreed to participate voluntarily and consented to the use of their responses anonymously for academic purposes. Only one person, representing 2%, did not give his consent, which implies that his participation ended at that moment.

Regarding the first question of the survey, the vast majority of students stated that they had received a combination of ALM and TBLT methods, which suggests that there is a tendency to implement a hybrid methodology. However, a large percentage indicated having been taught only with the ALM method, and a few others were taught with other methods, and only one person claimed to have been taught with the TBLT method.

This represents the importance of conducting this study, because although the TBLT method is rarely used, it could have a positive impact if implemented more often, as most of the students stated that they would have liked to receive more of this method in their past experiences and would like to see this method implemented more in the future.

Most of the students considered that the methodological approach they received was somewhat motivating, but another large percentage indicated that it was not very motivating which indicates that teaching practices should be reviewed and updated. It also indicates that student motivation should be central to the decision to implement a given methodology.

Student satisfaction with the method received was 3.36 out of 5 stars. This indicates an acceptable rating, although far from excellence. This reinforces the idea that there is room for improvement in the imposed methodology and perhaps serves as an argument for proposing new methodological changes.

With regard to the teacher's role in the classroom, the majority perceived it as a mixed role between controller and facilitator, but the other large part saw it as only a controller, and only 16% saw it as a true facilitator. Regarding the role of the student, most of them claimed that depending on the situation, they had an active as well as a passive role, but it is noteworthy that in one of the two, their role was more passive.

In terms of the English skills most worked on in class, the most frequently studied was reading, followed by writing and listening. But without a doubt, speaking was the least

worked skill compared to the rest. Based on what students commented in their open-ended responses, they said they would like to see this changed and more emphasis placed on oral skills in the English classroom. In addition, another graph reinforces this idea, since to a lesser extent, there is a percentage of people who do not yet feel very prepared to communicate in real contexts. We rank among the lowest in Europe for oral and English proficiency, maybe as a result of all of this.

As for the ALM method, 56% responded that they would not like to continue with this method, at least on its own, that is, without combining it with other methods. On the other hand, one positive thing about this method is that the majority said it had been useful for memorizing phrases and dialogues for later use in everyday speech. Also, ALM students marked all the options in the survey of exercises they did in typical classes of this method, indicating that they are well familiar with this method. In relation to this method, 90% said that it was essential to teach grammar in class and to practice it. Thus, this method is perfect in that, since it teaches grammar inductively, but works on it through practice.

Regarding the TBLT method, according to the students, this method is considered slightly better than ALM for improving oral proficiency, and a smaller percentage indicated that neither of these two methods. 38% indicated that they had never been taught with the TBLT method, since they had never been proposed a series of activities following the structure of pre-task, main task and post-task. Of those who did receive this method, the activities they had done the most were group problem solving and writing on specific topics, although all options were selected.

Concerning the use of English and the mother tongue in the classroom, the 100% use of English in the classroom is only consolidated at 12%, which indicates that there is a need for improvement in this aspect. For the last two questions of the survey, these graphs are the most relevant to this study, as it can be seen how the students valued the two methods in this study, and considered that a perfect method would be one that complement both traditional and modern approaches. Although TBLT is perceived to be more effective than ALM, most favor a balanced approach that combines both. Furthermore, 20% of the students indicate interest in new methodologies, which indicates the need for further research into more innovative approaches, to adapt methods to the real needs of the student.

7.2 COMPARISON OF THE TWO METHODS AND THE IMPORTANCE OF POLISHING ERRORS

As indicated in the title of this degree project, the main objective of this study is to perform a comprehensive comparison between the teaching methods of this study: the ALM and the TBLT. To accomplish this, the advantages and disadvantages of each method will be discussed, from the information provided in the theoretical framework of each method, to the empirical part of this study, with the analysis of the survey results. With all this, we will try to answer the initial research questions posed at the beginning of the work. Finally, as a conclusion to this section, this study will propose improvements, and the possible solutions and improvements proposed by the respondents of this survey will also be presented.

