

**IMPLEMENTATION OF TASK-BASED LEARNING TO IMPROVE EFL
STUDENTS' INTERACTION**

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Dedicatory

I want to dedicate this research project to my parents Marcial Barahona and Carmen Maria Ibarbo who with love, sacrifice and effort have contributed to make possible my dream to become a bachelor in the Teaching English as foreign language. They always encouraged me to not give up; but went ahead with full commitment and responsibility during the long process. Likewise, to my wife and my four daughters who have been source of love, motivation and support in different ways to fulfill this goal.

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Abstract

This paper aims to report a research carried out within ninth graders at Silvano Caicedo Giron School in the Rural Zone of Buenaventura – Valle del Cauca. The main objective of this research was to determine how EFL students' interaction occurs when implementing Task-Based learning in English lessons. To conduct the study, the type of design chosen was the action research due to it allowed to identify the problem of students' interaction in English class and describe a way of how to improve it through implementing TBL. The instruments to collect the data were students' interviews, observation of video-recordings and journal, as they are useful sources to gather and analyze the data about students' interaction. As final results it is found that when the students get engaged in communicative tasks in which they have to communicate each other to fulfill communicative goals they increase their oral interaction progressively. Finally, it is worth to say that this research was also a way to show the school that students' interaction in class is possible to enhance over it by working with task-based learning.

KEY WORDS: Interaction, Task-Based Learning, English lesson

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CONTEXTUALIZATION

The current study was carried out at the public school Silvano Caicedo Giron in Buenaventura, Valle del Cauca department. The target population was a class made by 13 EFL students from 9th grade (4 boys and 9 girls). The ages of the students are between 14 to 17 years old approximately. This population has particular features namely, they are Afro-Colombian students, born and grown in the country side. This group met English classes two hours per week. During the diagnostic stage, it was accounted that their learning strategies were not focused on the communicative English. Students reveled, through their classroom activities that they only learned to translate texts or words and write sentences. Evidence of this can be seen in the students 'recurrent expressions like the following:

“El profesor no nos enseñaba a hablar con los compañeros en inglés...”

“He aprendido a traducir textos y palabras; y también a escribir oraciones...”.

(Taken form Appendixes A.1: Students ' interview before implementation).

The school philosophy aims to teach children, young people and adults to activate and strengthen the integral development of the collective territory, with the active participation of all the communities of the Anchicayá River, that promotes and protects their cultural identity, as well as the sustainable and responsible use of the environment, strengthening the ancestral and current values which foster the political formation of the human being. (Institucion Educativa Silvano Caicedo Giron, 2015, p. 73)

Students are called at developing strong communicative competences to have effective participation in all the process carrying out into the community. As they are seen as the future community leaders they are also called to empower of all cultural dynamic they live in the context.

The community needs young critics and autonomous with leadership skills, who have clear values and are committed to the integral development of their community; that have a sense of belonging, respectful and enterprising of processes, that contribute to the advancement of the community (Institucion Educativa Silvano Caicedo Giron, 2015, p. 74).

In this sense the interaction among members in the community is a vital part to communicate ideas, feelings and perceptions. Thus, the present study is seen pertinent due its main interest is achieve improvement of interaction in the classroom which enclosed with the school vision to impact the community.

RESEARCH STATEMENT

This research interest emerges since I began to work with the students in 9th grade at school Silvano Caicedo Giron. They were commonly given regular teaching activities in which they had to share personal information with other partners and share experiences to the whole class; but there were no positive responses or reaction in English among them. So, they were interviewed to know about the way they were using the foreign language in the learning process (see appendixes A). The information gathered showed, these EFL students besides they did not have English teacher for almost two years, they were not given of opportunities to use English to

communicate each another in the class. They were not involved in any tasks that engaged them in real interaction. Then, in regular activities they did not even have a short talk to exchange any type of information in the class. Thus, in conclusion the teaching strategy was not focused on the teaching of communicative English but on the translation method. Students could only write and recognize isolated words and the target grammar in short sentences, and also translate short texts by using a bilingual dictionary. Lessons had only been focused on grammar and translation activities, rather than focus on tasks which promote learner-learner-teacher interaction in the target language.

At this instance, there was clear evidence that students have not been exposed to sufficient opportunities of interaction with the foreign language which is eminently important in their learning process as many authors point it for foreign language development.

On this concern literature states that through interaction, students can increase their language store as they listen to or read authentic linguistic material or even output of their fellow students in discussion, skits, joint problem solving tasks, or dialogue journal. In interaction students can use all they possess of the language-all they have learned or casually absorbed – in real life exchanges where expressing their real meaning is important to them. (Rivers, 1987, p. 4)

Similarly, David Nunan (1989) argues that in language teaching, classroom activities must be as closely as possible to the real world communication to improve classroom interaction. He considers that when we talk outside the classroom we do so for two functions. For interactional purposes (communicating with someone for social relationship) or for transactional purposes

(communicating for transferring information), thus classroom activities need to embody both interactional and transactional purpose since learners will have to use the target language in both setting” (p. 27).

Considering above authors’ words, the research idea came up of conducting a project in which 9th graders at Silvano Caicedo Giron could be provided with opportunities of interaction activities in English.

Thus, in my role as teacher and researcher I consider that it is through communicative English lessons in task-based learning where they can learn the foreign language. It is by using English for communication in the class. And thus describe whether or not it helps on improving EFL student’s interaction. In short words, the current research is guided by the research question and objective that comes below.

Research Question

How does EFL students’ interaction occur when implementing Task-Based learning in English lessons?

General Objective

To determine how EFL students’ interaction occur when implementing Task-Based learning in English lessons.

THEORETICAL FRAMEWORK

According to the research statement, question and objective of this research are taken into account some patterns such as definition of Interaction, Task-Based Learning and English lessons; with the help of some researches and theories from Rhalmi (2016), CEF (2004), Brown (2007), Richard (2006), Tuan & Nhu (2010), Angelo (1993), Van Lier (1996), Nunan (1989 & 2004), Rod Ellis (1999), Willis (2007) among others.

