

**TBL IMPLEMENTATION TO DEVELOP PRODUCTIVE SKILLS IN A GROUP OF
BEGINNERS STUDENTS AT “INTEGRADO JUAN ATALAYA” SCHOOL.**

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ABSTRACT

This research report is the result of a small-scale study aimed to identify the main contributions and limitations of implementing Task-Based Learning (TBL) in a group of 9th graders students at “Integrado Juan Atalaya” School in Cucuta with a beginner English level and who needed to enhance their productive skills. Action research was the most appropriate methodology to address this problem by planning and implementing ten lessons following the TBL structure. Data was collected through semi-structured interviews, teacher’s journal, observations, artifacts, and then, analyzed utilizing the inductive method. The findings show that TBL raises students’ language awareness which helps them to understand how English works and to gain confidence to express their ideas and communicate in real contexts. TBL also stimulates speaking and writing through collaborative work which encourages students to interact among themselves while completing the task. Moreover, TBL enhances students’ self-efficacy when getting support from their peers and teacher who made them discover and believe in their own capacities to accomplish the corresponding tasks. Some of the limitations identified were the need of using scaffolding strategies to help students cope with the language demands to develop the task, the lack of time to carry out all the stages of the lesson and the possibility of having students who do not contribute too much to the group and their real English level is camouflaged.

Keywords: *Task-based learning, productive skills, language awareness, self-efficacy, collaborative work, scaffolding techniques.*

RESUMEN

Este informe de investigación es el resultado de un estudio a pequeña escala que tuvo como objetivo identificar los principales aportes y limitaciones de la implementación del Aprendizaje Basado en Tareas (TBL) en un grupo de estudiantes de 9° grado de la Institución Educativa Integrado Juan Atalaya de Cúcuta con un nivel de inglés principiante y que necesitaban mejorar sus habilidades productivas. La investigación-acción fue la metodología más apropiada para abordar este problema mediante la planificación e implementación de diez lecciones siguiendo la estructura TBL. Los datos se recopilaron a través de entrevistas semiestructuradas, diario de campo del maestro, observaciones, y tareas realizadas por los estudiantes, los cuales se analizaron utilizando el método inductivo. Los hallazgos muestran que TBL aumenta la conciencia del lenguaje en los estudiantes, lo que les ayuda a comprender cómo éste funciona y a ganar mayor confianza para expresar sus ideas y comunicarse en contextos reales. TBL también estimula la parte oral y la escritura a través del trabajo colaborativo que anima a los estudiantes a interactuar entre ellos mismos mientras completan la tarea. Además, TBL mejora la autoeficacia de los estudiantes al obtener el apoyo de sus compañeros y del maestro quienes les hacen descubrir y creer en sus propias capacidades para realizar las tareas correspondientes. Algunas de las limitaciones identificadas fueron la necesidad de utilizar estrategias de andamiaje para ayudar a los estudiantes a afrontar las exigencias del lenguaje para desarrollar la tarea, la falta de tiempo para llevar a cabo todas las etapas de la lección, y la posibilidad de tener estudiantes que no hacen contribuciones relevantes al grupo y que, además, el grupo les sirve para camuflar su nivel real de inglés.

Palabras claves: *Aprendizaje basado en tareas, habilidades productivas, conciencia del lenguaje, autoeficacia, trabajo colaborativo, técnicas de andamiaje.*

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1. CONTEXTUALIZATION

This research was conducted in the Integrado Juan Atalaya School, which is a public institution located in the city of Cucuta, Norte de Santander, in the Claret neighborhood. It is an urban zone characterized by having people who have suffered the violence, and for showing a high rate of unemployment and forced displacement by illegal army groups. This institution offers preschool, elementary and high school education and has five more campuses in the region.

The school educational project (Proyecto Educativo Institucional PEI) aims to promote an integral formation of students by developing the necessary competences of being, knowing and doing, in order to attain self- realization. Likewise, the teaching approach adopted by the school is the Social-Cognitive one which understands learning as occurring in social contexts with a dynamic and reciprocal interaction of the students. They are supposed to learn from observing and imitating others like teachers and peers in an educational context, and their previous knowledge is fundamental to consolidate their learning process (Bandura A., 2011)

The students who participated in this study were thirty-seven 9th graders made up of twenty- two boys and fourteen girls, whose ages are between fourteen and seventeen years old, and who live in strata 1 and 2 according to the socioeconomic stratification in Colombia. Students in this grade must have a Pre- intermediate English level (B1.1) taking into account the levels established by the National Ministry of Education (MEN) in the Basic Standards for Competencies in Foreign Languages, English (Estándares Básicos de Competencias en Lengua Extranjera Inglés, 2006). Nevertheless, the results of a diagnostic test revealed that students have a very basic level of English (beginners A1) in all skills. It was evident that they

could just understand and use very familiar everyday expressions for greeting, saying goodbye or asking for permission when being in class. They also used very basic phrases to communicate inside the classroom and could participate in simple and short interactions if the other person talked slowly. In writing they could construct short paragraphs using basic sentences mainly with verb to be.

In accordance with the changes the school tried to make to the curriculum based on the suggested English curriculum proposed by the MEN, students attended four hours of English class weekly. Besides, taking into account that the school was part of the full day schooling (Jornada Unica) programme they had to attend other pedagogical activities for seven hours per day. The English teacher, who was in charge of this course, tried to follow and incorporate some of the content recommended in the suggested curriculum into her classes but implementing the traditional methodology of Presentation, Practice and Production (PPP). She also used the English course book called “English, please” that was designed by the MEN as a component of the National Bilingual program in Colombia, in order to support students’ English learning process in and outside the classroom.

2. RESEARCH STATEMENT

The teaching and learning of English as a foreign language in Colombia have been an issue for the Colombia government who has launched well known plans and policies such as National Plan of Bilingualism (Plan Nacional de Bilingüismo), National Plan of English (Plan Nacional de Inglés) and Bilingual Colombia (Colombia Bilingüe), this latter with the aim of offering quality and equitable education to students in any region, training teachers in language and methodology

and constructing a flexible and adaptable curriculum that will guide the instruction of English in the schools of the country following a communicative approach (Gómez, 2017)

In regards to this last aspect, the Suggested Curriculum is a commitment to make the teaching and learning process a tool that can strengthen the integral formation of students during this century in Colombia. Besides, it incorporates methodological, pedagogical and didactic guidelines for English teachers and schools that can analyze, adapt and adopt them according to its particular context and considering their institutional autonomy (MEN, 2016). The Integrado Juan Atalaya School tried to assume the challenge of adopting this Suggested Curriculum as a strategy for enhancing students' English proficiency since the results of the high school exit examination named "Saber 11" have not been the expected ones. For instance, according to the statistics shown by the ICFES, teachers informed that 86% of the total students who took the test were below the beginners level A1. This level corresponds to minimum performance that involves a very basic use of vocabulary and grammatical structures in English.

Considering the above situation, the school principal, academic coordinator and teachers realized that it was necessary to take actions on helping students' reach the corresponding language goals by implementing a more effective teaching methodology. Therefore, they decided to revise and update the curriculum and syllabus for the English subject by including pedagogical elements recommended in the suggested curriculum presented by the MEN. Following this idea, English teachers had a short training by an expert from the Secretary of Education of Cucuta on how to implement the methodologies proposed by the MEN such as Task-Based Learning (TBL) and Project Based Learning (PBL). Even though, some teachers were enthusiastic about these innovative ways of teaching, it was not easy for them getting familiarized with these new methodologies and planning lesson which follow the stages proposed by these

approaches. It definitely demanded more time and effort from the teachers, who finally decided to continue implementing traditional teaching practices that were not so effective to help students better their English level.

During some observations done in the English classes of 9th grade, it was noticeable how the English teacher strived to teach the content of the suggested curriculum but focusing mainly on grammar topics and leaving apart the communicative practice by means of oral and written activities. Through an interview the teacher expressed her intention to help students enhance their English skills, however, she confessed she had difficulties implementing more successful methodologies. Reflecting on this problematic situation, during my practicum with this same grade, I decided to plan and carry out classes using Task-Based Learning (TBL) approach as to trial the effectiveness of this less traditional method on a group of beginner students who needed to develop and strengthen mainly their productive skills.

TBL is considered a development of Communicative Language Teaching (CLT) and an alternative to more traditional teaching language approaches. This approach attempts to engage students in natural language use by performing communicative tasks (Ellis, 2017). It also demands the use of all the four language skills, mainly the productive ones (writing and speaking). That's why it was chosen as an option to help students in their process of learning English. Hence, this study seeks to answer the following research question:

To what extent does Task-Based Learning contribute to the development of productive skills in a group of beginners of 9th grade at Integrado Juan Atalaya School?

2.1 General Objective

To identify the contributions of Task-Based Learning on developing productive skills in a group of beginners of 9th grade at Integrado Juan Atalaya School.

2.2 Specific Objectives

To implement TBL lessons to promote speaking and writing practice during English classes.

To determine the drawbacks of using Task-Based Learning in an EFL regional context.

3. THEORETICAL FRAMEWORK

According to the general objective of this research study which aims to identify the contributions of task-based learning on developing productive skills in a group of beginners of 9th grade at Integrado Juan Atalaya School, the main theoretical constructs that lead this study are: Task-Based Learning, Productive Skills and Teaching EFL to Teenagers.

3.1. Task- Based Learning

For this study Task-Based Learning (TBL) was considered as an effective approach to be implemented with students in order to help them develop mainly their productive skills due to the belief that students should be able to communicate in English language effectively (Bunmak, 2017). This is an approach that focuses on the process of communicating by setting learning tasks to complete using the target language. During this process, learners acquire language as they try to express themselves and understand others (Lindsay & Knight, 2017). In language education, the task is conceptualized as a “central unit in the planning and delivery of instruction” (Nget, 2020) and “authentic piece of word activities” (Ma, 2018, pág.126) which purpose is aimed at achieving the communication objectives of the class emphasizing the functional use of language

more than the lexical or grammatical repertoire. That's why for this study, tasks become essential to promote the use of the language mainly for communicative purposes in written and oral form.