The Audiolingual Method (ALM) is based on behaviorist psychology, characterized by the use of repetition and memorization of structures to achieve successful learning. The main strengths of this method are the improvement of pronunciation and fluency, and the students themselves recognized that this method had helped them to learn structures and vocabulary to use in real situations. Although everything seems very systematic in this method, it is intended that once the student has reached a certain level, the student will be able to develop in a natural and fluent way, once the basic structures of English have been acquired. However, this method also has its own weaknesses: it reduces student creativity, neglects skills such as writing, and does not encourage spontaneous communication as much. In addition, from the student's perspective or role, it can be a monotonous and unmotivating methodology.

Regarding Task- Based Learning Teaching (TBLT) is closely aligned with the communicative and constructivist approach. This method promotes active learning on the part of the student, who must perform tasks in a realistic, everyday context. This promotes autonomy, participation and the development of communication skills. This method, being more innovative, can foster student motivation since students can consider it as a more useful form of preparation for their day-to-day life. However, it also has disadvantages, such as a lack of explicit grammar instruction and difficulty of implementation if limited classroom time is available, and it may be difficult to implement if teachers must follow a standardized curriculum.

In summary, both methods have strengths and weaknesses, but they are mainly similar in that they both seem to focus on communication skills but seem to neglect the rest of the English skills. On the other hand, they differ in that the role of the student in the ALM method is rather passive, in the sense that the student lacks creativity and self-decision, since the student is limited to producing structures in an automated way. But it differs from the TBLT method in that in this method, the student's role is active, the student performs the tasks creatively, with their own decision, and can develop their oral skills spontaneously.

Regarding the results obtained and their interpretation, the majority experienced a mixture of both, although another large majority only received the more traditional approach, ALM. To better illustrate the vision of some students, here are some examples:

> As a student, I believe the most effective method would be a combination of methods. I received TBLT in a bilingual school, and Audiolingual at public high school. But I felt than on its own it didn't make much sense. In TBLT, I remember missing more grammar explanations in my classes and more emphasis on writing. And when I received my Audiolingual classes I remember they were a little boring as we had always the same routine (repeating dialogues and listening) (Student 15).

> A perfect method would be the one that dedicates equal time to all English skills, since when you are doing an official exam like Cambridge to certify your English level, you have the four parts (Reading, Writing, Listening and Speaking) and they all have the same value in the score, so none is more important than the other (Student 32).

The results also reveal that the skill that was least worked in class was speaking. The students almost all agreed that the four basic skills are equally important, but that they would like to be better prepared in this skill, to successfully pass official tests such as Cambridge, or to better handle themselves in everyday situations.

Concerning some improvements that students would propose, one would be to increase the time in class to practice speaking, trying to dedicate a minimum amount of time to each

student. They also stated that they would like to see a better balance among the four basic English skills. In addition, they would propose more realistic, dynamic and interactive activities such as role-plays. They also want a logical connection between theory and practice and a greater role for students so that they can play a more active role. Students also commented that they would like the teacher to act more as a guide, and not as an authoritarian figure, and that there should be more communication between the two roles. With such valuable feedback and reflections, we can polish the mistakes of the methods, creating a more effective method and learning.

As a summary, returning to the five initial research questions, these can now be answered. Responding to the first research question, in the ALM, the student has a more passive role, while with the TBLT method, the student has an active role. In terms of basic English skills, it is considered that the TBLT method is slightly more effective in developing oral skills, while the ALM method develops better pronunciation and grammar knowledge. However, neither method develops English skills equally, in a balanced way. As for the level of motivation, the TBLT, is considered better in terms of student motivation and involvement. Moreover, continuing with the fourth research question, the students see positive aspects in both methods, and to a lesser extent, negative ones. What students value most in ALM is the emphasis on good pronunciation and in TBLT, the use of real tasks. Finally, following the last research question, the students propose to combine a mixed approach between TBLT and ALM. In brief, students want to foster a safe environment where error is seen as part of learning. Also, if they were teachers, they would exclusively use English in class and would only use their mother tongue in specific situations. They also said they would integrate digital tools and gamification strategies.

Given the depth and thoughtfulness of the students' responses, this study agrees with the proposals indicated by the students. Maybe a new method could be proposed, incorporating the strengths of the two methods and including more strategies from other methods, such as gamification or a more communicative approach. Perhaps to improve the English education system in Spain, different teaching methods could be proposed in each autonomous community. Then, a national survey could be done every year to evaluate the effectiveness

of each method and see which is the most effective, to implement it at a national level, in English classrooms in Spain.