Interaction

According Mohammed Rhalmi,(2016), the term “interaction” is made up of two morphemes namely, *inter* and *action*. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain, teach or interact with participants involved in teaching and learning in the classroom .(p.1)

According Ellis (1999), interaction generally refers to the interpersonal activity that arises during the face-to-face communication. However, it can also refer to the intrapersonal activity involved in the mental processing. In that sense interaction refers to both at once, to the interpersonal and intrapersonal human activity.

According the CEF (2009), in interaction at least two individuals participate in an oral and/ or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already

forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than listening to receive and to produce utterances, (p 4).

According Brown Brown (2007), Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other, but it requires the use of strategies language competence both to make certain decisions on how to say or write or interpret language. (, pp. 212-13)

Types of interaction

According Tuan & Kim Nhu (2010), interaction consists of two types: No verbal interaction and verbal interaction. Nonverbal interaction is related to the behavioral response in class. It means students interact through their behaviors such as, head nodding, hand raising, body gestures and eyes contact. Verbal interaction, on the contrary contains written interaction and oral interaction. Written interaction is the style of interaction in which students write out their ideas and thoughts. It means they interact with other through written words, documents and so forth. By contrast oral interaction implies that students interact with others by speaking in class, answering and asking questions, making comments and taking part in discussions. (p.30)

How is interaction evidenced in the classroom?

In the classroom, interaction is evidenced when all the members of the class participate in activities and/or tasks in which they communicate each another to complete them. Thus, the teacher and learners and/or between learners themselves, either collectively or individually use verbal and non-verbal language (or action) in the classroom (Tuan & Kim Nhu, 2010, p. 30).

“Classroom comprises teacher-learner and learner-learner interaction, which is one of ten principles of effective teaching: create an active learning environment, focus attention, content knowledge, help students organize their knowledge, provide timely feedback, demand quality, balance high expectation with students support, enhance motivation to learn, encourage faculty-student and student-student interaction and communication. (Angelo, 1993 as cited in Tuan & Kim Nhu, 2010, p30)

Interaction in EFL classroom

Van Lier, (1996) has pointed out, the teacher-students interaction and students-students interaction as two categories of EFL classroom interaction that present different opportunities for negotiation. In the first context, the teacher asks questions and learners answer the questions and vice versa. Such interaction takes place between the teacher and the class and/or small groups and/or individuals. The focus in this context is predominated by the teacher and the learner. This interaction is usually initiated and controlled by the teacher. The teacher controls the topic for classroom talk and determine when start and stop talking in the classroom, (Calden, 1988 & Tsui, 1995 as cited in Tuan & Nhu, 2010). In the second context, learners-learners interaction occurs among learners. In this form of interaction, the teacher plays role as a monitor and learners as the main participants. Learner-learner interaction is based on peer relationships, which allow the maximums degree of communication. Through interaction with other partners in pair or groups, learners can have more opportunities to make use of linguistics resources in a relaxing and uncontrolled manner and use them to complete different kind of tasks. (Jia, 2013, p. 209)

Indicators of interaction in English Lessons

The British Council (2008) states, in the English language teaching, interaction patterns are the different ways learners and the teacher can interact in class. Using the right interaction patterns is a fundamental factor in the success of any activity and the achievement of aims. For example, the class is doing a dictation activity. The pattern is the teacher to the whole group (T-Ss). Others patterns include pair work (S-S) and group work (Ss-Ss) (p. 1). According, Howarth, Patrick (2006) in lessons, “interaction has to be considered before teaching”. Thus, as the present study main interest is to improve students’ interaction in English. Lessons focus the attention on pair (S-S) and group work (Ss-Ss) as the main patterns interaction during the tasks. Although other patterns as the teacher to the whole class T-Ss, students to the teacher Ss-T, teacher-student T-S and student-students (S-Ss) interaction will also role a fundamental part during the learning process.

Research studies about interaction in EFL classroom

In first place, Lima (2012), demonstrated in his research project that, implementing cooperative learning tasks in the classroom benefic the improvement of EFL learners’ social interaction in English. The research started since he observed that long term teacher talking-time in the class was affecting negatively interaction among learners and also with the teacher. He noticed it reduced opportunities for learners to communicate while learning the language, which produced poor learners’ interaction in English. Thus, under the Case study research methodology he proposed the implementation of cooperative learning tasks to improve learners’ social interaction in class. Due according Richards & Renandya (2006), cooperative learning

promotes “improvement of students’ talk, more relax atmosphere, great motivation, negotiation and increased amounts comprehensible input” in the classroom. (p. 53).

In that way, following the qualitative study data were collected from students’ interviews, videos-recording and artifacts, and data analyzed were done under the four steps proposed by K. Foss & Waters (2006), 1. Coding the data; 2) Developed themes from the data; 3) Developed a conceptual schema from the data; and 4) Writing up the analysis. So that were done written transcriptions of audio recording of each cooperative task; transcriptions were carefully reviewed and notes were made related to the social interaction in English; then formulated categories emerged from the data gathered, and finally analysis the categories and sub-categories were done to answer the research question.

He found that learners’ social interaction in English improve in two aspects: attitude and reaction, and the use of English to interact. Besides, he argues that social interaction in English is a reality with should be thought, treated and enriched from the classroom having in mind the theory, principles and implementation of cooperative learning tasks. Thus, Lima (2012)’ study contributed positively to the current research, as he demonstrated that implementing tasks in which students work in pair and groups in the classroom benefit the improvement of EFL learners’ interaction as it promotes the use of the language for social relationships among students while doing things together.

