Using Teacher Self-Assessment and Reflection to Promote Change in the Taiwanese Oral Communication Classroom

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Abstract

In line with Sahli & Fawzia (2019), this study explores the potentials of engaging in self-assessment and reflective practice. By drawing on Piaget's (1955) Constructivist Theory, this research aims at investigating the impact of the practitioner researcher self-reflection on bringing change into teaching oral communication. To do that, two groups of college students from Ling Tung University, Taichung, participated in this investigation. This study included a combination of teacher self-assessment checklist and field notes was used by the teacher-researcher. Findings indicated that change occurred when the teacher could communicate and negotiate with his students to adjust his teaching materials to promote quality teaching and learning into the English oral communication classroom.

Keywords: English Oral Communication, Checklist, Field Notes, Reflection, Self-Assessment

Introduction

Although each individual is born with an innate ability to speak his or her mother tongue, each person usually needs to practice speaking a foreign language. According to Spratt & others (2011), speaking is a productive skill to produce a language rather than receiving it. Thus, speaking a native language or a foreign language requires speakers to communicate meanings to other people. Regarding speakers of a foreign language, individuals need to pay more attention to different factors that may impede on the right communication of the message they want to communicate. First, EFL learners not only need to use grammar and vocabulary efficiently in their speech, but also gestures, eye contact, and facial expressions that are congruent with the foreign language and its culture. Second, learners need to use standard features of connected speech to convey their message.

For example, they may have to pay particular attention to intonation, pronunciation, linking, contractions, and stress. Finally, learners may have to deal with different settings and contexts when they want to communicate with native speakers.

Therefore, students must develop higher levels of communication skills in conversations, discussions, telephone calls, giving presentations, or telling stories. Since learners need a lot of support and help from their teacher in preparing for speaking, the purpose of this project was to help students being more engaged in developing oral communication skills, which depend greatly on the teacher-researcher self-assessment and retrospection on his actions to promote fluency and accuracy in students' oral communication skills. According to Ahmadah and Munawaroh (2022, p. 1), role play is "a method of acting out particular ways of behaving or pretending to be other people who deal with new situations, which can improve speaking skills greatly". Therefore, combining self-assessment checklist and retrospection can be a very practical procedure to record the teaching -learning process on one hand, and taking the necessary steps to implement the appropriate interventions. Accordingly, the research questions focused on examining the possibilities of teacher self-assessment and retrospection on promoting Taiwanese students' ability to communicate in English. They also aim at exploring whether they contribute to entitle the students to active roles in their learning. Findings show that change only can take place when the teacher-researcher addresses his weaknesses in his teaching practice in the oral communication workshop, and the teacher self-assessment and reflection are effective only if the teacher considers the students as partners in the process towards change.

Teacher Self-Assessment

In her research paper, Salhi (2019) referred to Schön (1987, as cited in Airasian and Gullickson, 1994, p. 06) who wrote that the Teacher self-assessment is a part of an ongoing process of the teacher's endeavor to evaluate the degree of the effectiveness of one's performance, methods, skills and attitudes for the sake of adjusting them. According to Ross & Bruce (2007, p. 147), self-assessment is used as a mean to positively contribute to students' learning.

Reflective Practice

Reflection is a tool that is useful to understand one's teaching through active engagement in observing one's performance inside the classroom (Salhi, 2019, p. 40). The chief aim of this process is the accumulation of data as a part of a self-evaluation scheme to improve one's practice and to develop professionally (Richards & Lockhart, 2009, p. ix). Reflective practice is also useful to guarantee the quality of teaching when the teacher-researcher is well-aware of the impact of the following patterns of his/her teaching particularly: meeting the lesson objectives, identifying the successful aspects of the taught lesson and reconsidering any shortcomings to be addressed (Wang, 2018, p. 187; Richards & Lockhart, 2009, p. 2). The teacher-researcher can reflect on his performance through means of writing memos (Corbin & Strauss, 2015, p.106).

The Teacher-Research Field Notes

When a researcher is conducting a research, it is appropriate to jot down ideas before the researcher forgets them. While field notes are data that may contain some conceptualization and thoughts about these, memos on the other hand, and are separate from field notes (Corbin & Strauss, 2015, p.106).

Review of Related Literature

The first part of this literature review revisits the use of self-assessments and their impact on the students, while the second part discusses accuracy and fluency in EFL learning environments.