Ellis (2017) complements this idea by highlighting that TBL is a powerful and advancing learning method due to the performance of meaningful tasks which means things that individuals do in the "real world" such as asking for directions, requesting information, complaining about a product or service, and booking a room in a hotel, among others (p.508). This idea is consistently reaffirmed by Long's when says that "tasks are the real-world activities people think of when planning, conducting, or recalling their day", because they focus on developing students' thinking processes and intelligence in daily situations. Unfortunately, it is not so easy to provide students with real situation in class, therefore, for this project, the most appropriate tasks are the ones proposed by Nunan (2014) called "pedagogical tasks". These tasks simulate in the classroom what happens in the real world and help to activate and develop students' language skills. Through these tasks, students have the possibility to improve their communicative competence through meaningful interaction that involves them in the functional use of genuine communication (Seedhouse, 2017).

Furthermore, TBL promotes the development of language skills through the use of linguistics resources and also offers students the opportunity to learn cooperatively, which according to Long (2015) eases language acquisition in that learners are to try to comprehend each other. This aspect is very important for this study considering that in public schools there are large classes and promoting group work becomes a feasible option for teachers. TBL is also considered as a significantly different approach because the syllabus puts the use of tasks at the core of the language and it is designed with the concept that, while the conscious mind is working out some of the meaning-content, some subconscious part of the mind perceives, abstracts or acquires (or

recreates, as a cognitive structure) the language (Sabbah, 2018) Thus, linguistics and communicative activities are consolidated in the organization of syllabus taking into account the reality in the classroom making it flexible enough to fit into different curricula and learning contexts.

Likewise, TBL proposes an effective framework for developing communicative skills under the following scheme: Pre- task, Task Cycle and Language focus stages. As claimed by Kuswoyo (2017) in the Pre-task an initial discussion of the learning topics related to the student's experience is done, followed by the realisation of the task, called the task cycle and reaching the language focus stage by analyzing difficulties in the use of the language, and finally, completing the last assignment (p.119). This framework will guide the planning of the lessons that will be implemented in the classroom; however, it is important to be aware of the possible adaptations that could be necessary taking into account students' English level and specific context. The assessment process that this project consider the most appropriate using TBL approach is the one oriented mainly to the achievement of the objectives set for each task which includes "a combination of teacher assessment, peer assessment and self-assessment" (Carless, 2015).

In regards to students and teacher roles in this approach, Braden (2016) describes "learners as active agents who through the performance of tasks, develop implicit and explicit second language knowledge and gradually become more proficient in comprehending and producing the target language for meaningful purposes" (p.164). On the other hand, Viriya (2018) states that "the TBL teacher has different roles: leader and organizer of discussion, facilitator, motivator, language "knower", "advisor" and manager of group/pair work". In this last one, he engages students in the accomplishment of a task, provides feedback and involves collaborative work as a part of the academic processes.

3.2. Productive Skills.

When discussing about English language instructions, it is impossible not to talk in terms of the four skills: listening, speaking, reading, and writing (Blake, 2016). These skills are divided in two categories “(1) receptive skills with two subgroups: listening and reading, and (2) productive skills which consist of speaking and writing” (Zahroh, 2020, p.12). According to Hubackova & Golkova (2014) “productive skills - also called active skills - mean the transmission of information that a language user produces in either spoken or written form”(p.478). From a communicative and pragmatic view, writing and speaking skills are closely intertwined and they are crucial as they give students the opportunity to practice real-life activities in the classroom, and they can also be used as a barometer to check how much the learners have learned (Sagoian, 2018). Although this project focused mainly on developing students’ productive skills, it does not mean that it disregards the fact that during a task all language skills are in conjunction with each other.

Some current research on the teaching-learning process considers “productive skills” as an integral part of developing communicative competence in educational contexts. It can be evidenced in the classroom when learners interact and collaborate through pair or group work to complete a specific task, which ensures a process of negotiation of meaning and the use of authentic language in a creative way. Chalak (2016) affirms that they form an important part of language learning and require special attention. Thus, the choice of classroom activities is of vital importance as they should be aimed at the development of writing and speaking skills in conjunction which is achieved by the implementations of tasks.

On the subject of writing, it is an essential skill to “convey thoughts or feelings through the written form of the language that consists of words, phrases, clauses, sentences, paragraphs, and

discourse” (Ampa & Akib, 2018,p.396). On the other hand, Baker (2020) extends this definition by claiming that “writing involves many technical details related to developing outlines, formulating persuasive arguments, organizing content within paragraphs, and structuring sentences”(p.4). It means that the development of the writing skill facilitates meaningful communication by promoting thinking processes that required: generating ideas, using connectors to put them cohesively into a written text, revising the meaning and the edition for appropriate vocabulary and punctuation use. For this study, this argument is very valid since the purpose is that students can develop this skill, in order to be able to transmit their ideas using the appropriate language and having the opportunity to proofread and edit their texts.

In regards to speaking, it implies language acquisition in the process of communication that “demands knowledge of language and discourse, a sound mastery of the sub-skills of speaking and also a good command of communication strategies” (Kirchhoff, 2018, p.7). The development of this skill is an effective way to a develop student’s communicative competence to access social, educational or professional opportunities. García, Sánchez, & Escabias (2018) states that speaking is “by far the most challenging task because it demands creativity, self-guidance and involves fluency and correlation of ideas” (p.743).

According to Harmer (2015) getting students to speak in class has many benefits for them. One of them is that students have chances to practice the language of real situations and receive feedback from their peers and teacher on what they are doing well or they need to improve. Speaking proves to be one of the main goals when learning a foreign language (Hubackova & Golkova, 2014) , that’s why, it must be a reliable process in which the teacher set up activities with the purpose of helping students activate all the elements of the language they have learnt to

use them effortless. It means to become fluent and to be able to choose the right words and phrases to convey clear messages.

3.3.Teaching EFL to Teenagers

Teaching English has become of great importance in Colombia, mainly in the Educational system in which it must be part of any curricula and a compulsory subject in elementary and high school. In this latter, teenagers are one of the most representative populations learning a foreign language like English. Lesiak (2015) identifies the teenagers' age between 13 and 19. Likewise, Burns & Richards (2012) affirm that "teenagers share the experience of transiting from childhood to adulthood via the phases of puberty and adolescence"(p.103), that is to say, biological and cognitive changes are processes to be considered in learning environments.

In this stage of life, teenagers experience emotional and behavioral changes that are connected to their physical development, that is, their ability to control their thoughts and actions in a given situation. Diaz, Rivas & Vera (2019) highlight that in an education context "studies suggest that, when students feel accepted, valued, respected and listened to by the teacher, the general classroom climate improves, as well as the students' emotional and well-being"(p.8). This positive atmosphere definitely contributes to high school teachers' effort to keep students' self-esteem high by affirming their talents and achievements. This information is very relevant for this project since these characteristics must be considered when planning the lessons and during the instruction process.

According to Arda & Doyran (2017) teenagers can be described as a "wondrous group who are eager to learn, having full of energy, curious, ready for adventure, and sociable"(p.182). At this age, the opinion of the group of friends always prevails, and sometimes they feel insecure to actively participate in English classes. This last aspect informs about the necessity to create a

positive atmosphere in the classroom, in which students feel supported by their teacher and classmates, so their participation in class can be increased. Teachers must think and reflect on how their pedagogical practices can reduce anxiety and create bonds between classmates, so they can feel safe and ready to take more risks in the classes. Besides, as teens are between childhood and adulthood “teachers must have the ability to observe and listen to students' emotional reactions and allow for ambiguity in learning experience” (Sheppard & Levy, 2019,p.194).

These previous features must be considered, as well as, the development of their thinking and social skills when planning English lessons. Cummins (2016) points out that “teenage classes can be great fun and full of laughter”(p.7),because they can get bored easily and laughter can be a good strategy to lower the affective filter and help students to succeed in class. Thus, classes must include diverse and interesting topics related to students' lives such as writing e-mails or creating blogs about their favorite band or artist. Likewise, challenging games namely crosswords and memory games are well received. It is very important that the teachers keep activities short and fast- paced (Harmer,2015). In addition, teachers have the laudable labor of capturing the attention of students since most of the time their enthusiasm is low in relation to the activities that are planned for the class. It is also essential that teachers make decisions particularly in the management of the classroom by allowing spaces for student interaction when considering collaborative work as an opportunity to put the language into practice and stimulate authentic communication.

4. RESEARCH DESIGN

This study followed a qualitative approach and an action research design because it allowed me to understand, explore and describe a pedagogical issue related to students' difficulties when writing and speaking in English, and then, planned and carried out an intervention implementing

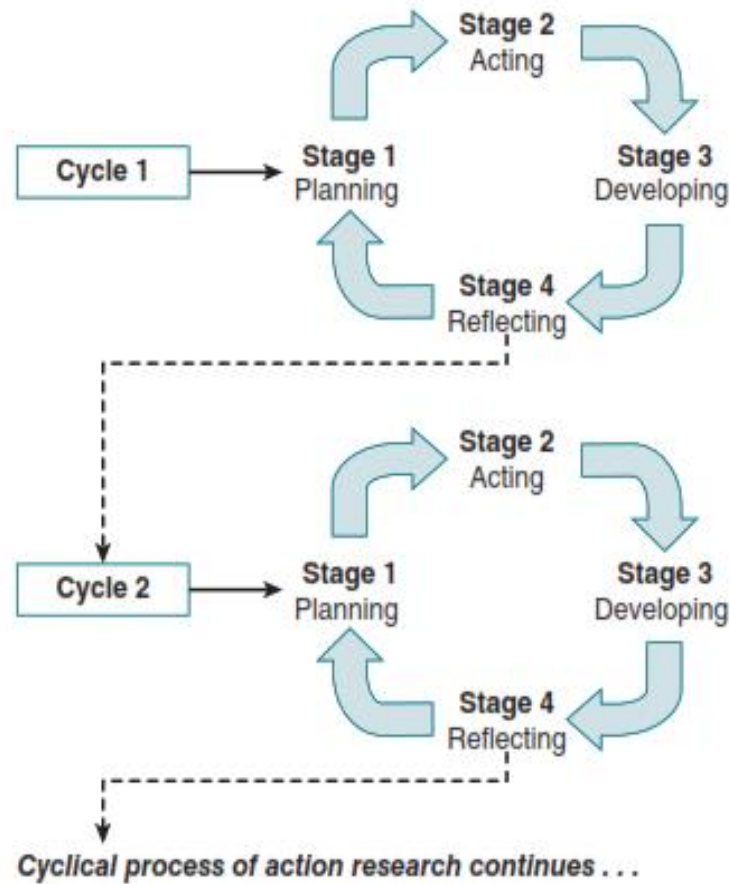
TBL lessons that could contribute to develop these skills, as well as to get a better insight of students with the purpose of enhancing their quality effectiveness (Mertler, 2017). Through action research I could assumed a critical stance since it involves reflection and action which means that bringing about change requires reflection on the classroom practices and teaching techniques and also questioning ineffective instruction and being critical about the best changes to make in benefit of learners.