In second place, Benavides Lopez (2014) demonstrated that language interaction could be analyzed implementing task-based instruction when exposing students in a blended learning

environment. The research started since she perceived sixth graders at Marroquin School wished of being more active participants and feeling more involved in language classroom. Learners suggested the idea of learning with digital resources and technologies in English classes. Besides they expressed dislike for traditional teaching methodologies implemented. Thus under the action research methodology Benavides proposed the implementation of five task-based instruction tasks in a blended environment to allow students opportunities to go beyond the language classroom and expose to a virtual context to enhancing interaction. Honligan, (2011) as is cited in Benavides (2014) “justifies that foreign language teaching based on technology will make students’ learning more active, positive and creative”. (p.16)

In that way the qualitative research instruments used to collect data were video-recordings, students’ production tasks and journals. And the process of data analysis was followed under the Conversation Analysis (CA) as Seedhouse (2005) proposes through five stages: the unmotivated looking, the inductive search, establishing regularities and patterns, detailing analysis of the phenomenon and generalized account of the phenomenon. Thus through video-recording Benavides (2014) captured students’ evidences of interaction when development of the pre and while task done in the language classroom. Then, fund out evidences of interaction in students’ post task production in the virtual environment at Edmodo. And finally through journal registered insights related on the reflection and implication of data taken form the videos and tasks toward the important facts about students’ language interaction.

The investigation found learners’ language interaction emerges thanks the tasks and the virtual resource used to implement the lessons. In that sense she states that language interaction

should be treated and enriched in the language classroom having in mind that language teaching and learning involve communicating, participating and discussing. Thus it is important saying that Benavides (2014)' study also contributes positively to the current research since it provided important insights and theory related on how to analyze data based students' interaction in the classroom. In which it is highlighted the CA procedure as the most relevant to analyzed data collected in the current research.

Finally, Niño (2016) demonstrated in his action research project, that EFL learners' writing skills could be developed by implementing the Alan Malay's proposal on creativity writing as a tool. The research started, since she perceived a problem on the writing ability in EFL learners. Thus, to find solution to this issue, she implemented creatively writing activities according Alan Malay's proposal. The findings were positive, and the research process followed action research cycle which comprehended the four stages proposed by Zabert Skerit (as cited in Arthur, e tal, 2012).

From Niño (2016), I found important elements in regards the research methodology which helped to strengthen the current study to guide the research process and steps in doing the data analysis toward the issue of students' interaction.

After reading different researchers' studies on interaction in the process of language teaching and learning in EFL classroom, it is accounted that the students need to use the target language to acquire strategies and skills to communicate for transactional or interactional purpose. Then, the EFL lessons needs to provide learners with opportunities to use the target language to reach real

outcomes through communicative tasks; thus students use the language for the transfer of information or maintaining social relationships as happen outside the classroom. Similarly, the teachers need to use linguistic material of real situation to involve learners to pair-works or group works in exchanges, problem-solving and so on ; during the lesson, because beyond the main objective of this research is also priority that students evidence interaction each another in their school context.

Task-Based Learning (TBL)

The task-based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities which are designed to engage learners in authentic, practical and functional use of language for meaningful purposes. Learners are encouraged and to activate and use whatever language they already have in the process of completing a task. The use will also give a clear and purposeful context for the teaching and learning of grammar and other language features as well as skills (Nunan, 2004). Task-based makes strong claims for the use of tasks and sees them as the primary unit to be used, both in planning teaching and also in classroom teaching (Richard , 2006, p. 30).

According, FluentU (n,d), in Task-based learning, the center of the learning process moves to the students themselves and allows them to come to the realization that language as a mean of communication to tackle and solve real-world problems. The process of task-based learning itself teaches important skills. In which, students learn how to ask questions, how to negotiate meaning and how to interact in and work within groups while doing the tasks.

Principles in task-based learning

As this research emerges from the interest on the necessity of improve students' interaction. It is important to highlight three framework principles namely in regards Task-Based learning according Nunan (2004).

1. *Scaffolding*, in this principle lessons and materials should provide supporting framework within the learning take place. At the beginning of the learning process, learners should not be expected to produce language that has not been explicitly taught. Thus, to make this principle evident, this research agreed with Willis (1996, p.4-5) who suggests implementing tasks by means of several activities, such as pre-tasks in vocabulary focus activities.

2. *Activate learning*, in this, learners acquire the language by actively using it. To relay on this principle, this research considered the implementation of tasks where the target language is used by the learner for communicative purposes, so, they learn to communicate while they achieve the task outcome (Willis, 1996, p.2)

3. *Learning strategies*, learners focus on learning process as well as language content. In This sense, 'classify the pedagogical material for each task and the way this material is been used for learner to acquire the foreign language' is necessary to success in every task (Cohen, 2014, p. 12).

A Task

For the current study, a task from a very communicative perspective, then some authors were consulted about it. Thus, Nunan (1989) defines a communicative task as a piece of classroom

work which involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than a form (p.10-11). In addition, for Willis (1996), a task is an activity where the target language is used by the learner for communicative purposes (goals) in order to achieve an outcome.

Task components

After points of view of different researchers consulted, Nunan (1989) suggests that the framework which combines simplicity with the power to analyze the majority of learning tasks has just three components: goals, inputs and activities, which in turn imply certain roles (teacher role and learner role) and the setting (p48). Goals refer to the vague general intention of the learning task. It means, it may relate to a range of general outcomes (communicative, affective or cognitive). The input refers to the data presented for learners to work on (Candlin, 1987 as cited in Nunan, 1989). And, the activities specify what learners actually do with the input, which form the point of departure for the task (Nunan, 1989).

Communicative tasks to work within Task Based lessons

In Task-based lessons provides opportunity to work different types of tasks which foster communication through interaction in the classroom. This study used communicative tasks as part of the pedagogical intervention. Richard (2006) proposes six types of this kind of tasks. Having in mind the central topic of the current research, in this section we define only the four of them which were used for the instructional design. Since each one of them provides students' interaction during the process of the language teaching and learning.