Self-Assessments and Their Impact on Students

Sahli & Fawzia (2019, p. 42) wrote that many teacher-researchers in vocational education have been interested in analyzing teacher self-assessments and their impact on the students. They reported that:

"Deggelen, Brok and Beijaard's (2012) examined the relationship between the teachers' evaluation of their coaching competencies and their health students' reflective skills. The sample included 24 teachers from two vocational schools in the Netherlands. These teachers completed 2 self-assessment forms based on criteria and standards, participated in video-taped conversational sessions so as to receive feedback from colleagues within the same study, and submitted written reflective reports. The observation sessions as well as the criteria had a positive impact on the quality of the provided feedback; in most cases, colleagues' feedback was constructive. As far as reflective reports are concerned, the researchers highlighted the fact that the teachers who relied on reflection criteria could write highly structured and detailed accounts of their actions. However, some reports lacked depth and precision because of the absence of any followed criteria.

Definition of Accuracy and Fluency

Spratt et al. (2011, p. 48) wrote that our purpose in speaking is to communicate; we actually have to use different ways to achieve this. In a nutshell, we not only use interactive strategies such as gestures and facial expressions, but also features related to speech to link words and sentences so that we can express our ideas clearly. In addition, Spratt et al. noted that fluency, accuracy and appropriacy are essential factors when we convey meanings. For example, when a person wants to convey a message in English to a native speaker, this person will need some degree of fluency to retain the counterpart's attention. Fluency deals with more technical skills, such as the use of pauses, the speed, rhythms, the language use such as being coherent and reasoned, as well as the judgment

skills (the ability to break appropriately) depending on the context (Vigoya, 2000; cited in Cendra & Sulindra, 2022, p. 380).

Speaking fluency also refers to the ability to produce the spoken language "without undue pausing or hesitation" (Skehan, 1996, p. 22; cited in Wang, 2014, p. 110). On the other hand, accuracy deals with "the extent to which the language produced conforms to the target language norms (Yuan & Ellis, 2003; cited in in Cendra & Sulindra, 2002, p.380). While accuracy of grammar and sounds are helpful to increase the degree of intelligibility, appropriacy relates to the degree of politeness we want to use while addressing the people we meet. Vigoya (cited in Cendra & Sulindra, 2022, p. 380) wrote that EFL students' appropriate speaking accuracy is identified by their ability to pronounce words correctly and the right intonation and stress patterns. They have a vast language repertoire and are able to express their ideas depending on the context. Furthermore, they are able to conform to the morphological and syntactical patterns to express themselves with few or no errors. In conclusion, the act of speaking includes complex tasks that we have to achieve simultaneously in order to communicate efficiently.

Students' Accuracy and Fluency in EFL Learning Environments

Task-based language teaching has become relevant in the classroom for two main reasons. First, previous research has an abundance of definitions regarding speaking oral communication skills. According to Brown (2004, p. 140), speaking skills refer to "a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test". Brown (2007, page 4) also defined speaking as "an interactive process of constructing meaning that involves producing, receiving and processing speech of sounds as the main instrument". In addition to this, Thornbury (2005) stated that speaking is an interactive process and requires the ability to cooperate in the management of speaking turn. Bygate in Torky (2006, p.33) wrote that speaking skills are "interactional skills which involve making decision about communication. This is considered a top-down view of speaking". Kelly, Fincham, & Beach (2003, p. 724; cited in Hargie, 2019, p. 13), wrote that "Interpersonal skills refer to the ability to realize communicative goals while behaving in a socially appropriate manner", while Communication skills can be defined as the transmission of a message that communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place (Saunders and Mills, 1999; cited in Khan & others, 2017, p. 18).

According to Haider & Burfat (2018; cited in Alkhamaiseh, 2022), communication is a social necessity by human nature inclined to interact and work within the framework of the daily life that the individual lives. Alkhamaiseh (2022) also noted that

communication skills also include exchanging experiences and ideas daily to solve the problems that arise due to work conditions and daily complexities. The second reason why task-based language teaching has become relevant in the classroom is that Toth (2011) stated that small group work activities are essential in helping students develop their oral fluency. LLD (Learner-Led-Discourse) actually better prepares students for the negotiated interactions that take place outside the classroom. In the same line, Chacón (2012) wanted to explore ways of enhancing EFL students' oral skills using task-based learning language teaching (TBLT) through film-oriented activities in a teacher education program in Venezuela. She reported that TBLT has been of great importance for second language acquisition (SLA) and researchers have been very interesting in implementing it in their classes. The reason for this is that Chacón (2012, p. 241) found that implementing TBLT through cooperative learning projects using films was successful and beneficial for L2 learning in multiple ways, including improvements in the students' fluency and intelligibility in L2, their listening comprehension, and their vocabulary skills.