Furthermore, action research is also in accordance with the constructivism paradigm by regarding the acquisition of knowledge as a creative process where those involved (teacher-students) have a constant interaction, contributing equally to the inquiry (Hockley, Jo, 2013), and constructing their own understanding and knowledge of their teaching and learning processes in the classroom through experiencing things and reflecting on those experiences (Honebein, 1996 as cited by Adom, Yeboah & Ankrah, 2016). Hence, this research design was the most appropriate to respond to learners' immediate needs, in this case, helped them develop their productive skills. This study is also framed within the Macro project 1: Innovative practices in English Teaching and Learning: Practices of the LLEI pre-service teachers and Subproject 1: Pedagogical Innovations in EFL Teaching and Learning Contexts, proposed by the Bachelor in English as a Foreign Language at Santo Tomas university (DUAD).

My role in this study was very active and with different roles as I had to be the teacher when planning classes and delivering lessons, the researcher when analyzing and observing the classroom practices and students' performance with the language, in order to identify their difficulties and to create an effective plan to be implemented. I was also the implementer of the devised plan that could solve the problem and a constant person reflecting on the actions done in the class.

Action research involves the following spiral of self-contained cycles suggested by Mertler (2017) and taken into account for this study:

Figure 1. The Process of Action Research



Considering that this project was carried out during my practicum as pre-service English teacher, which is a requirement of the syllabus of the program and due to time constraints, it was only possible to implement just two cycles of the action research process which will be described below:

CYCLE 1.

1.Planning Stage: In this stage, through class observations the researcher identified the main problem. Then, a needs analysis and a diagnostic test were conducted to get information about students' preferences and difficulties when learning the language, as well as, determining their English proficiency. Considering the data collected, the suggested English curriculum proposed by the MEN and literature on TBL were reviewed to start planning the lessons.

2.Acting Stage: Five lesson plans corresponding to the topics of the Module 4 of the course book were implemented during 2 months with the group of students who worked in groups considering the large number of students in the class. Data started being collected by using a semi-structured interview applied to the sponsor teacher, direct observation of students' behavior during the lessons, and the revision of the tasks (artifacts). The data collected from the instruments previously mentioned were organized, systematized and analyzed for getting preliminary findings.

3.Developing Stage: Another action plan had to be devised considering the preliminary results from the data collected up to that moment that informed that it was necessary to reinforce the pre task stage with more clear explanations and examples that modelled the target language to be used during the task stage. They also evidenced that students needed more practice activities before moving into the "task stage". Besides, four hours of class were not enough to develop all the stages of a single lesson since students were spending much time than the allotted one during the "task stage". The next lessons had to be planned considering these aspects.

4.Reflecting Stage: This stage was done simultaneously with the acting and developing stage. The researcher reflected on each of the five lessons implemented identifying the aspects that worked well, did not work and the information provided by the preliminary findings of this first

cycle, in order to make new revisions and adaptations to the procedures that would be implemented in cycle 2.

CYCLE 2.

1.Planning stage: Lesson plans five to ten were designed taking into account the results showed in the developing stage of cycle 1. The adjustments included grammar explanations using deductive and inductive approaches in the pre task stage, as well as examples of the target language used in context and more controlled practice exercises. The time allotted for each lesson could not be extended taking into account the requirements of the school.

2.Acting stage: The previous adjusted lesson plans five to ten corresponding to the topics of Module 5 of the course book were implemented during 2 months with the same group of students who continued working in the same groups. Data continued being gathered through observations and the revision of artifacts. It was also organized and analyzed as it was collected.

3.Developing stage: The final findings were reviewed to be considered in a future action plan.

4.Reflecting stage: This stage was done simultaneously with the acting and developing stage. The researcher reflected on each of the five lessons implemented in this cycle identifying the aspects that worked well, did not work, and in the overall process of the action research, in order to draw final conclusions and think of new strategies to be used in a future implementation.

The timetable below shows the duration of each of the previous action research cycles:

Table 1

Action research stages timetable.

Stages of Action Research	Months			
	August	September	October	November
CYCLE 1				
1 Planning Stage. Needs Analysis.				
2. Acting Stage: Lessons.				
Lesson 1				
Lesson 2				
Lesson 3				
Lesson 4				
Lesson 5				
3 Developing Stage				
4. Reflecting Stage				
CYCLE 2				
1 Planning Stage.				
2 Acting Stage: Lessons.				
Lesson 6				
Lesson 7				
Lesson 8				
Lesson 9				
Lesson 10				
3. Developing Stage.				
4. Reflecting Stage.				

The table shows the timetable of the development of Action Research Stages and the implementation of the TBL lesson plans.

4.1. Data Collection Instruments

The data collection instruments utilized in this study were the following ones: Direct observations, semi-structured interviews, reflective teaching journals and classroom artifacts. Some of them required an informed consent to be signed by the participants (See appendix 1), in this case the school English teacher and parents, considering that students were underage. Here it is the description of each of them:

4.1.1. Direct Observation.

This instrument constitutes an effective way of collecting data especially about classroom practices, students' behaviors, and course stages (Dikilitas & Griffiths, 2017, pág. 124). In this study, observations were done before and during the pedagogical intervention in which the researcher made notes mainly about students' behavior during the different stages of the lessons in a holistic way. (See appendix 2)

4.1.2. Semi-structured interview.

The semi - structured interview combines planning questions ahead of time but being open to unexpected issues that may naturally emerge (Szombatová, 2016). This kind of interview is considered more flexible and adaptive since the interviewer can accommodate their questions to the topic. For this research, a semi-structured interview with twelve predetermined open-ended questions was responded to by the English teacher of the school and it was audio recorded with her authorization. It aimed to gather information about her perceptions on the traditional methodology used in English classes, the implementation of TBL as a new method proposed by the MEN in the suggested curriculum, as well as information about teaching resources used and students' challenges when learning English. (See appendix 3)

4.1.3. Teacher's Journal.

Teachers' reflections on their practice have become an essential activity which allows educators to express their thoughts and interpretations about what actually happens in the classroom. One essential advantage of writing reflective journals is that it improves self-awareness and "serves as an instrument for the improvement of learning by creating a connection between theory and practice" (Dyment & O'Connell, 2011) .

In this research, this instrument provided deep reflections on remarkable events of each of the lessons delivered. Through the use of a journal format with guiding questions, then I as pre-service teacher could unveil those aspects of the class that failed and those ones that were successful. Likewise, I wrote about students' attitudes and reactions towards the activities and expressed my feelings and insights of the different situations that occurred during the classes. (See appendix 4).

4.1.4. Classroom Artifacts.

Artifacts are defined as "raw records of classroom practice, which reveal teachers' instructional efforts and students' learning products" (Brian, et al., 2007, p. 9), some common examples are written reports, oral presentations, infographics, posters, audio files and blog post which were used in this study to monitor and provide feedback to students' oral and written production, as well as a way to identify their productive skills development during the implementation of the TBL lesson plans. (See appendix 5)

5. INSTRUCTIONAL DESIGN

5.1. Approach

The pedagogical intervention in this study consisted of delivering ten lessons which were planned following the TBL structure that is conceived as an extension of the Communicative Language Teaching Approach (CLT). This latter is described by Zhalalova (2020) as “An approach that derives from multidisciplinary perspectives promotes the development of functional language ability through learners’ participation in communicative events” (p.100). In a teaching and learning context this communicative event can be described as real-world tasks which intend to help learners develop the language skills needed for interacting in the real world.

Conforming to the CLT principles, learners learn a second or foreign language by interacting with other users of the language, creating and negotiating meaning and experimenting with the language. It means that learners must be exposed to the language and have opportunities to use it in real situations. Thus, CLT main goal is that learners acquire the communicative competence which entails “Knowing how to use the language for a range of different purposes and functions” (Richards, 2006, p.3). This approach encourages students to participate actively in tasks which involve mainly the use of the language in real communicative contexts where it is not entirely predictable. In this sense, meaningful and communicative tasks are central to the learning process (Nunan, 2014) since they allow students to be able to make decisions about the appropriate language to use orally or in written form according to the situation.

5.2. Design

The pedagogical intervention had as main objectives the following ones:

General Objective

Students will be able to use the English language for communicating orally and in written form about different simulated real-life situations of their regional context.

Specific Objectives

Students will be able to write short texts describing situations of their everyday life and issues of their current context using the language learnt and needed accordingly.

Students will be able to talk about their daily life activities and current issues of their immediate context.

Furthermore, the lessons were planned based on the syllabus proposed by the coursebook called “English, please!” for 9th grade, in this case modules 3 and 4 and their corresponding topics as it is shown below:

Table 2

Syllabus Design.

EXPLORATION OF TOPICS - LANGUAGE SKILLS.			
MODULE 3 CONTENT.	VOCABULARY.	GRAMMAR.	TASK.
UNIT 1 WHAT WE EAT.			
Lesson 1: Student's Needs Analysis.	Food.	Present Continuous. First Conditional. Should.	A dialogue about eating habits.
Lesson 2: Giving an Opinion.	Adjectives.	Intensifiers. Extreme Adjectives.	A paragraph giving an opinion about health topics.
UNIT 2 TAKE GOOD CARE.			
Lesson 3: Healthy Typical Food	My Favorite Dish	Imperative form of the verbs to give instructions.	A recipe about the method to prepare a typical dish.
Lesson 4: Healthy Typical Food			Role-play about the step by step of describing how to prepare a typical dish.