1. *Information-gathering*: students-conducted surveys, interviews and searches in which students are required to use their linguistic resource to collect the information. Through, these types of task students performed as investigators by conducting class interviews and surveys, in which they analyzed the information and shared the findings. 2. *Role-play*: Activities in which students are assigned roles and improvise a scene or exchange based on given information or clues. In these students were ask to make a video conversation by role-playing two people talking about their hobbies, and then share the experience. 3. *Task-completion*: in this type, puzzle, games, map-reading and other kind of classroom tasks in which the focus in on using one's language resource to complete a task. Thus, students performed this type of task by playing snake and ladder board game in they had to answer questions about their past to advance and win the game. 4. *Reasoning-gap*: This involve deriving some new information from given information through the process of inferring, practical reasoning, etc. for example working out a teacher's timetable on the basis of give of given class timetables. In this final type, students discussed their past activities and then fill a chart in which their compared his/her actions with his/her partner's.

Richard's tasks frame on the communicative purpose criteria. They based on the functional communication and social interaction as occurs with interactional (communicating with someone for social relationship) and transactional (communicating for transferring information) purpose as is stated in Nunan (1989). These tasks allowed students involved in interactions sceneries in which they communicated for both purpose. For interactional purpose as they communicated for helping and supporting each another ad also showing preferences to whom to work with in pairs and groups works. For transactional as they communicated with their peers to gather and

interchange specify information during the tasks. These both purposes made possible describe the positive findings through the observations carry out in the classroom toward the improvement of interaction in the ELF learners during language learning process.

English lessons in TBL

Jane Willis (1996), in her book 'A framework for Task-Based Learning' set a model of organizing a lesson. It includes three phases the pre-task, the task cycle and Language focus. This study considered this framework as a model in the implementation of tasks through every lesson. It enclose with the principles in action which helped get positive impact toward the improvement of interaction in the classroom.

Pre-task: The teacher introduces the topic and gives the students clear instructions on what they will have to do at the task stage and might help the students to recall some language that may be useful for the task.

Task cycle: present three moments; A) Task: The students complete a task in pairs or groups using the language resources that they have as the teacher monitors and offers encouragement. B) Planning: Students prepare a short oral or written report to tell the class what happened during their task. They then practice what they are going to say in their groups. Meanwhile the teacher is available for the students to ask for advice to clear up any language questions they may have. And B) Report: Students then report back to the class orally or read the written report. The teacher chooses the order of when students will present their reports and may give the students some quick feedback on the content.

Language focus: presents two moments, A) Analysis: The teacher then highlights relevant parts from the text of the recording for the students to analyze. And B) Practice: the teacher selects language areas to practice based upon the needs of the students and what emerged from the task and report phases. The students then do practice activities to increase their confidence and make a note of useful language.

DESIGN

Research design

This chapter describes in detail the research design applied for the current study. It proposes as the research paradigm the *qualitative research* and as its the research methodology the *action research*. It also includes the procedures followed in the investigation. The research design makes evident coherence between the research question and objectives as action research is a design widely used when a project includes a pedagogical implementation.

Type of research

As mentioned above, this study is located within the *qualitative research*. Since, it counts with two characteristics that are identified in this type of study. First, 'it explores people's attitudes, behaviors and experiences through such method as interviews or focus group. Secondly, 'it attempts to get an in-depth opinion from the participants' (Dawson, 2002, p. 14). In this research the qualitative data was collected and organized by using interviews, observations and journals. Interviews were used to gather information from the students' perception and

opinion before and after the pedagogical proposal was implemented. Thus it was an important instrument to carry out this investigation.

Similarly, taking into account the qualitative paradigm, this study follows its methodology under the principles and procedures of *action research*. According Dawson (2002, p.17) 'Action research is a methodology in which the researcher works in close collaboration with a group of people to improve a situation in a particular setting' by moving in 'four stages: planning, acting, observing and reflecting. Thus, since the main interest of this research is the *improvement of learners' interaction in the classroom*. This study found a close relationship with the principles and procedures of this research methodology. It enclosed the main objective of this research by helping create changes in the context through the actions and reflections by implementing communicative tasks in the English lessons.

Thus, taking into consideration the research procedures in Dawson (2002) about the action research planning, acting, observing and reflecting. These stages are conducted in the following way. First, there is an application of an initial interview to determine key elements to plan the pedagogical proposal aimed to solve the problem found in the context described. Second, the pedagogical proposal was applied. So, five tasks in English lessons are provided to the ninth grade students. At this stage, students' interactions are also observed and monitored while doing the tasks and then evaluated after each task is fulfilled systematically (post-task evaluation). Third, based on the partial results, there is an analysis aimed to the improvement of tasks to foster of students' interaction. Finally, a final interview is applied to know students' perceptions

towards the result of the implementation then reflect and do the corresponding analysis of the outcomes; and in turn give response to the research question.

Data collection instruments

In action research methodology, there are many vehicles for collection of data. Thus, this study takes three of them: the observation, the interview and the journal as research instrument relevant to gather valid information for analyzing and reflection.

Observation

‘It is a procedure for generating understanding about the way of life of others’ (Dawson, 2002, p.101). In this study, during the term of ten weeks the teacher researcher observes student’s reactions, behaviors and the interaction itself during the development of the tasks. In this way, video-recordings of the students were done while they were doing the tasks during the lessons. It allowed me to write transcriptions and reflections of different types and ways of interaction perceived among the students, and students –teacher during the implementation of each task and also how sequences were generated to identify commons patterns (see appendix B and C).

Semi-structured interview

According to Dawson (2002, p.67), when conducting a semi-structured interview, you will probably develop a list of questions or list of topics and subtopics to ask to the respondents about the particular topic which is investigated. This study considers it relevant as research instrument

to gathering data collection. As it will develop a list of questions to gather information of students' needs, perceptions and opinions. An initial interview will be applied before the implementation of communicative tasks in TBL lessons. Then post-task interviews and finally one after it is implemented this proposal. (See, Appendixes A –Interviews).

Reflective Journal

Reflective journals allow researchers present written accounts about the most important thoughts seen and observed in an action research experience. 'Journals are widely acknowledged as important resources in promoting both the development and the understanding of teachers' practices, (Simon Borg, 2015). Taking into account the previous ideas, this study opts to use this instrument to keep information about teaching events for further reflection toward students' interactions observed during the development of each tasks (see appendix C).