Thus, interactive communication skills such as drama and role plays are important activities to implement in the classroom as they are highly likely to contribute to the improvement of students' communication skills. According to Orak & Al-khresheh (2021) the implementation of Task-based Learning in class is not as simple as it seems to be. According to Jean Piaget (1955), the Constructivist Theory, knowledge is internalized via certain mechanisms by humans. Thus, constructivism is not a pure pedagogy. That means that learners construct their knowledge from the instructed learning (Xu & Shi, 2018, p. 880). Cendra & Sulindra (2022, p. 382) who investigated the speaking accuracy and fluency of students majoring in office administration in a vocational faculty in Indonesia, reported that a great majority of the students found it difficult to speak with great accuracy and fluency. Wang (2014, p. 111) also wrote that Chinese EFL learners may have difficulty in speaking fluent and accurate English because their speaking competence is likely to be influenced by cognitive, linguistic and affective factors. The reason for these negative outcomes is highly likely due to carefully planned lessons that students must memorize after class. As a result, students usually feel nervous and lack of confidence to express their ideas and opinions because they are afraid to make mistakes, which has a major impact on their speaking performance. For example, Genc (2012) investigated the effects of strategic planning on the accuracy of EFL learners' performance on oral and written narrative tasks of 60 university Turkish EFL learners. He wanted to know if EFL learners produce more accurate oral language and written language when they have time for unguided strategic planning. Genc also wanted to find out if the modality of EFL learners' production (oral vs. written) have any effect on the accuracy on their language output when they have time for unguided strategic planning as well as when they do not have time for strategic planning.

The teacher-researcher needed to asked his participants what they usually attend

to during the pre-task planning and task completion phases. Regarding the descriptive results for accuracy on oral and written tasks with and without planning, Genc found that strategic planning had a more positive effects on the oral task rather than without strategic planning. Students were able to produce more error-free clauses and correct verb forms (p.70). On the other hand, strategic planning did not significantly affect accuracy on the oral task compared to the written task (p.67). Students usually perform better when they have to complete written tasks with no planning, which means that students produced more accurate language in writing than speaking under unplanned conditions. Lastly, the post-task questionnaire indicated that students pay more attention to "vocabulary', and "organization", grammar being the last choice, during the oral and written tasks. The planning group on oral tasks produce more accurate clauses and correct verb forms than the non-planning groups. In the same vein, Ellis (2005; cited in Genc, 2012, p. 80) wrote that the task implementation factor, called "pre-task" or "within-task" is an important aspect of language production, namely, accuracy. In another study, Wang (2014) investigated the accuracy and fluency of 100 junior English major at China West Normal University (CWNU) who had difficulties in developing their oral communication skills because they focused too much on practicing their writing and reading abilities to pass university entrance exams (p. 111). Therefore, Wang proposes that teachers implement a four-step pedagogical method in Chinese EFL oral lessons, in which activities are carried out through four stages: Pre-speaking; while-speaking; post-speaking; and extension practice (p. 112). In the pre-speaking stage, students should be provided with sufficient vocabulary base and cultural knowledge, and learning strategies so that their anxiety about the perspective of having to speak English will be reduced. Second, the teacher will show an abundance of patience and time to students so that students can develop their fluency by focusing on meanings while they are speaking English. Third, the post-speaking stage give students more opportunities to improve their speaking accuracy by noticing their errors and giving them the chance to correct them. Finally, the extension practice provides an opportunity for students to improve their spoken performance. Students may repeat tasks done previously, which will help them further develop their fluency and accuracy in spoken English.

Method
Context and Participants

56 Taiwanese students were enrolled full-time in undergraduate programs at Ling Tung University of Science and Technology in the Spring semester of 2022. One class, named Group 1, was composed of 26 students (16 females and 14 males); another class, named Group 2, was composed of 30 students (11 females and 15 males). They took 2 hours of EFL class every week. The teacher used the TOEIC Speaking Skills: Describe a picture (Mark, 2022) to teach students how to describe a picture step-by-step and how to

formulate simple descriptive sentences.