MODULE 4**UNIT 1: THE WORLD WE LIVE IN.****Lesson 5:**

Describing an Eco-park.

Geographic Features.

Comparatives and Superlatives Adjectives.

A description of an Eco-park.

Lesson 6:

Giving Suggestions or advice on being green.

Giving Suggestions or advice on being green.

Use of the Modal Verb (Should).

An infographic to give suggestions or advice about being green.

UNIT 2: PROBLEMS AND SOLUTIONS.**Lesson 7:**

Don't Waste Water.

Water Resources.

Use of -ing (Gerunds).

A composition explaining how the school community can be conscious about the uses, abuses of water at school and ways to stop them.

Lesson 8:

Living with Animals.

Animals in Colombia.

Present Perfect. (Regular and Irregular Verbs)

Oral presentation about the animals through a stand called "the environmental fair"

UNIT 3: CHANGES TO MAKE.**Lesson 9:**

News from Nature.

Natural Disasters.

Present Perfect Affirmative and Negative Form.

A short dialogue about possible natural disasters in their local communities.

Lesson 10:

The Earth is Sick.

Ways of looking after the environment.

Second Conditional.

A poster about environmental initiatives.

The table shows the content of Module 3 and 4 of the coursebook called "English, please!" issued by the MEN.

5.2.1. Teacher's Role

During the implementation of the lessons, I had different roles, for instance, I was a monitor who made sure that students were engaged in the tasks and used the English language constantly. I was also a motivator and tutor promoting active participation in communicative activities and trying to make students feel safe and comfortable when speaking in English. I encouraged them to achieve the corresponding tasks, even though they still had difficulties with the language and promoted self-correction. Besides, I had the roles of resource and task setter, first by providing students with some elements of the language that they needed in their tasks such as models or examples and second, by involving students in the development of the tasks, presenting clearly

their objectives and giving clear and precise instructions about what was expected from the tasks and the time limit to achieve them.

5.2.2. Students' Role.

Along the lessons, students were active participants mainly on those tasks in which they were required to share their opinion about current issues in the world such as taking care of the environment. Moreover, they were able to work in teams and to assume roles and responsibilities in the group, in order to complete the task. They were also risk takers since through each one of the tasks, they were challenged to use English inside the classroom showing significant advances in fluency and grammatical accuracy.

Students had other important roles such as listeners trying to understand their classmates' oral presentation and speakers when participating in discussions, in the decision making and in the final report of their tasks. They were also innovators when they made use of their creativity to complete a task and develop their fluency in oral and written production as well as to better their understanding of the grammar of the language. It is worth mentioning that students used meta cognitive strategies such as making plans for the learning tasks, checking the progress of the task, using context clues for predicting the meaning of new vocabulary, assessing how well they accomplished the task and identifying those aspects of the language which needed improvement.

5.2.3. Learning Activities and Materials.

During the English classes, students were engaged mainly in completing tasks that required the use of the language for communicative purposes and for real situations in oral and written form, for instance, role- plays, reports, conversations, stories, compositions, infographics, short dialogues.

The material used to model the language, present it explicitly and practice it was: realia, audios, worksheets, picture stories, shopping lists, brochures and posters.

5.3. Procedure

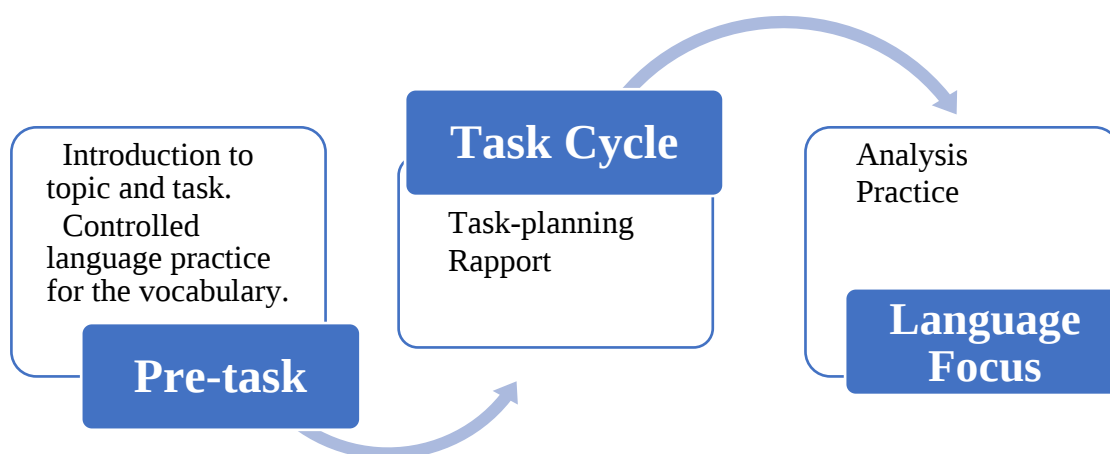
Ten lessons were designed considering that the practicum that I was doing required 40 hours of English classes. It means that each lesson corresponded to 4 hours of class. The lessons were implemented during the third and fourth academic periods of the school which lasted approximately four months. The topics selected were based on the modules presented in the coursebook for ninth graders called “English, please”. They were mainly related to having a healthy lifestyle, having healthy habits and addressing environmental issues.

Each lesson proposed a communicative task in which students had to write or speak in English, for instance, role playing a conversation about eating habits and creating an infographic with recommendations to be green. These tasks aimed to make students use their productive skills but also to demonstrate their understanding of the grammar topics and vocabulary that was necessary to complete each task. As the lessons were implemented, a continuous reflection process was generated in which I tried to identify the procedures that were effective and the ones that need to be adjusted according to students’ needs and the findings that emerged from their tasks and the observations done.

During the implementation of the lessons, I followed the three stages suggested for the TBL approach: “the pre- task, the task cycle and the language focus”. Nevertheless, considering that students’ could not produce much language for themselves yet due to their Basic English level, it was necessary to use scaffolding strategies, in this case a “supportive framework” (Nunan, Task Based Language Teaching, 2004) by introducing the target language (vocabulary, grammar structures and functions) explicitly during the first stage (pre task), so that students could

familiarize with it and have controlled practice before using it to complete the corresponding task. The following image illustrates the TBL framework proposed by Nunan and used during the lessons:

Figure 2. The Stages of TBL Implementation



In each of the previous TBL stages, the following activities were carried out:

5.3.1. Pre- task.

The topic of the class was introduced in context using videos, readings or even realia. Then, the key vocabulary and grammar structure was introduced inductively by providing students with examples from the videos or readings. A deductive approach was also used with grammar structures such as present simple which rules are particularly difficult for students to master. Subsequently, students were engaged in controlled practice exercises such as information gaps activities, matching words, correcting sentences or vocabulary games in which students could reinforce the target language orally and in written form. Next, I gave clear instructions to students about the task they had to carry out along the other stages of the lesson and provided them with a model.

5.3.2. The task cycle.

Students carried out the task in pairs or small groups with my guidance. I kept on monitoring their work, clearing doubts and providing language students might require. Students informed me about the progress of the task and possible difficulties they were facing to be solved. Finally, they completed the task and presented it to the whole class while I took notes on the most common mistakes they made with the language.

5.3.3. Language focus.

I gave general feedback on students' tasks and shared with them the most relevant mistakes identified in their presentations. I focused their attention on the correct use of the language and asked them to revise their tasks and to identify the possible mistakes, in order to make the corresponding corrections and submit again their task to be revised for me.

This is a sample of a TBL Lesson implemented:

Lesson Number: 4.

Institution: Integrado Juan Atalaya School.

Pre-service Teacher in Charge: Keyla Milena Ordóñez Moncada.

Grade: 905 **Date of implementation:** September 18th, 2019 **Time of the class:** 80 minutes

Topic: My Favorite Dish.

Learning Outcomes:

By the end of the lesson ...

Pragmatic: Students will be able to orally describe how to prepare a typical dish.

Linguistic: Students will be able to use cooking verbs in an imperative form to give instructions.	
Stage 1 Pre- Task	
Procedure	Time
Introduction to topic and task. To start the lesson, teacher will present the preparation of the “cordon bleu” dish. First, she will give a brief introduction of the place of origin of the dish and then, she will show students how to prepare it step-by-step by mentioning the ingredients required and giving clear instructions of its preparation using some cooking verbs which she will write on the board. Next, teacher will elicit from students some other examples of cooking verbs they might know, making sure that all of them understand their meaning. Controlled Language Practice for the Vocabulary. Students will be divided into small groups. The teacher will give each group cards of cooking verbs for students to match the picture with the corresponding cooking verb. Teacher will check the pronunciation of these verbs. Then, to review the vocabulary about food students will participate in a game called hangman in which they have to guess the	20 minutes.

words. Subsequently, the teacher will present explicitly how to use sequence adverbs to be used when giving instructions. Next, she will share with students a worksheet in which they will have to complete the missing information in a Colombian recipe . This way she will be able to check students' understanding before moving into the task. Finally, the teacher will explain to students what the task is about and its main objective. Students will be advised to use the previous recipe as a model to do their own task.	
Stage 2 Task Cycle	
Procedure	
The teacher will provide students with a template of a recipe, so they have to complete the corresponding information: name of the dish, ingredients and preparation. In groups of four students, they choose a typical dish from their region and find out about their main ingredients and preparation. The teacher will walk around the class monitoring students' work and clearing up doubts. She will also give oral feedback about the language use. Once the time is over, students will have some minutes to prepare their first report to the class. Teacher will listen to students' presentations and she will take notes on the most common	40 minutes

mistakes to be corrected and the improvements that can be made to the recipes.	
Stage 3 Language Focus	
Procedure	Time
Teacher will give specific feedback to each group and she will present explicitly on the board the most common mistakes in language use that need to be corrected. She will encourage students' participation by asking them what could be the most appropriate way to use the language in that situation. Then, students will be asked to edit and rewrite their recipes taking into account the previous explanation and teacher's feedback.	20 minutes
Assessment and Evaluation	
Teacher will evaluate students' written task using a rubric (See appendix 6). She will also assess students' oral presentation in a formative way, giving them oral feedback about pronunciation, intonation and accuracy.	