My role as a researcher

In the current study, I played the role of a teacher-researcher who facilitated learning process by providing some learning strategies through the implementation of communicative tasks in the classroom, so that learners could improve interaction. According Smith & Lytle (1993) say, the teacher researcher is more reflexive on their every class and try to solve the situations.

Participants

This study was carry out in a ninth grade classroom at Silvano Caicedo Giron school headquarter SanMartin de Porres, located in Anchicaya river in the rural Zone of Buenaventura, Valle del Cauca. This population was a class made by 13 EFL students, 4 boys and 9 girls with

ages average between 14 to 17 years old approximately. This population has particular features namely, they are Afro-Colombian students, born and grown in the country side of the city.

These students live in the coast site of the river, and most of their houses are far in different sidewalk around the one the school is. Therefore, it was quite difficult for them to get to school in many sections during the classes. Transportation is by small boats outdoor in which they are exposed to the sun and the rain every day. Besides, they are children of poor families who parents' economic activity only depend on fishing and piangua collection. This activity is done in the sea and in the mangroves by all members of the community, men, women, young and children to get something for living.

This country side of city is lack of connectivity and ernity. The school is the only one with all day energeizer through a solar electrical sistem also but lack of conectivity and a full library; so that, English learning process presents some difficulties to carry out many tasks and activities in which students support themselves with virtual or printing sources about imprtant information they need to be more active and help to enrich the class. Students only depend of the pedagogical material brong by the teacher from the city to the zone. Thus, lessons must be planned taking into account social common activities from the community, which help them to be familiar with the class and could be more participative during the tasks.

Having in mind this rural school has not had an English teacher for almost two years and besides, students were trained under the translation method, they were lack of many basic information, which present difficulties to communicate using the target language in class. This

demand them challenge learning vocabulary through dictionaries and, printed and virtual material brought by the teacher. And also challenging to gain confidence to use the language to talk in interaction in class.

Instructional design

Since the research question is aimed to determine how the EFL students' interaction occurs when implementing TB learning in English lessons, this pedagogical proposal set five English lessons in which five communicative tasks are implemented to engage students in interaction while having them develop them. Thus, in this section, I will explain how that implementation took place.

General objective

To get students involved in interaction through task-based learning in English lessons.

Teaching approach supporting the proposal

Task-based learning was adopted as the framework to carry out the communicative tasks in the English lessons. In TB learning, "students are encouraged and to activate and use language they already have in the process of completing a task (Nunan, 2004, p3). This study considered the implementation of five communicative tasks in English Lessons, based on task components in Nunan (1989). Then, the tasks intended to resemble of TBL framework principles selected, the scaffolding, activate learning and learning strategies which enclosed interaction with the real world communication.

Methodology

The methodology to carry out this pedagogical proposal focused on the implementation of communicative tasks in five English lessons under the task-based learning principles and framework. “Task-based teaching and learning entail both, design and methodology. That is, decisions need to be taken regarding which type of tasks to include in a course, what the content of the task will be, and, crucially, how to sequence the tasks as to best facilitate learning. Methodological decisions concern how to structure a task-based lesson and what type of participatory structure to employ” (Ellis, 2009, p. 4). This study, after having set the goals and objectives I concentrated in the content selection according learners ‘interest. Then I selected tasks and procedures, and finally I proceed to the lessons plans design.

A task

For the current study, a task is conceived from a very communicative perspective. Then, some authors were consulted about it. Thus, Nunan (2004) defines a communicative task as a piece of classroom work which involve learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than a form (p.10-11). In addition, for Willis J. (1996), a task is an activity where the target language is used by the learner for communicative purposes (goals) in order to achieve an outcome.

Teaching Procedures within Task Based Learning

The implementation of each task follows TBL framework proposed in Willis J. (1996), then, English lessons had a Pre-task, Task cycle and Language focus; which show clearly the way

Task-based work in the classroom. The next table summarizes that framework considered for the pedagogical implementation.

Table 1:

TBL Framework used for the planning of communicative tasks

PHASE	STAGE	SUGGESTED ACTIVITIES	AIM
PRE-TASK	Introduction to topic & task	- T helps Ss to recognize the theme and objective of the task, eg brainstorming ideas with the class, using pictures, mime or personal experience to introduce the topic. - Ss may do a pre-task eg topic-based odd-word-out games	To introduce the topic and task, and provide students useful language and clear instructions to what they will do in the task.
	Task	- T may highlight useful words and phrases. - Ss can hear a recording of a parallel task being done. Or, if the task is based on a text, Ss read a part of it. - Ss can be given preparation time to think how to do the task.	
	Task	- Ss (in pairs or groups) do the task using the language they have to express themselves. - T walks around monitors, encouraging in a supportive way everyone's attempts at communication in the target language.	To promote students, complete a task in pairs or groups using the

		language
		resources that
		they have.
TASK CYCLE	Planning	- Ss are asked to prepare a report briefly to the whole class how they did the task and the outcome was.
		To foster students prepare a short oral or written report to tell the class what happened during their task.
		- Ss draft and rehearse what they want to say or write for their report.
		-T goes around advising students on language, suggesting phrases and helping Ss to polish and correct their language.
LANGUA GE FOCUS	Report	- Ss report briefly to the whole class so everyone can compare findings, or begin a survey.
		To motivate students report to the whole class orally or read the written report what they do or learn in the task.
		- T chairs, comments on the content of the reports, rephrases perhaps but gives no overt public correction.
	Analysis	- Ss do language-focused activities, based on the texts students have read or on the transcripts of the recording they have heard.
		To highlight relevant parts from the text of the recording for the students to

		analyze.
Practice	- T conducts practice activities as needed	To select
	based on the language analysis work already	language areas to
	on the board, or using examples from the text	practice based
	or transcript.	upon the needs of
		the students and
		what emerged
		from the task and
		report phases.