Unfortunately, it is well known that Chinese students tend to remain quiet in class and rarely speak English unless they are requested to do so. Consequently, Taiwanese students used Mandarin Chinese most of the time because it is their mother tongue. In line with Wang (2014, p.112), the teacher-researcher implemented a four-step pedagogical method in Chinese EFL oral lessons to the planning group, in which activities are carried out through four stages: Pre-speaking; while-speaking; post-speaking; and extension practice. After that, the students agreed to answer questions of the teacher-researcher to fill in a self-assessment checklist. In the same time, students could also earn extra points on their final exam scores. The age range of the participants in this study was between 21 and 23 years old with an average age of 21.8 years old. A triangulation method was also employed in which the teacher-researcher relied on the combination of three research tools. Namely, the two classes, a self-assessment checklist, and the teacher-researchers' field notes.

The Students

The teacher-researcher has always wanted to adjust his teaching to make students' satisfied in their learning by identifying the needs of the students. From the beginning of their study, students were asked questions for the teacher-researcher to fill in the teacher-researcher's self-assessment checklist and decisions during a semester of study. At the planning phase, the teacher-researcher identified the learning objectives of the students. The questions were open-ended to give the students the opportunity to tackle various dimensions of the themes they might propose. All the participants studied the module of academic writing for the first time.

These are the posed questions:
1. Which challenges have you had to face?
2. What should be changed to make these English lessons clear?
1. English level is too low.
2. The need to practice speaking with more examples.
3. We need more interactions to keep students engaged in class.
4. The need to understand clear directions so that students will know how to complete class learning activities.

The Teacher Self-Assessment and Oral Speaking

Based on Sahli & Fawzia's (2019, p. 46) self-assessment checklist, the teacher-researcher's self-assessment incorporates the aspects and the criteria for self-assessment. The self-assessment checklist was used in the pre- intervention phase. Table 1 shows the teacher self-assessment checklist. The teacher self-assessment checklist incorporates the

aspects and the criteria for self-assessment. Besides, field notes were used to reflect on class activities implemented in the classroom for class learning purposes. The self-assessment checklist was used in the pre- intervention phase. Table 1 shows the teacher self-assessment checklist.

Table 1: Pre-intervention teacher self-assessment checklist

Aspects of self-assessment.	Criteria for self-assessment	Yes	No
1. Teacher's perfor-mance	1. I informed my students about the module syllabus.	√	
	2. I provided my students with a list of module-related references and peer-reviewed articles.		√
	3. I ask my students to make some notes before coming to class.		√
	4. I remind my students of the short- and long-term objectives of studying academic writing.	√	
	5. I rely on lecturing and delivering information in my teaching.	√	
	6. I engage my students in practical activities on oral practice techniques on a regular basis.	√	
	7. I encourage my students" inquiry and questions	√	
	8. I balance my talk time and my students" talk time.	√	
	9. I select artifacts that tackle empirical research in TEFL.		√
	10. I considered my students" prior knowledge in TEFL and research methodology to a moderate extent.	√	
2. Teacher's assess-ment	11. I rely on innovative teaching practices like ICTs	√	
	12. I seek opportunities to provide my students with informative constructive feedback during classes.	√	
	13. I always check my students' understanding.	√	
	14. I provide my students with a detailed correction exemplar of their assignments and official exams		√
	15. I use data from my teaching environment to adjust my teaching	√	
	16. I perceive other roles of a teacher such as a mentor, a facilitator, and lifelong teacher.	√	

(Source: Sahli & Fawzia, 2019, p. 46)

By analyzing reflection on actions in field notes, the teacher-researcher identified the themes that corresponded to the themes highlighted by the students. Therefore, he designed an intervention action plan to address these points; the opportunities for students to have detailed correction exemplar of their assignments. That way, it is expected that students will be more engaged in their learning and have more confidence when speaking English.

Data Analysis and Discussion

The analysis of data sources (the students, the teacher-researcher's self-assessment checklist, and the action plan intervention) revealed the trends that led to change in the teacher-researcher's teaching performance and the students' willingness to speak up when attending their weekly "Oral Communication" class.