8. CONCLUSION

This Final Degree Project addresses a relevant and unexplored issue within the Spanish educational context: the effectiveness of teaching methods implemented in the English classroom, particularly the role of the student in two contrasting methodologies: the Audiolingual Method (ALM) and Task-Based Language Teaching (TBLT).

Since its introduction, the importance of learning English in an increasingly globalized world, where English serves as the lingua franca, has been emphasized. The question of Spain's low level of English and its inadequate oral proficiency compared to other European countries was also addressed.

In the justification section, it was argued that despite the methodological advances, the results in Spain are still not as expected, and that is why it is necessary to carry out this study to investigate which methods work effectively in the classroom. Afterwards, clear objectives were developed that focused on comparing both methods and analyzing the role of the student in them and assessing their development of basic English skills (listening, speaking, reading, and writing).

The theoretical framework contextualized over the decades the transition, historically, from more traditional methods to current, more communicative methods, highlighting the characteristics, advantages, and disadvantages of various methods up to the key methods of this study: TBLT and ALM. This theoretical framework allowed the methodology of this study to be created in a solid way, i.e., through an empirical survey of 50 students of the English Studies Degree. Since they have been the protagonists of this transition between various approaches and have a greater cognitive development in this area. As the students themselves are currently in the role of student, but in the not-too-distant future, most of them will occupy the role of teacher.

The results of the survey provided direct answers to the five research questions posed at the beginning. It can be verified that TBLT is the most motivating method perceived by the

students, and it is also the one that best realistically develops oral skills. However, the ALM is also appreciated by many students for its emphasis on the acquisition of grammatical structures and pronunciation. Nonetheless, the two methods share a common deficiency: neither develops English skills equally. In addition, students expressed in the survey their desire for a balance among all English skills, with a slightly elevated emphasis on oral skills. Additionally, students also underlined their desire for comfortable learning, in which error is seen as part of the learning process. Students also commented that they wanted an almost exclusive use of English in class. And they supported the implementation of digital tools and strategies such as gamification.

In the discussion, a mixed approach combining the best of these methods was proposed by both the students and this study, to be student-centered and focused on the students' needs. Because of the extent of the field, and the limited space in this study, perhaps future researchers can propose a new method with the strengths of several methods, to be integrated first at the regional level and if it is 100% effective, perhaps it could be applied at the national level.

To conclude, this study fills a gap in the existing literature by empirically analyzing the role of the learner in these methods and also, through the theoretical study, proposes concrete proposals to improve the teaching of English in Spain. The role of the student and their voice in this survey has been key to identifying what works and what does not, and what needs to be improved in order to achieve more effective, inclusive, and motivating teaching for the student, combining the best of traditional and current teaching methods.

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10. APPENDIX

Universidad de Valladolid

This questionnaire is part of a Final Degree Project for the Degree in English Studies at the University of Valladolid. It aims to analyze the methods of teaching English as a foreign language in Spain, focusing on the role of students. The study compares the Audiolingual Method (ALM) and the Task-Based Language Teaching (TBLT) approach to determine which is more effective and motivating from the student's perspective.

Your participation in this survey is voluntary and anonymous. No personal data will be collected, and the results will be used solely for academic purposes. All data will be deleted upon completion of the study. Your insights are invaluable and will significantly contribute to the success of this research. Thank you for your time and cooperation. Please respond with seriousness and honesty. Thank you for your time and cooperation!

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1) I confirm that I am participating voluntarily in this study and consent to my anonymous responses being used for academic purposes.

Yes

No → (End survey)

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*Make sure you have read this information before proceeding to answer the questions.

Audiolingual Method (ALM): This method focuses on the repetition and memorization of linguistic structures, emphasizing pronunciation. Students practice dialogues and phrases until they become automatic. For example, in an ALM class, students might repeat a dialogue

such as: "Hello, how are you?" followed by "I am fine, thank you. And you?" until they memorize and pronounce it correctly.

Task-Based Language Teaching (TBLT): This approach uses communicative activities with a real purpose. Students complete tasks that simulate real-life situations, promoting practical use of the language. For example, in a TBLT class, students might do a role-play where one is a supermarket customer and the other is the cashier, interacting about purchasing products and paying at the checkout.

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2) What type of teaching have you predominantly received during your English formation?