Adapted from Willis J. (1996) 'A framework for task based learning' Longman

According to above framework proposed in Willis students in classroom present four essentials conditions: 1.*exposure* to a rich but comprehensible input of real spoken and written language use, 2.*use* of the language to do things, 3.*motivation* to listen and read the language and to speak and write and 4. *Instruction in language*, in which they are given chances of focus on form. As the input refers to the data presented for learners to work on, which form the point of departure for the task (Candlin, 1987 & Nunan, 1989 as cited in Nunan, 1989). According aims and themes selected, students used different sources which facilitate fulfill successfully each task. Such as instruction & handouts, forms, games and videos were part of the learning process as Hover (1986), Morris & Steward-Dore (1984, p 158) suggested.

Contents for the communicative tasks

The themes that were selected for the tasks were daily activities & routines and Life Experiences. These themes were considered, as more than the 70% of students showed interested

on them in the interview applied in the classroom before the implementation, and both were taken into account to classify the language function (vocabulary and grammar structure) for each learning tasks to carry out in the lessons (see appendixes A – interview before implementation, question 8). Those topics can be seen the table that comes below:

Table 2:

Communicative Tasks Overview

COMMUNICATIVE TASKS FOR EACH LESSON					
LESSON 1					
Aim	Task	Activities-based stages	Timing	Resources	Skills
To describe daily activities.	CONDUCTING A CLASS INTERVIEW	1. Vocabulary focused activity,	4 hours	Board, Markers,	Speaking
		face real-world		Laptop, smart	Listening
		questions and watch		TV, Speakers,	Writing
		a video to model the task.		Handouts,	Reading
		2. Fill and conduct a class interview, then plan and report findings.		interview form.	
		3. Evaluate task.		Text: describing daily activities.	
		4. Reflective			

analysis, feedback

and practice.

LESSON 2

Aim	Task	Activities-based stages	Timing	Resources	Skills
To describe your own schedule	MAKE A VIDEO CONVERSATION ABOUT YOUR HOBBIES AND SHARE THE EXPERIENCE.	1. Vocabulary focused activity, face real-world questions and watch a video to model the task. 2. Do a role-play conversation and share the experience. 3. Evaluate the task. 4. Reflective analysis, feedback and practice.	4 hours	Flash cards, Board, Markers, Laptop, Speakers, Handouts. Text: talking about leisure activities	Speaking Listening Writing Reading

LESSON 3

Aim	Task	Activities-based stages	Timing	Resources	Skills
		1. . Vocabulary			Speaking

To talk	CONDUCT A	focused activity, face	4 hours	Board, Markers,	Listening
about	SURVEY	real-world questions		Laptop,	Writing
things	CLASS	and watch a video to		Speakers,	Reading
you often		model the task.		Handouts.	
do.		2. Create and apply		Survey form.	
		survey, then compare		Text: talk about	
		information and		how often you do	
		report findings.		things.	
		3. Evaluate the task.			
		4. Reflective analysis,			
		feedback and			
		practice.			

LESSON 4

Aim	Task	Activities-based stages	Timing	Resources	Skills
		1. . Vocabulary		Cardboard,	Speaking
To talk	ADAPT AN	focused activity, face	4 hours	Board, Markers,	Listening
about the	SNAKE &	real-world questions		Laptop, videos,	Writing
past.	LADDER	and watch a video to		Speakers,	Reading
	GAME TO	model the task.		Handouts and	
	ALLOW	2. Adapt expressions		game board.	
	TALKING	or question in a snake		Text: talking	
	ABOUT THE	& ladder game and		about the past	

PAST WHILE play it. Then report

PLAYING. the learning
experience.

3. Evaluate the task.

4. Reflective analysis,
feedback and
practice.

LESSON 5

Aim	Task	Activities-based stages	Timing	Resources	Skills
To discuss past activities	FILL A	1. Vocabulary	4 hours	Board, Markers, Laptop, smart TV, Speakers, Handouts, Text: discussing past activities.	Speaking
	COMPARATI	focused activity, face			Listening
	VE CHART	real-world questions			Writing
	AFTER	and watch a video to			Reading
	DISCUSSING	model the task.			
	PAST	2. Fill a chart through			
	ACTIVITIES	discussion past			
		experiences. Then			
		share the learning			
		experience.			
		3. Evaluate the			
		Task.			
		4. Reflective analysis			

feedback and
practice.

Teacher's role and student's role

As this work focuses its methodology on the communicative approach through task-based learning, the learners has an active role; in which they contribute, negotiate meaning with others while they receive and offer information during their own learning process. Therefore, the teacher is a facilitator of the communication process, participant and counselor (Brown, 2007 & Nunan 2004). In the classroom students are the main participants and the teacher plays a role of monitor or observer (Tuan and Nhu, 2010). Thus, Brown and Nunan have reason, when they say, the role of the teacher is a facilitator, because the teacher needs to be a guide and give opportunities to develop autonomous learner capable of continuing to learn the language beyond the classroom and the course.

Assessment Criteria

Since this qualitative research focus its main interest in determining how improvement in EFL students' interaction occurs when implementing TB learning in English lessons; the students will be evaluated under the formative assessment criteria, which based on the learning process (Skriven, 1967 and Bloom, 1976 as cited in Allal and Monttier, n.d). Thus, according student's performances and outcomes during the task and stages, this study set the following assessment criteria: the participation & collaboration, the interaction and the use of the target language. The participation and collaboration are evaluated as students work cooperatively in pair and group to complete several tasks and activities, the interaction as students ask for suggestions, share

information, discuss a topic, role-play conversations, make decision and show preferences, and finally the use of the target language is evaluated as students show their linguistic competence in speaking, reading and writing in English during the task and other stages.

Data analysis

A brief account about the implementation

As the research study has as central topic the enhancement of student's interaction in English, the pedagogical implementation proposes five communicative tasks. Each task procedure follows the phases and stages proposed in Willis J (1996), in the five lessons implemented in this project I used first a pre-task, then task cycle (task-planning-report) and finally a language focus (analysis and practice).