It is essential for teachers to provide different methods of learning to students to keep them engaged in the classroom. Therefore, educators have to challenge their own practices to provide students with more opportunities to practice effective communication in English. In this study, it has become apparent that students needed more informative feedback on their oral production, which could encourage them to correct errors and boost their confidence while speaking English. That means that the teacher-researcher had a responsive attitude towards his students' needs, which encouraged him to act towards change. Therefore, this action plan was to find a way to provide more informative feedback to his students. This study could confirm that students may improve their oral performance when they received more feedback from their teacher such as an interactive discussion. The reason for this is that speaking is an interactive process (Brown, 2007; Thornbury, 2005) and that students must make a decision about interacting in class to improve their communication skills because "speaking is a high complex mental activity which differs from other activities because it requires much greater effort of the central nervous system" (Bygate, 1998, p. 23; cited in Torky, 2006, p. 16).

Nevertheless, every teacher's goal is generally to help students improve their skills in any areas of study and any endeavors they may undertake. According to the teacher-researcher's previous experience, it is essential to adjust lesson plans according to students' needs. To do that, he needed to experience a shift in his thinking process and attitude toward every student. In this study, the teacher-researcher wanted to broaden his horizons by implementing more knowledge and understanding about interactive strategies such as gestures and facial expressions in order to express ideas as clearly as possible (Spratt et al., 2011). In addition, Spratt et al. noted that fluency, accuracy and appropriacy are essential factors when we convey meanings (p. 48). For example, when a person wants to convey a message in English to a native speaker, this person will need some degree of fluency to retain the counterpart's attention. Fluency deals with more technical skills, such as the use of pauses, the speed, rhythms, the language use such as being coherent and reasoned, as

well as the judgment skills (the ability to break appropriately) depending on the context (Vigoya, 2000; cited in Cendra & Sulindra, 2002, p. 380).

Accordingly, this action plan revolved around realistic achievable goals. Because "Chinese EFL learners may have difficulty in speaking fluent and accurate English, for their speaking competence are likely to be influenced by cognitive, linguistic and affective factors" (Wang, 2014, p. 111). Therefore, this study confirms the findings of previous research (i.e. Genc, 2012, p. 70), in which strategic planning had a more positive effects on students' fluency on the oral task. In addition, learners construct their knowledge from the instructed learning (Xu & Shi, 2018, p. 880). Thus, it was essential that the teacher-researcher pays attention to his gestures to help students build their self-confidence when communicating in English; teachers who experiment with innovative methods and are motivated to face difficulties in their teaching are more likely to entrench these new practices in their teaching routine.

New Roles Leading to New Visions

According to the teacher-researcher's field notes, it was apparent that the teaching process was mostly teacher-centered at the beginning of the semester due to the fact that the teacher-researcher had never met his students previously and had to develop a new curriculum for them before the beginning of the semester. However, assuming new roles for the teacher and his students was gradually taking place. The teacher realized that he needed to improve his teaching method by finding new activities that would more interesting and engaging for the students. Therefore, the teacher asked for students' feedback on the school platform about his teaching method and improvements that could be made. This is in line with Boud, Keogh and Walker (1985; cited in Sahli & Fawzia, 2019, p. 48), who wrote that developing a repertoire of reflective skills requires a great deal of assistance and support throughout the process of learning how to use information to adjust teaching.

In this study, the students' feedback and support were a major component of the success of this course. The teacher-researcher wanted to explore ways of enhancing EFL students' oral skills using task-based learning language teaching (TBLT). In line with Chacón (2012), the TBLT teaching plan contributed to a shift from a teacher-centered into a learner-centered classroom, in which the focus was no longer on the teacher himself, but rather on the students and the process of acquiring oral speaking fluency and accuracy. The reason for this is that task-based language teaching has become relevant in the classroom, and students are more likely to develop their oral fluency through discursive roles in task-based L2 pedagogy that would include both TLD (Teacher-Led-Discourse) and LDD (Learner-Led-Discourse). Toth (2011, p. 1) wrote that LLD actually better prepares students for the negotiated interactions that take place outside the classroom. So, the teacher-researcher developed interpersonal skills in order to adjust his teaching to the needs

of the students with a more open mind throughout this study. The reason for this is that Haider & Burfat (2018; cited in Alkhamaiseh, 2022, P. 358), wrote that communication is a social necessity by human nature inclined to interact and work within the framework of the daily life that the individual lives. Alkhamaiseh (2022, P. 358) also noted that communication skills include exchanging experiences and ideas daily to solve the problems that arise due to work conditions and daily complexities.