5.3.4. Assessment.

The oral and written tasks were all assessed using rubrics which took into account the next criteria:

Written Tasks.	Accuracy, task completion, vocabulary, content organization, coherence and cohesion.
Oral Tasks.	Fluency, task completion, pronunciation, stress, intonation and use of discourse markers.

Likewise, formative assessment was also implemented by providing students with oral and immediate feedback during the development of the tasks. Considering that students work most of the time in groups, another type of assessment used was the co-evaluation as a strategy to encourage the active role of the student by assuming a constructive opinion about the work of their classmates.

6. DATA ANALYSIS

The method utilized to analyze the data was inductive analysis because it provides an efficient set of procedures for analyzing qualitative data that can produce reliable and valid findings (Thomas, 2003). Through this approach the researcher reduces large amounts of raw data and establish clear links between the research objectives and the findings that emerge from the data which is interpreted by the researcher to finally develop a theory.

The steps followed to analyze the data of this study were: organization, description and interpretation (Parsons and Brown, 2002, as cited in Mertler, 2017). In the organization step, firstly, the responses from the interviews were transcribed and organized along with the observational notes and journal reflections using a matrix . Secondly, the narrative data was read and reread to familiarize with it and start looking for common patterns and repetitive themes.

During this reading process, I started to code and categorize the data according to the research question and objectives stated (See appendix 7). The data was reviewed and reread several times to make sure that all the narrative was coded.

The students' artifacts presented in each lesson were organized in another matrix, in which they were classified into written and oral tasks to be analyzed considering the appropriate use of the language in terms of grammar use and appropriacy and fluency. It was important to make a constant comparison of the artifacts done in the first and second cycle of the implementation in order to identify any improvement in students' writing and oral skills. Subsequently, three categories emerged based on the research inquiry.

In the description stage, these categories were analyzed, in order to reveal their connection to the research topic and their relevance for understanding and answering the research question of the study (See appendix 8). Lastly, in the interpretation step, the coded categories were inspected in detail for affinities, contradictions and relationships that contribute to answer the research question.

The final categories that emerged after analyzing the narrative data and establishing their connection with the research question and objectives are the following ones:

Research Question.

To what extent does task-based learning contribute to the development of productive skills in a group of beginners of 9th grade at Integrado Juan Atalaya School?

General Objective. To identify the contributions of task-based learning on developing productive skills in a group of beginners of 9th grade at Integrado Juan Atalaya School	
Specific Objectives	Categories
To implement TBL lessons to promote speaking and writing practice during English classes.	TBL promotes Language Awareness. TBL stimulates oral and written production through collaborative learning. TBL enhances students' self-efficacy
To determine the drawbacks of using Task-Based Learning in an EFL regional context.	TBL Limitations.

This is the description of each one of these categories:

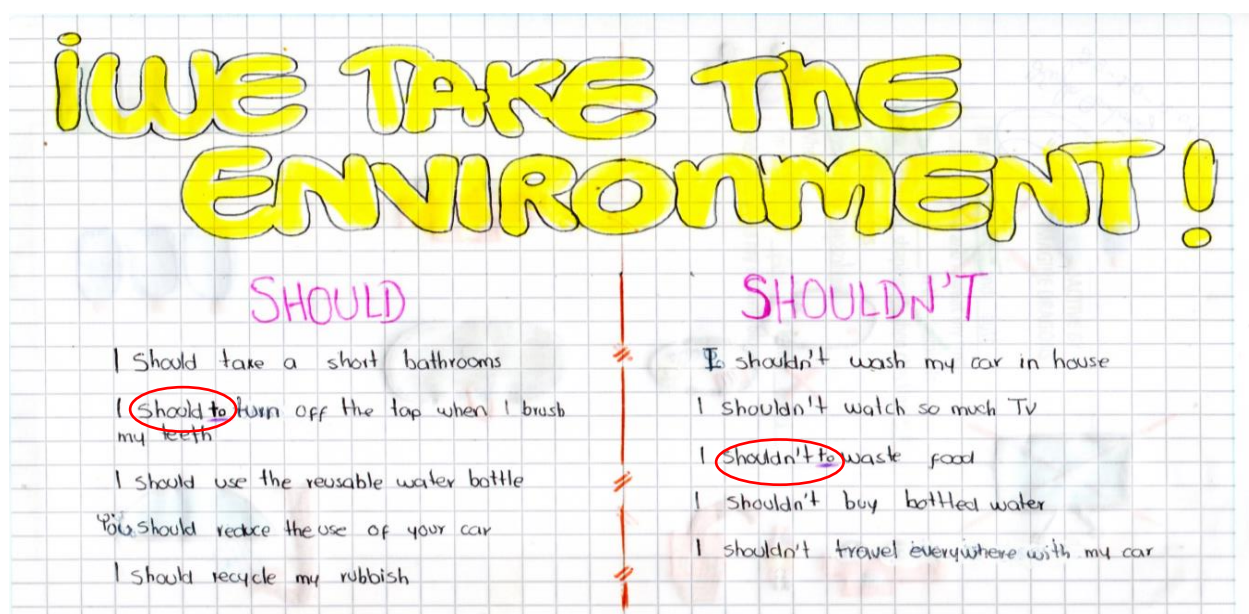
6.1. TBL promotes Language Awareness

This category refers to students' "explicit knowledge about language, and conscious perception and sensitivity in language learning and language use" (Finkbeiner & White, 2017). It means that through task-based activities students enhanced their consciousness about the form and function of the target language first, through the examples and models of language used in context provided by the teacher during the pre-task stage that promoted inductive learning, so students could infer the use of the language in different context and subsequently, discover the grammatical rules which allowed them to start using the language according to an specific

context (Carter, 2003). The excerpt below comes from a semi-structured interview with the permanent English teacher and supports this category:

“In the class, the TBL approach is evident because the grammar is learnt inductively and students are taught topics which are familiar to them and which activate their previous knowledge” (English teacher interview, excerpt 3).

Students’ language awareness was also stimulated during the language focus stage, in which student were prompted to identify the mistakes in their tasks and correct them. This stage allowed students to have time to reflect on particular grammar features of the language and to notice and learn by themselves and the support of the teacher how this features work. For instance, in the following artifact, students were supposed to write recommendations for taking care of the environment using the modal verb “should”. It evidenced that students were aware of the function of the modal to give recommendations and also of the grammar, it means the right position of it in the sentences, but they still made some mistakes by writing “shouldn’t to” or “should to”.



Student's Artifacts Group 5.

According to Carter (2003) language awareness is not just about correct production, but the ability to explain particular form functions, that's why students' tasks were not so accurate, but through them, students demonstrated some knowledge of the language forms and their appropriacy in different situations as we can see in the transcript below that correspond to an oral presentation of a group of students in which they had to give tips for having healthy eating habits. In this presentation, students showed understanding on what language was appropriate for giving tips by using commands. They also evidenced knowledge of certain grammar rules, although, some of them were applied wrongly. For example, using "many", "not", "candyies" instead of "much", "don't" and "candies". Although, teacher helped them with some pronunciation features such as vowel and consonant sounds, it was still problematic the sound / θ/ when saying the ordinal numbers, but it didn't interfere with the message they wanted to convey.

S1: Hello, we give you some tips for have a good health

S2: First, drink **many** water.

S3: Second, eat **many** fruit.

S4: Third, do exercise.

S1: Fourth, eat vegetables regularly.

S2: Fifth, **not eat candyies**.

S3: Seventh, increase eat fruits and vegetables.

S4: Eihgtht, sleep **good**.

Students' Artifacts Group 3.

Increasing students' language awareness had also an impact on their communicative competencies as they tried to start using the language that they have understood to transmit their ideas and experiences orally and in written form by completing meaningful tasks related to their sociocultural realities such as "the environmental fair" and role-plays about how to prepare a

typical dish as it can be evidenced in the artifacts shown below in which students described an ecopark to visit in their city and presented the preparation of one of their favorite dish:

ECOPARK THE ALCAZARES ARENILLO .

The ecopark Alcazares Arenillo is a portion of the isolated forest cataloged as a wet forest. It is the municipal property of Manizales and is located inside the head of the Capital of the Department of Caldas. There are observation activities of wildlife and flora watching.

Places of interest in the Alcazares Arenillo Ecopark

- * watch Tower
- * Camping Area
- * Ecological routes

Flora

It has a very good representation of the regional flora such as: urapan, yarumo, sauce, drago, camargo, guadua, cheflera, eucalyptus, fern, arboreal, bamboo and manzanillo, to mention the most prominent

wildlife

There are more than 100 species of birds from 34 families, among which are: grabia guatemalensis, tangara vitriolina, torito cabecinejo and batara laughter.

It is considered the lung of Manizales and is one of the best places for bird watching in Colombia. It is an unmissable scenario.

My Favorite dish Pasta with
bacon and tomatoe sauce

- / Red onion
- / 2 red peperis
- / 120g bacon
- / 1 can of tomatoes
- / 1 cup of water
- / Olive oil
- / Garlic
- / Oregano
- / Salt

Method

1. Cut the onion, the red peperis and the bacon in the small pieces
2. Heat some olive oil a pan and fry the onion, the red peperis and the bacon
3. Add oregano, garlic, tomatoes and water. Then cook for 20 minutes
4. Cook the pasta in a big pot with boiling water
5. Serve the pasta with sauce and enjoy!

Student's Artifacts Group 1

This aspect can also be supported in the following excerpt from the pre-service teacher's journal:

"Well, in this lesson I could evidence that students' learning was significant because they were able to use the gerunds to create a poster about what people can do to save water. Learning was also evident in the use of previous vocabulary to create sentences with correct grammatical structure. Therefore, I understood that communication in class is more important than the grammar itself, since from the topics students could visualize a context and use the grammar appropriately" (Pre-service teacher's journal 7).