During the whole implementation, the tasks followed almost the same steps according to the stages mentioned above. Then, in the pre-task, stage I introduced the topic and the task. Then, students were provided of useful language relating to the topic through vocabulary focus activities. And finally students watch a video to model the task explanation.

During the task stage, students completed the tasks using the language resources that they have, so I was around to encourage, monitor and attempt requests to facilitate their learning process. Then, students were provided of time to plan a brief report to the task. Finally, students report findings and experiences they had through the task in front of the class. In this stages comments were provided by the teacher and learners to all reports; and then students carry out an

evaluation post task in which they auto-evaluated and co-evaluate their learning process and outcomes.

In language focus, students were provided of feedback and chances to confront language form through language-focused activities, based on the texts and transcripts of recordings and videos used for the task explanation.

The data gathering and analysis

As it was mentioned in the research design, the instruments for the study were the observation, the interview and the journal. The observation was used to collect data of students' reaction and interaction in class; which consisted on the transcription and reflection of video-recordings taken in class when students were developing the tasks. As the videos were more precise to write transcriptions, they helped the collection of data of students' verbal interaction and also of the nonverbal interaction occurred during the tasks and how sequences were generated to identify commons patterns.

Semi-structured interviews were conducted to get information from the students. A first interview was conducted to collect data towards their needs and interest, and their perception of a new teaching practice (TBL) (See appendix A). A second interview (named post-task evaluation) was conducted after each task was implemented to know students' perception of each task toward impact of learning to give lessons feedback for effective teaching in posterior tasks. Then, a final interview was conducted to collect data about students' final perception after all the

tasks were implemented. Thus, interviews were also used to complete data with lack in the observation; which helped to validate the information.

The last instrument was the journal. It was used to keep the transcriptions, comments and reflections of interactions occurred during the development of the tasks. This included student-student interactions and also teacher-students interaction and their corresponded analysis under CA approach (See appendix C).

Criteria and steps to data analysis

To answer the main question stated in this research project was necessary to carry out conversation analysis (CA). Do “CA is the study of recorded naturally occurring talk-in-interaction, which aims to discover how participants understand and respond one another in their turn at talk, with a central focus of how sequences are generated” (Hutchby and Wooffit, 2008, as cited in Nordquist, 2017) in any social action (Seedhouse, 2005); e. g. developing tasks. Through CA are identified some common structures in the interactional context which (Seedhouse, 2004 & 2005) has called interactional organizations as elements to obtain data analysis. He signs “turn-taking, adjacency pairs, preference organization and repair”. (Nordquist, 2017) includes others as: cooperative overlaps, pauses (||), nonverbal communication, short answers and phatic communication. This study identified some common patterns interaction according Seedhouse (2005) and Nordquist, (2017) during the implementation. “The interactional organizations are stated in the context-free term, but vital point is that participants employ this context-free organization in a context-sensitive way to display their social actions” (Seedhouse, 2004). Thus, CA as methodology in the observation and the interviews analysis

allowed three 'categories emerged as a result of the reflection of the research interest through the data collected in the implementation' of the communicative tasks (Pineda, 2003).

The process of data analysis in the CA proposes by (Seedhouse, 2005), as cited in Benavidez (2014, p.59-60) is composed of five sequential stages:

1. *Unmotivating Looking*: In this initial stage, the researcher must be open to discovering, new patterns or phenomena in interaction rather than searching in data with preconceptions or hypothesis.

2. *Inductive research*: After having identified a candidate phenomenon, the inductive search takes place to establish a collection of instances of the phenomenon. It is indispensable, to characterize the actions in the sequences or sequences of interaction.

3. *Establish regularities and patterns*: This stage has to do with the occurrences of the phenomenon and how they are methodically produced by the participants.

4. *Detailed analysis of the phenomenon*: This stage analyzed each single instances of the phenomenon by uncovering any role, or relationship of the instances, with emerge on the detail of the interaction. The purpose of this stage is to explicate not only the rational organization of the patterns uncovered but also the normativity of practices.

5. *Generalized account of the phenomenon*: This account is to find how the phenomenon relates to the boarder matrix of interaction. This stage locates the patterns and sequences of the

phenomenon within a boarder of picture looking for a rational specification of the sequences which can uncover its emic logic and the machinery which produces it and which places it in a wider matrix of interaction.

Categories to respond the research question

To respond the research question stated in this research proposal. I organize the students' interactions into three categories. The table below summarizes the emerging categories which are explained later in detail:

Table 3:

Categories to respond the research question

RESEARCH QUESTION	
How does EFL students' interaction occur when implementing Task-Based learning in English lessons?	
Final categories	Sub-categories
1. Students get involved in interaction sceneries as the active participants.	1.1. Students initiating interaction in the target language during communicative tasks.
	1.2. Students doing interaction in distinct directions.
2. Students defining different ways of interaction.	2.1. Students' interaction by asking questions and giving answers.
	2.2. Students taking turn to talk.
	2.3. Students using repairing strategies.

3. Students' interaction focuses on meaning rather than on a form.	3.1. Students expressing meaning through nonverbal communication.
	3.2. Students using the mother tongue as a resource on making decision.

It is vital remembering that the main goal to this research project is determining *how EFL students' interaction occurs when implementing TB learning in English lessons.*

1st final category: Students get involved in interaction sceneries as the main participants.

During the implementation of the five communicative tasks proposed in the institutional design. Students interacted as they actively participated in order to achieve the objectives stated in each task. It demanded they involved in sceneries of interaction into the classroom. These sceneries were determined by different interaction patterns associated with the objective of tasks.

In that way the interaction patterns represented the way the learners-learners and the teacher interacted in the class (The British Council, 2008). Thus, students worked in pairs and groups to complete the tasks in which they had more opportunities to make use of linguistics resources in a relaxing and uncontrolled manner and also as playing the role as the main participant during learning process (Jia, 2013). The excerpt below support the previous argument since it evidences students using their linguistic resource to complete the task 2.

Excerpt 1: students working in pairs use their linguistic resource to complete the task.