The Impact of Criteria in Assessment

First, in line with Sahli & Fawzia (2019), the criteria assessment was used to assess the quality of teaching and to make necessary adjustments in the teaching method of oral communication. The teacher-researcher wanted to build strong interpersonal relationships with his students so that he could adjust his teaching method to match his students' learning needs. Second, the communication of standards and the criteria of quality performance was important for the teacher to find new ways to keep students engaged during oral communication learning activities, which required teacher-students communication and student-to-student communication. This resulted in finding out that students needed a step-by-step description on how to describe a picture with the TOEIC SPEAKING (Kim, no date). The reason for this is that strategic planning had a more positive effects on students' fluency on the oral task than without any strategic planning (Genc, 2012, p. 70). This proves that it is essential to investigate students' learning needs and satisfaction on a regular basis so that the teacher can be kept informed about the students' ideas and adjust his teaching on a regular basis. As students revealed that they needed more interactive learning activities, the teacher-researcher implemented a four-step pedagogical method to align his teaching practice with his students' learning needs.

These new learning activities were carried out through four stages: Pre-speaking; while-speaking; post-speaking; and extension practice (Wang, 2014, p .112). In the pre-speaking task, the students had to observe four pictures on their handout, to jot down what they see, and to use the step-by-step process to describe a picture (the pre-task), which is an important aspect of language production, namely, accuracy (Ellis, 2005; cited in Genc, 2012, p. 70). Next, students formulated suggestions during the "while-speaking task". Students were asked to say three sentences about what they saw in each of the four pictures. As students usually express one word at a time, the teacher-researcher had many opportunities to teach, or remind, students how to make complete sentences in the post-speaking task. That's when I realized that I had to provide my students with a more detailed correction exemplar. Therefore, I provided sentence patterns that students could use to help them express their ideas more efficiently. Finally, students were given a test as post-task to check if they had improved their English communication skills and if which areas of communication skills needed further reinforcement (fluency, grammar, vocabulary, or

pronunciation). The extension practice consisted in performing role-plays that were included in their textbooks so that they could reinforce their learning by using sentence patterns they learned in the post-task stage. Ahmadah and Munawaroh (2022, p. 55), wrote that role play is "a method of acting out particular ways of behaving or pretending to be other people who deal with new situations, which can improve speaking skills greatly".

Recommendations and Further Implications

As mentioned above, Taiwanese students tend to keep silent in the classroom or mutter a word when they are asked to participate in class. In line with Taiwan's 2030 goal to become a bilingual nation (Financial Supervisory Commission Republic of China, 2019), it is essential that teachers and students build interpersonal relationships so that they can be on the same page when it comes to satisfy the students' learning needs and motivation. The following guidelines should be implemented across disciplines to promote reflection.

The Teacher-Researcher's Search for Continuous Self-development

In line with Sahli & Fawzia (2019), the teacher-research aimed to find out the factors that "facilitate or hinder the attainment of a set of objectives". First, as a non-native speaker of English, the teacher-researcher paid particular attention that his pronunciation was clear and intelligible. So, he made sure that he took opportunities to ask concept and instruction questions regularly during the lesson. Second, students' teaching evaluations often report that lesson contents require more clarity so that they could understand them better are in agreement with Saunders and Mills (1999; cited in Khan & others, 2017). As a matter of fact, communication skills can be defined as the transmission of a message that involves the shared understanding between the contexts in which the communication takes place. Therefore, Alkhamaiseh's (2022, p. 358) statement that "communication skills also include exchanging experiences and ideas daily to solve the problems that arise due to work conditions and daily complexities"is relevant in this context of oral language practice. In addition, strategic planning, such as organizing texts for speaking purposes (Kim, no date), could have positive effects on students' oral tasks if they are implemented according to the students' learning needs. This is the teacher's responsibility, even if the search for new teaching approaches is not an easy task (Orak & Al-khresheh, 2021, p. 166).