Moreover, it is surprising how students' participation increased progressively during the task cycle by contributing to the development of the task and then to the presentation of it. It seems that when students know how the language works, they feel more confident and safer to take the risk to speak and write in English. Young (1991, as cited Dittmann, 2018) supports this idea when claims that "risk takers are more likely to practice written and spoken language in new grammatical settings" (p.294). The following excerpts from the pre-service teacher' journal and observation notes highlight this idea too:

"The class was very productive along the sessions because I could see that most of the students interacted comfortably with me and their peers in activities such as learning the vocabulary. Indeed, the ones sitting at the back participated actively in the group work and I could observe that they felt secure when coming up to the front. In this sense, I feel that the strategies applied to make them feel safe when using the language was effective, so students had the possibility to take more risks during the classes" (Pre-service teacher's journal 5)

"Students tried to communicate progressively in the target language increasing their participation in class. Through the tasks they were challenged and stimulated to develop their productive skills". (pre-service teacher's observations).

It is evident that TBL contributes to enhance students' language awareness, and therefore, their productive skills because when they understand when to use the language and how to use it, there are more willing to write and speak in English. In this study, TBL was adapted to provide students with explanations of the language and it offers students a space in which they focus on "bits of language in the tasks that need repair" Burkes (2008, as cited by Lostaunau,2012) promoting the use of metacognitive strategies through which students can identify those aspects of the language which need improvement, reflect on and self-evaluate their own progress in the target language by means of completing and correcting the tasks. These aspects definitely contribute to make students aware of how some features of the language work.

Language awareness prepares students for writing and speaking and it goes beyond grammatical rules. It helps students understand the significance of linguistic means in everyday life for communicative purposes (Morawsk & Budke, 2017).

6.2. TBL stimulates oral and written production through collaborative learning

Collaboration is defined as sharing ideas, cooperating and working with team members on the same project (Chen, 2017). Therefore, collaboration was evident during the TBL lessons because students were organized in groups to complete the corresponding tasks which had a communicative objective to be reached. Considering that most of these tasks demanded from students a written and oral product namely a recipe, a poster or an infographic; they promoted collaborative writing in which all the members of the group (co-authors) had to participate in the task cycle (writing process), assuming the responsibility to edit and correct their papers until fulfilling the corresponding criteria and were responsible for sharing the ownership of the entire text produced (task) (Storch, 2018) as it is described in the excerpt below taken from the interview done to the school English teacher:

"The students interacted and actively participated in the development of the task which implied a written product. Each of them made relevant contributions to the final paper using the linguistic resources learned" (English teacher interview excerpt 6).

Likewise, collaborative writing also required students to communicate orally to share ideas, make collective decisions and negotiate agreements. Although these activities were not performed completely using English but also the mother tongue, they provided opportunities for language experimentation in which students were encouraged by the teacher to use basic expressions, and vocabulary they knew or they had learnt during the lessons to contribute to the

task and to prepare their oral reports. The students showed the use of grammatical structures that have not been worked on in class, such as the use of the conditional zero and new vocabulary, for example "conscious":

D	M	A
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Scribe



What can we do!

If you live in a country with lots of fresh water, you are very lucky! But you can still help to save your country's water through the following actions: First, turn off the tap when you are brushing your teeth. Second, in your school make your classmates aware of not wasting water. Thirdly, eat less meat because the meat industry uses a lot of water.

Water is precious! Don't waste it!

This is a process that according to Santos (2011) is “essential to enhance foreign language learning” (p. 846) and that was described in the following reflections from the pre-service teacher:

“The tasks gave students the possibility to interact among themselves by using simple words or phrases while developing the activity collaboratively”. (pre-service teacher’s journal 2).

“I could evidence that my students learned in the right way because they were developing each one of the activities making the interaction process with their partners. They also solved their doubts making questions about the activities proposed” (pre-service teacher’s journal 4)

Working collaboratively also increased students’ motivation because they showed more interest in participating during the lessons and they demonstrated more commitment to complete the given tasks. Brophy (2010) suggests that “motivation is key to learning and one of the most important benefits of TBL” (p.108) as it is highlighted in the following English teacher’ response:

“The students were organized into small groups according to the teacher's indications. They showed enthusiasm working with their classmates to achieve the goal of the task. Their work was remarkable”. (English teacher interview, excerpt 2).

This motivation gain was also promoted by exposing students to real world tasks where they were allowed to use the language more spontaneously and creatively. Since students felt supported by their peers and mutual help was always provided, they were more eager to overcome difficulties and to face challenges with the language. Basically, TBL encourages collaborative learning which brings opportunities for students to build up their confidence to

speak and write in English and to construct the knowledge of the language with their peers and through the pedagogical tasks which became a mean to recognize individual and team learning language achievements.

6.3. TBL enhances students' self-efficacy

This category indicates a person's beliefs concerning his or her completion of a task and his or her perceived competency level with performing the task Bandura (1977), as cited by Tilfarlioğlu and Cınkara, (2009). In this study, at the beginning of the classes, some students' beliefs about their capabilities using the foreign language orally and in written form were not positive at all, since their previous experiences with the language had been unsuccessful owing to low grades and to not fulfilling the objectives set in the lessons as mentioned in the responses gathered through the need analysis conducted:

“Considering that it was a lesson about Needs Analysis, the pre-service teacher could recognize the negative beliefs that students had about English because they mentioned that it was difficult to learn and that their English level was poor. Furthermore, they did not feel that English was important for their personal and professional life”. (Pre-service teacher's journal 1).

According to Bandura, past experiences are sources that can affect the development of self-efficacy beliefs Bandura (1977), as cited by Raoofil, Tan & Chan (2012) causing demotivation and a feeling of not having the capabilities to learn a language. However, during the development of the tasks, students started having more positive perceptions about learning English and about their performance thanks to the support received from their peers, when working in groups, and from the teacher, as well as the constructive feedback provided by both of them. This social persuasion as Bandura called it, exerted a beneficial influence on helping students to recognize

their abilities and all the potential they had to perform any task as it is described in the following observation field notes from the pre-service teacher:

"Students were encouraged by their peers to participate in the task, in order to achieve the corresponding objectives and make progress in the language. They were also motivated to continue strengthening their weaknesses by receiving timely feedback from the teacher at the end of the task." (pre-service teacher's observations).

Moreover, when students observed the work of other groups and also the achievements of their own group, they felt a sense of success which enhanced their self-efficacy. Having high self-efficacy also reduces student's anxiety which allows them to take the risk to speak and write in English and to feel safe using the language an aspect which is evidenced in this excerpt from the pre-service teacher's reflections:

"Well, the students were happy for the grades gotten by meeting the requirements of the task. Some of them expressed that they realized that English was not so difficult and that they were more confident to use the language, even if they made mistakes." (Pre-service teacher's journal 7)

As students' sense of self efficacy increased, they assumed their learning with more responsibility and demonstrated that they were able to make their own choices on how to achieve the tasks as a group by assigning roles and sharing responsibilities. Students' tasks mirror how self-efficacy also implies language improvement as it is seen in the following artifacts that show how students use the language more accurately in the task presented in lesson 10 than in the one done in lesson 2 by reducing the number of mistakes:

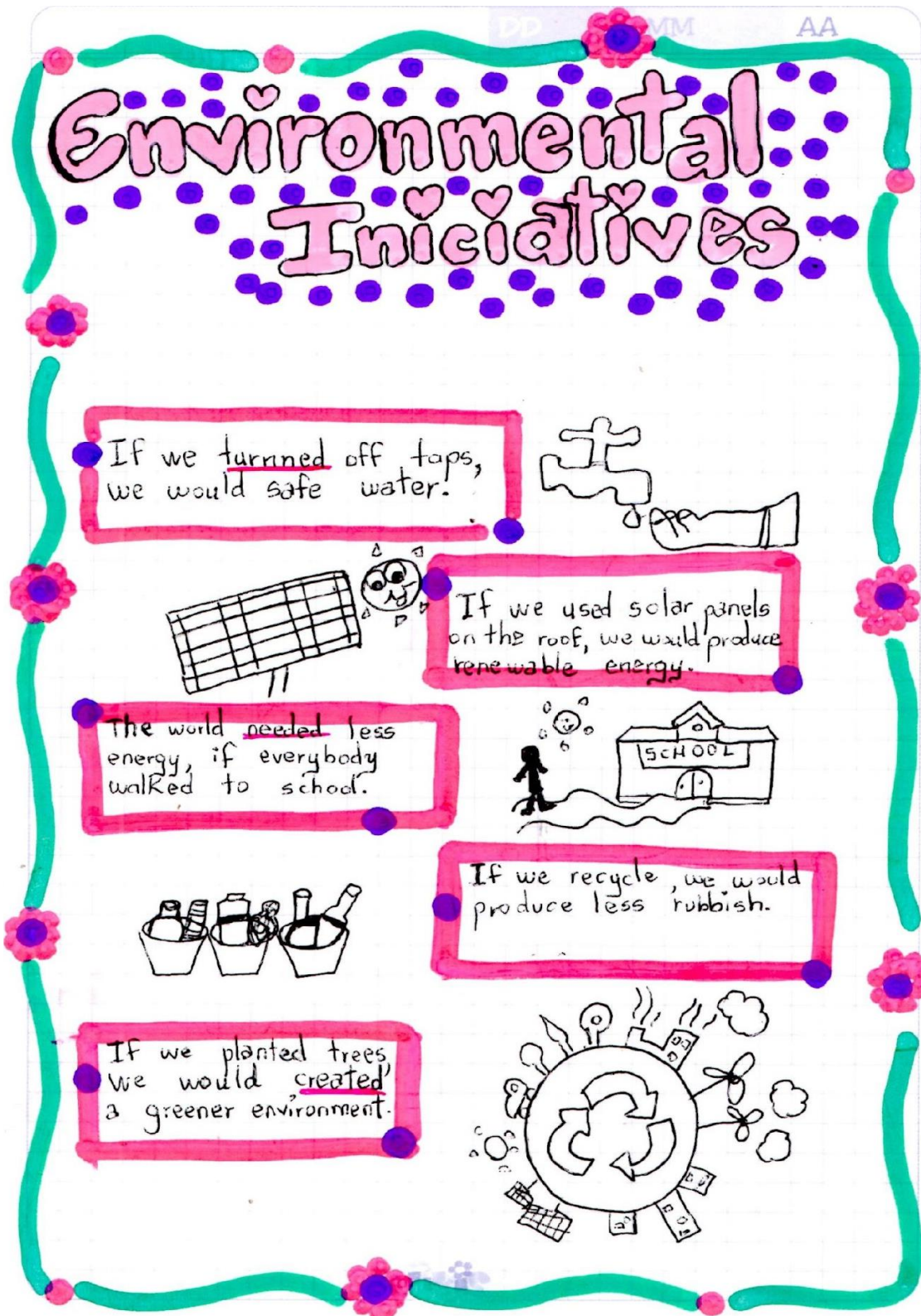
Giving an opinion

In my opinion, it really important for schools to teach students about health. Educational

Institutions should add extra initiatives to educate student about this aspect.