☐ Audiolingual Method (repetition, memorization of structures, emphasis on pronunciation)

☐ Task-Based Learning (communicative activities with a real purpose)

☐ A mixture of the two methods mentioned above

☐ Other (please specify): _____

3) Did you find the approach you received motivating?

☐ Very motivating

☐ Somewhat motivating

☐ Not very motivating

☐ Not motivating at all

4) Rate from 1 to 5 how satisfied you are with your English education received (1 being not at all satisfied and 5 being as happy as possible):

⭐

⭐ ⭐

⭐ ⭐ ⭐

⭐ ⭐ ⭐ ⭐

⭐ ⭐ ⭐ ⭐ ⭐

5) What role did you perceive the teacher had in your English classes?

☐ Instructor who controlled the entire process

☐ Guide/Supervisor who facilitated learning

☐ A mix of both

☐ Other (please specify): _____

6) What role did you have as a student in class?

☐ Passive: I listened and repeated

☐ Active: I completed tasks and made decisions

☐ Both, depending on the situation

☐ Other (please specify): _____

7) Which skills do you think you improved the most with the method you received? (Select all that apply)

☐ Listening comprehension

☐ Speaking

☐ Reading comprehension

☐ Writing

8) Do you feel prepared to communicate in English in real-world contexts?

☐ Yes, completely

☐ Somewhat

☐ Not much

☐ Not at all

9) Do you consider that the method you received has been effective in improving your English skills?

☐ Yes, very much

☐ Yes, somewhat

☐ Not much

☐ No, not at all

10) What would you improve about the teaching method you received?

Open-ended response:

11) How do you think the role of the teacher and the student should be in the classroom for better learning of English?

Open-ended response:

12) Would you like to receive more training based on repetition and memorization (Audiolingual Method) in the future?

☐ Yes, a lot

☐ Yes, somewhat

☐ Not much

☐ No, not at all

13) Which method has helped you the most to achieve better native-like speaking and pronunciation skills? (Select only one)

☐ Audiolingual Method

☐ Task-Based Learning Method

☐ None of the methods mentioned

14) Do you find the repetition and memorization of phrases and dialogues useful for learning English?

☐ Very useful

☐ Useful

☐ Not very useful

☐ Not useful at all

15) Do you consider that the Audiolingual Method helps you communicate in everyday situations?

☐ Yes, a lot

☐ Yes, somewhat

☐ Not much

☐ Not at all

16) Which of the following exercises were commonly used in your English classes to practice the Audiolingual Method? (Select all that apply)

☐ Listening to model dialogues

☐ Repeating model dialogues

☐ Substitution exercises (replacing words in a sentence with new words to practice grammar and vocabulary)

☐ Transformation exercises (changing the form of sentences, such as turning affirmative sentences into negative ones)

☐ None of the above

17) How important do you think grammatical explanations are for your understanding of English?

☐ Very important

☐ Somewhat important

☐ Slightly important

☐ Not important at all

18) Would you have preferred to receive more teaching focused on real communicative tasks (Task-Based Learning)?

☐ Yes

☐ No

☐ I don't know

19) Would you like to receive more Task-Based Learning in the future?

☐ Yes, a lot

☐ Yes, somewhat

☐ Not much

☐ No, not at all

20) Has your teacher ever proposed a series of linked activities, starting with a pre-task, followed by a main task, and concluding with a post-task, all aimed at achieving a specific goal?

☐ Yes, always

☐ Yes, sometimes

☐ No, never

21) Which of the following activities have you experienced in your English classes as part of a task-based language teaching (TBLT) approach? (You can select more than one)

☐ Role-playing real-life scenarios (e.g., ordering food at a restaurant)

☐ Group discussions to solve a problem or plan an event

☐ Writing and presenting reports on specific topics

☐ Completing projects that require using English to achieve a goal (e.g., creating a travel itinerary)

☐ None of these activities

22) Which language/languages did your teacher use in class?

☐ Always English

☐ Mostly English, but occasionally Spanish

☐ Both English and Spanish equally

☐ Mostly Spanish, but occasionally English

☐ Always Spanish

23) Which method do you consider the most effective for learning English?

☐ Audiolingual Method

☐ Task-Based Learning

☐ A combination of both

☐ Neither

24) To continue learning English, what method would you like to follow in the future?

☐ Audiolingual Method

☐ Task-Based Learning Method

☐ A mix of both methods

☐ A new method