Nurturing Students' Reflection

In line with Taiwan's 2030 goal to become a bilingual nation (Financial Supervisory Commission Republic of China, 2019), it is not only essential that teachers build strong interpersonal relationships with their students with shared understanding

(Saunders and Mills, 1999; cited in Khan & others, 2017), but also that they actually try to improve their accuracy and fluency in English by trying to communicate with the teacher and classmates in English (Thornbury, 2005; Toth, 2011, Torky, 2006). In the case of Taiwanese students, they could actively collect and analyze the relevant information and resources, putting forward various hypotheses and try to verify the problems which they have learned (Xu & Shi, 2018, p. 885) and, at the same time, practice their oral communication skills Brown by asking questions (2004, p. 140; 2007, page 4). Vigoya (2000; cited in Cendra & Sulindra, 2002, p. 380), wrote that EFL students' appropriate speaking accuracy is identified by their ability to pronounce words correctly and the right intonation and stress patterns. Vigoya explained that this is due to the fact that the act of speaking includes complex tasks that we have to achieve simultaneously in order to communicate efficiently; therefore, students must surmount the challenge of communicating in English by making a personal effort, supported by the teachers' guidance. Thus, it is important that students start building their confidence by practicing speaking in class, which will be the cornerstone of developing a vast language repertoire and to gain the ability to express their ideas depending on the context as "interactional skills which involve making decision about communication" (Bygate in Torky, 2006, p.33). Consequently, interactive communication skills through the four stages are important to implement in the classroom as they will be helpful to improve students' communication skills (Wang, 2014, p. 115).

Fostering Reflection in Teacher Education

In order to facilitate the teacher's reflection, the teacher-researcher recommends that educators in Taiwan use more qualitative research to investigate students' hidden meanings. Most Taiwanese students are facing serious challenges regarding the ability to be out spoken in class as they tend to remain quiet, even after having studied English for more than 10 years and taken hundreds of hours of English classes. Therefore, the teachers' reflection can only be fostered by learning more about Corbin & Strauss' (2015) qualitative research methodology, most importantly for conducting interviews, analyzing the participants' responses, and finding the hidden reasons for behaving the way they do. Educators should not be limited to asking casual questions about their students' motivation; they should conduct in-depth qualitative research to understand the deeper meanings behind their students' quietness and finding a way to solve this problem by identifying the lessons and reconsidering any shortcomings to be addressed (Richards & Lockhart, 2009, p. 2). For example, Wang (2018, p. 187) wrote that educators should use fluent English and be able to solve problems in a timely manner. They should also understand and grasp learning errors that occurred in the learning process and make the necessary corrections. Teachers should help students know that grammar mistakes occurred in communication don't influence understanding and adopt and adopt the strategy of neglecting.

Conclusion

Teaching practice can only take a new shape to boost students' interests in oral communication activities when educators become highly sensitive to the students' learning needs. That means to say that educators need to become observant and intuitive, empathetic, and mindful when students are faced with learning challenges. They must not only bring guidance, but also develop skills to investigate students' hidden reasons for not being engaged in the classroom. The reason for this is that the implementation of Task-Based Learning activities is not as easy as it seems to be because different students have different learning needs and requirements. Thus, specific strategic planning needs to be implemented according to the students' English level and learning needs. Therefore, this study aimed to question the teacher-researcher's current practices and whether there was any room for improvement in teaching oral communication skills through self-assessment, reflection on action and addressing students' needs. Although the teacher-researcher argues that students must take responsibility for their own learning by having the courage to express themselves in class, he would like to emphasize that educators must implement interactive class activities with strategic planning that match the students' learning needs. In addition, educators must learn how to ask pertinent questions to their students to improve their teaching practice.

Limitations of This Study

Even though the teacher aimed to conduct a qualitative investigation about the students' hidden meanings, it has been challenging because he can only communicate in Chinese at an intermediate level. The teacher has been using the Chinese language with his students when he needed to communicate clear directions and give basic directions to the students. Thus, it is recommended that Taiwanese educators of English help out their students by finding out which learning strategies would be more likely to help their students to express their ideas more openly and efficiently. Another limitation is that the teacher-researcher only had a 2-hour class once a week, which gave little time for the teacher and the students to communicate more effectively. Although Line, TEAMS, and the University's platform were used by the teacher and students alike, students scarcely use those social media apps to communicate with their teachers, only to ask clarification questions about their homework when they are reminded to do it.

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