So, I think it incredibly schools play a important role in helping stablish healthy behaviours by provide ways to learn about and practice health eating.

To conclude, nutrition educations should be take place in the classroom.



6.4. TBL Limitations

Although TBL made relevant contributions to the development of productive skills, there were also important constraints that need to be considered when implementing this approach. Firstly, due to students' basic English level, it was necessary to implement many scaffolding strategies in the early stages of the lesson to assist students in the successful achievement of the task. For instance, it was required to provide students with the key vocabulary and the grammar structures they would use. Besides, controlled practice exercises and other techniques such as concept questions, personal answers and using translation were used to verify and confirm students' understanding before the task stage. This support demanded more time to design extra material and sometimes, turned the lesson into a blend of TBL and presentation, practice and production approaches (PPP). This aspect is described in this reflection from the pre-service teacher:

"I had to use different didactic resources to introduce vocabulary through scaffolding techniques, adapt book activities to the level of the students, use visual and printed material to support the teaching and learning process of English, I feel that it was a complex but enriching process for the development of the practice in the classroom because I had to investigate and apply these strategies" (pre-service teacher)

Secondly, even though the classes were planned following the content and methodology proposed by the coursebook called "English, please", the tasks had to be adapted taking into account students' needs and real language level. This reveals that this type of material is designed for ideal students with a pre-determined English proficiency without considering the particularities and realities of ninth graders in regional contexts and public schools. Furthermore, time allotted to English classes was not enough to accomplish all the stages of the tasks in every lesson, especially the last one in which students were supposed to correct their final products and receive personalized feedback from the teacher. This aspect is highlighted in the excerpt below:

“It's important to mention that keeping in mind that the students are beginners, the students took more time to carry out the task especially in the language focus stage because after the feedback given, sometimes they could not make all the corresponding corrections” (pre-service teacher (pre-service teacher's journal 8)

Lastly, since working collaboratively has many advantages as mentioned before, it also brings difficulties. For instance, it was evident that some students, specifically five of them, did not contribute adequately to the group, depended too much on their classmates' decisions and trusted completely on what they did. In these cases, students' real progress with the language was sometimes concealed by the group performance considering that the assessment process was most of the time in groups and not individual. I tried to find out what happened with these students by asking them individually the reasons of their lack of interest and participation in the lessons. Two of them expressed that they did not feel comfortable in the class because they were much older than their peers and they feel bad speaking in English. On the other hand, the other three students just answered openly that they did not like English and that they could not see any purpose on learning it. I tried to persuade them to work individually with my constant support, but they told me that they preferred to continue being part of their groups and they would try to contribute more to the tasks.

This situation didn't affect the performance of the groups and in fact, students showed empathy with their classmates and tried to made them feel part of the group. However, these students were not motivated enough and showed not enthusiasm for learning, maybe because their academic performance had been very poor along the previous academic periods.

7. CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

Considering that for most students speaking and writing are the most difficult skills to develop when learning a foreign language, Task Based Learning (TBL) becomes an optional methodology that activates students' language skills, mainly the productive ones, through the use of pedagogical tasks. Thus, to answer the research question, the main contributions of TBL are associated firstly with making students aware of the language itself, but focusing their attention on the functions of it to be able to communicate in different situations and to convey clear and effective messages more than accurate ones. Having an understanding on how the language works gives students a feeling of certainty that encourages them to take more risks with it in oral or written form, increasing their participation in class and their will to complete any task.

Secondly, TBL promotes speaking and writing through collaborative work because a task that is done in a group demands the interaction of all its members to reach agreements, solve difficulties that arise during the process and make contributions to the task related to the form or content of it. Besides, it is also necessary the collaboration of all the participants to write, correct, edit and proofread the written version of this task and to assume the responsibility and the ownership of it. Collaborative learning provides opportunities to use the language and also increases students' motivation since they don't feel alone in this process, but supported and escorted by their classmates and teacher.

Thirdly, TBL helps students to believe in their capabilities to achieve a task, and therefore, enhance their self-efficacy. Through tasks students are challenged to use the language by themselves and this can be frustrating for some of them when working individually. However, working in groups facilitates this process as students encourage and help each other recognizing

their particular strengths which can contribute somehow to the attainment of the task. This creates a more positive evaluation and perception of their own capacity and potential. Moreover, observing their classmates succeeding on a task also has a beneficial influence on students' particular beliefs about their own abilities, the same happens with the formative and constructive feedback received from their teacher which can be seen as an opportunity for improvement and pushing themselves.

In regards to the action research process, it is advisable to analyze the data as it is collected during the different cycles, so the preliminary findings can inform us timely of relevant adjustments to made in any of the stages of the cycle. We also have to be prepared to unexpected situations which can change our planning or acting stage, for instance, during the implementation it was evident that 4 hours of class were not enough for developing a complete TBL lesson, Nonetheless, it was not possible to extend the time due to the school requirements which demanded that certain topics must be taught during an established period of time. Moreover, the reflecting stage demands to be critical about our own teaching practice, so it requires a lot of time and dedication, and must be done along the whole process of the study to be able to provide an in-depth analysis of the effectiveness of what we have done in the class and be able to make wise decisions about possible and relevant chances needed.

On the other hand, implementing TBL also implies having to deal with some limitations which were identified in this study. The first one is the necessity to use scaffolding strategies to help students cope with the demands of the task taking into account their very basic English level. It means that teachers not only have to spend time planning the tasks, which need to be adapted considering students' real English level, but also planning language explanations, vocabulary presentations and controlled practice exercises to equip students with the required language. It

certainly shows that to meet students' particular language needs, it is essential to present and practice the language before jumping into the task cycle.

Furthermore, the time allotted to English classes at school is not enough to carry out all the cycles of the lesson effectively taking into account students' own pace. It is evident that presenting and practicing the language in the first stage of the lesson requires more time which holds up the start of the other two stages (task and post task). Besides, reinforcing the language in the post task cycle and correcting the task to be presented again by students also extends the duration of a single module which contradicts the requirements of the school in terms of the content that must be taught by the teacher during each academic period.

Another limitation is that considering the large number of students in the class, most of the tasks were done in groups which promoted collaborative work, however, sometimes, group work makes it difficult to track students' individual progress if the teacher does not have the appropriate strategies to assess learners individually. Some students decide to trust too much on their classmates' decisions and capacities making no relevant contributions to the group nor to the task. This attitude obviously hinders these students' opportunity to use the language, and therefore, reduces the chances that they can enhance their productive skills. Although peer evaluation was used as a strategy to determine students' individual progress with the language, one evident problem is the validity and accuracy of the feedback provided by fellow students (Bostock, 2000).

With respect to the pedagogical implications, this study remarks the importance of considering the particularities of the context and the population when teaching a foreign language. Any teacher who wants to use TBL must be aware of the English level and skills that students must

have to perform a task following the stages proposed by this method, and to be prepared to make the necessary adaptations to meet students real learning needs. Besides, as Kumaravadivelu (2006) suggests teachers must be sensitive and have a critical awareness of the regional conditions where teaching and learning occurs to make wise decisions about the best strategies to use, in order to help students reach the stated learning objectives.

On the other hand, teachers who want to promote group work and the development of speaking and writing in their classes can consider the idea of implementing TBL since the nature of a task is that students use the language orally or written form to accomplish a communicative goal. Besides, tasks generally bear some resemblance to real life language use (Skehan, 1996, as cited Fatneva,2005), an aspect that motivates students to participate more actively because the topics can be related to their immediate context and realities.

TBL also becomes an opportunity for teachers to assume the challenge of using new methodologies which can best meet students' needs and a chance to get out of their comfort zone by experimenting new ways of teaching, being flexible by making the adaptations required along the process and reflecting about the things that work and does not work. In this way, they can determine the effectiveness of these approaches and to improve their practices which will have many benefits for students.

For further research, it would be interesting to conduct a study in which tasks are developed mainly individually, it would allow us to determine if the contributions of TBL to develop productive skills are similar when students work in groups or independently. On the other hand, a study that focuses on how TBL promotes metacognitive skills and cognitive ones will enrich our knowledge of other possible advantages that this approach might offer.

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APPENDICES

Appendix 1 . Informed Consent.



UNIVERSIDAD SANTO TOMÁS
PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA

LETTER OF INFORMATION AND CONSENT TO PARTICIPATE IN A RESEARCH STUDY.

Thank you for taking time to read this information leaflet. By this, you are being invited to participate in a research study.

Research Title: TBL implementation to develop productive skills in a group of beginner students at “Integrado Juan Atalaya” School.

Researcher: This research project is being led by Keyla Milena Ordoñez Moncada. My contact details are included at the end of this document.

What are the objectives of this study? The purpose of the small-scale study aims to identify the main contributions and limitation of implementing Task Based Learning (TBL) in a group of 9th graders students at “Integrado Juan Atalaya” School in Cucuta with a beginner English level and who needed to enhance their productive skills.

WHY HAVE I BEEN INVITED TO TAKE PART? Their participation contributes not only to the development of the study carried out but also offers the opportunity for students to enhance their productive skills being Task-Based Learning an approach that makes it possible to achieve learning objectives of the class. You have been approached to participate in this research study as you are a teacher involved in the implementation of the TBL approach. You could be in real and permanent contact along these four months.

CONFIDENTIALITY: The researcher will be responsible for overseeing the transcription and the anonymity of the reflections on the class or evidence of artifacts. She will also oversee the anonymity of the personal data and ideas shared within discussion. All information collected as part of the study will be stored securely.

WHAT ARE THE BENEFITS OR RISKS ASSOCIATED WITH THE STUDY?

As such, the findings from this study will be presented at university level. The findings will also be submitted for publication in the page enabled by the university. However no individual participant will be identified in any publication or presentation and only anonymised quotes will be used in these reports and publications.

RIGHT TO WITHDRAW: You can decide to withdraw from the study at any point prior to the transcripts being anonymised without any consequence. You can contact the researcher to request this.

HOW WILL MY INFORMATION BE USED? Your views will be combined with those of others and used to develop an approach to the main contributions and limitation of implementing Task-Based Learning (TBL). You can communicate your decision not to continue as a study participant at any time and this decision will be accepted without prejudice or consequence.

NEXT STEPS: If you are willing to take part in the study we would ask you to please return the attached consent form to Keyla Ordoñez (a scanned copy can be sent to the email address below).

FURTHER INFORMATION & CONTACT DETAILS: If you have any further questions about the research or would like information on the findings, you can contact KEYLA MILENA ORDÓÑEZ MONCADA, through keilaordonez@ustadistancia.edu.co or just for research interest purposes in the mobile phone number 3214364927.



Title of study: TBL IMPLEMENTATION TO DEVELOP PRODUCTIVE SKILLS IN A GROUP OF BEGINNERS STUDENTS AT “INTEGRADO JUAN ATALAYA” SCHOOL.

PARTICIPANT CONSENT FORM (Students)

By signing and returning this consent form you are indicating your agreement with the following statements:

- I have read and understood the attached Participant Information Leaflet for this study.
- I have had the opportunity to ask questions and discuss the study. (Note you can contact the researcher to keilaordonez@ustadistancia.edu.co or 3214364927).
- I have received enough information about this study.
- I understand that participating in this research will not interfere with the academic processes and responsibilities within the school.
- I understand I am free to withdraw from the study at any time

I agree to take part in the study.

Participant's Signature: Karla Yaneth Vega Vega.

Date: August 3rd, 2019

Participant's Name in Print: Karla Yaneth Vega Vega.

Contact Email: Karlavega@gmail.com

RETURNING THE CONSENT FORM: I would ask you to please return the attached consent form to Keyla Milena Ordóñez Moncada (a scanned copy can be sent to her email address below)

CONTACT DETAILS: You can contact the researcher at or 3214364927

Appendix 2 . Direct Observation Template. (Instrument Adapted from Hebelyn Eliana Caro Aguilar - Teacher Santo Tomás University).

Research Objective: To identify the student's performance during the learning process in English classes.

Observation No. _____ **Topic:** _____
Institution: _____
Teacher: _____ **Course:** _____
Peer/Observer: _____ **Date and Time:** _____

Use criteria that apply to the format of course observed.

Review Section.	Description/Comments.
1. SUBJECT MATTER CONTENT (Shows good command and knowledge of subject matter; demonstrates breadth and depth of mastery)	
2.ORGANIZATION (Organizes subject matter; evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points, meets class at scheduled time, regularly monitors learning)	
3.RAPPORT (Holds interest of students; is respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)	
4.TEACHING METHODS: (Uses relevant teaching methods, aids, materials, techniques, and technology; includes variety, balance, imagination, group involvement; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives.)	

Make sure to expand on this aspect by mentioning the kind of teaching methods used and examples for each.	
5. PRESENTATION (Establishes online course or classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection, proper enunciation, and standard English)	
6. MANAGEMENT (Uses time wisely; attends to course interaction; demonstrates leadership ability; maintains discipline and control) What's the teacher's role: Controller, monitor, tutor, organizer, etc)	
7. SENSITIVITY (Exhibits sensitivity to students' personal culture, gender differences and abilities, responds appropriately in a non-threatening, pro-active learning environment)	
8. ASSISTANCE TO STUDENTS. (Constantly assists students with academic difficulties, answers students' questions in a proper way)	
9. PHYSICAL ASPECTS OF CLASSROOM (State location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affected content delivery)	
10. LEARNERS' ROLES (Include here information related to the student's ages, learning styles, autonomy, motivation, negotiation, attitudes, etc.)	

Appendix 3 .Semi-structured Interview Script.

Research Objective: To recognize the English teacher' voice about the teaching practices implemented to promote productive skills in ninth grade students at the Integrado Juan Atalaya School.

Interviewee Information:

Date:

Name:

Academic training:

Years of experience:

Questions

1. How do you describe the experience of teaching-learning English in the Educational Institution?
2. What teaching-learning method do you use in your English classes with your ninth-grade students?
3. From your perspective, do you use task-based language learning? Justify your answer.
4. What role do you assume as a teacher for English classes with ninth grade students?
5. How do you guide and involve ninth grade students in the development of classroom activities?
6. What materials or resources do you use with ninth-grade students for the teaching- learning English?
7. From her pedagogical experience, what teaching-learning strategies do you use in the classroom with ninth-grade students?
8. How do you describe the rhythms of ninth grade student learning?
9. What is your opinion regarding the development of productive skills in the classroom for the teaching-learning of English?
10. What is the importance of fostering productive skills for teaching learning English as a foreign language in ninth grade students?
11. Describe, how do you plan activities carried out in English classes for ninth grade students?
12. What strategies do you use to assess the level of performance in the productive skills of ninth grade students?

Appendix 4. Teacher's Journal Template.

Research Objective: To reflect on students' attitudes and reactions towards the English classes using TBL approach.

Answer the following questions:

PRE-SERVICE TEACHER'S NAME: _____ JOURNAL # _____
School and/or community name: _____
Group: _____ Place: _____
Activity to reflect on: _____
Purpose of the activity: _____
What do you think your Ss actually learned in your class? How do you know?
What parts of your class were the most successful/ least successful? Why? Include examples.
Did you do all the activities planned and were they on time? Which ones you did or did not do? Why?
What changes (if any) will you make in your teaching and why (or why not)?
How was the Ss' attitude towards the class, the topic, the teacher, their partners, the materials, the instructions, the evaluation and their own results? Why?

Appendix 5 . Student Classroom Artifact.

PAMPLONITA. ECOPARK

Pamplonita Ecopark near Cucula in the Libertadores in the malecon in from the Elias Mauricio Joto Bridge.

This ecopark is more beautiful is completely natural and with green areas, opened on december 14, 2015. It is a park for children to have fun with their parents.

It is a place warm and have green areas that recreate the vegetation of the city.

The visitors can travel the two viewpoints towards the pamplonita river and visit and enjoy the playground.



Appendix 6. Writing Rubric.

Criteria	5.0	4.0	3.0	2.0
Accuracy	Grammatical and lexical accuracy extremely high.	Quite accurate, some errors, but meaning is always clear	Frequent errors, meaning is not always clear.	Very frequent errors, difficulty in making meaning clear.
Task Completion	Addresses the prompt fully and response is on topic.	Addresses most of the prompt and the response is somewhat on topic.	Addresses most of the prompt and the response is the generally on topic.	Attempts to addressed the prompt but the response is off the topic
Cohesion	All the sentences are connected each other through linking words.	Some sentences are connected each other	Few sentences are connected each other.	The sentences are not related each other.
Coherence	All the ideas are structured in a logical and sequential way.	There is generally sequencing in the order of ideas.	The ideas could have been expressed more sequentially.	The writing lacks sequencing of ideas.

Appendix 7. Codes used in Inductive Data Analysis.

TBL promotes Language awareness.
-Inductive and Deductive Language Grammar: (IDL) -Master Vocabulary (MVblry) :(Recycling Language): (ReLang) -Self-Confidence (Self C) : (Take Risks): (TRks) -Student's Active Participation: (ActP)
Collaborative tasks stimulate oral and written production.
- Student's Motivation: (Motv) - Creativity :(Crvty) - Spontaneous Interaction : (SponInt)
3.TBL enhances students' self-efficacy.
-Perceptions about Learning English : (PerceptLE) -Student's Anxiety: (SAnx) -Responsibility own learning: (RespL)
4. TBL Limitations.
-Students English Level : (SEL) : Scaffolding Strategies: (Scaf Strg) -Time Allotted to English Classes: (TimEC)

Appendix 8. Sample of the Data Analysis Procedure.

Journal 1 Considering that it was a lesson about Needs Analysis, indeed, it was meaningful learning for students, since each one of the activities gave them the possibility to interact among partners and recognizing the positive perception that students have of English because they mentioned that it was important to learn it as it will be useful for their work and personal life in the future. Each aspect was significant for them and for that reason; the information gathered was useful to find the Students' Needs .	keyla milena ordoñez moncada ... PerceptLE (Perceptions about Learning English) Respuesta
Journal 2 Making reflection on the activities that worked well for students and the ones which were the most successful activities. Indeed, all activities were carried out on time and according to the schedule. It is evident the organization of the moments of the class, also the responsible attendance forms the students. The tasks gave students the possibility to interact among themselves by using simple words or phrases while developing the activity collaboratively.	keyla milena ordoñez moncada ... Tsk (Task) SponInt (Spontaneous Interaction) Respuesta
Journal 3 The most successful part was the pre-task because I made the class a guide that helped me to give the instructions, to review the grammar to consolidate the language they needed to accomplish the task. I had to use different didactic resources to introduce vocabulary through scaffolding techniques, adapt book activities to the level of the students, use visual and printed material to support the teaching and learning process of English, I feel that it was a complex but enriching process for the development of the practice in the classroom because I had to investigate and apply these strategies.	keyla milena ordoñez moncada ... ReLang (Recycling Language) SEL (Students English Level) Respuesta