S1: *comencemos preguntando Do you have any hobby? (S1 shows S2 the sentence in the transcript)*

S2: *ok y Quien dice esto?*

S2: yo

S1: entonces yo respondo yes I have several (S1 mispronounced 'I have several'). No. mejor: yes I do (pointed an example in the notebook).

S2: ok. hora te pregunto what is your hobby? Y me decis tu hobby.

S1: visiting my friends? Esta bien?

S2: I like visting my friends. (rise entonation)

S1: uuh.. I like visiting my friends

In the other side, “the teacher played role as a monitor” to facilitate the leaning process by responding students’ requests and also supporting their jobs when it was necessary (Jia, 2013) 2013). This was evidenced when the teacher was responding requests while students were building a conversation in task 2. The excerpt 2 presents example of it:

Excerpt 2: Teacher responding students’ requests to facilitate learning process. (See appendix C. task #2)

S1: teacher podemos usar las real questions en la conversation.

T: yes, of course, use the questions and the vocabulary you have. Watch the transcript model (T point the pedagogical material or input)

S2: la conversation tiene que ser asi larga

T: No. This is an example but you can do the conversation shorter... Este es un es un ejemplo pero ustedes pueden hacer su conversaci3n m3s corta (repeat in mother tongue). Ok?

S2: Ok, teacher

Both examples above taken from video transcriptions of interactions sceneries between the students, and also between the students and the teacher during the task 2, highlight clear evidences about how students role as the main participants in the interaction during their learning

process as they assume an independent role to make decision each another to complete the task and also to initiate the interaction when requesting the teacher for information.

The second excerpt evidences students interact by making decisions on what language to include in the task. In that students use mother tongue as a resource but also the target language to complete the task. They made use of linguistics resources in a relaxing and uncontrolled manner (Jia, 2013), since in task-based students are encouraged and to activate and use whatever language they already have in the process of completing a task (Nunan, 2004).

The first excerpt evidences in students – teacher interaction, students initiated interacting with the teacher to request information about instructions toward the realization of the task. And the teacher just limited to answer their requests to facilitate students' language learning. Although in this scenery students used their mother tongue the teacher answered in the target language to encourage them to make use of it. (See appendix C –task #2)

Students themselves recognized what language they used during the task. Besides they reflect that the main objective of the task was to interact in English to reach an outcome. Although their interaction land on their mother tongue they endeavored to use the target language to fulfill with the task goal as they expressed in the interview after implementation.

The excerpt 3 presents a clear example in which students say the language they used when they were doing the tasks:

Excerpt 3: students recognize the language they used when doing the tasks (see Appendix A.2).

- Algunas veces usábamos inglés y otras veces español, porque cuando no entendíamos preguntábamos al profesor y él nos motivaba a hablar en inglés.

- Nosotros hablábamos en inglés pero varias veces en español. Pero cuando presentábamos la tarea hablábamos en inglés.

- nosotras usamos inglés cuando hacíamos las conversaciones y usábamos español cuando estábamos practicando

At this point students recognize they use the target language and also their mother tongue to express each other during the class. But only use the target language when presenting the task. Nunan (2004) say, at the beginning of the learning process, learners should not be expected to produce language that has not been explicitly taught.

The previous interaction sceneries evidence students played the role as the center in the learning process, in which they got interested on fulfilling the objective of the task by getting involved in classroom interaction patterns. As they worked in pair and groups and helped each another to complete the task. As Marsh (2012), stated “students-centered classroom, students are involved in the learning process, they do not depend on the teacher all the time, they communicate each another in pairs and small groups, and they collaborative, learn and help each another in the completion of the task” (p12).

Sub-category 1.1: Students initiating interaction in the target language during communicative tasks.

Students' opinions and actions also helped this research to evidence how effective and necessary is the implementation of tasks using an appropriate learning strategy to increase students' participation in the language interaction. It includes the pedagogical material and the use of it during the tasks (Cohen, 2014).

In this way, in the evaluation post task (appendix A.3) students expressed they liked the strategies implemented in class through the tasks proposed in the instructional design, and especially questions and answers, conversations and expositions as it is evidenced in the excerpt bellow:

Excerpt 4: students expressed about the strategies they liked the most when learning to interact in the target language (see Appendix A.3):

Preguntar y responder entre compañeros.

Hacer conversaciones y exposiciones en clase.

Poner la pronunciación por encima o al lado de las palabras en inglés.

In the task 1 and 2 students conducted interviews and surveys in which they exchanged information using the target language. In this case interaction between peers took place in the classroom through “face-to-face communication” (Ellis, 999). Students participated actively by asking and answering questions each another. And although mispronunciation of words and pauses and others patterns became part of the communication they willing to go ahead in the exchanges, which was a fundamental part in the learning process.

The following excerpts 5 and 6 show examples taken from task 1 and 2 when students were asking question and giving answers to conduct surveys and interviews. (See appendix C Task 1 and 2):

Excerpt 5: Students asking questions and giving answers by conducting a survey.

S4: How often do you play video games?

S3: rarely (mispronounced)

S4: How often do you cook?

S3: everyday

Excerpt 6: Students asking questions and giving answers by conducting an interview.

S1: My name is Mary. And you?

S2: Diana Renteria Gamboa

S1: wake up?

S2: at six o'clock

S1: what time do you get dressed?

S2: uuh...at six... no se at six: fifteen. (Pause in several times, support in the material, and switch language)

In the task 2 students role played a video conversation about their hobbies and then share the experience. In pairs students built a conversation by supporting on a sample conversation model transcript from a video (See appendix B – Lesson 2) and also in examples written in their notebook. Then record a video in which they role played the conversation in pairs. In this case students also took decision of what language use; not only to their transcription conversation but also to the language they used to do expositions in front of the whole class by supporting each another.

Evidences of making decision occurred when students were building a conversation in task #2, then role-played it and finally report it through exposition as it is displayed in excerpts 7, 8 and 9:

Excerpt 7: Students building conversation by making decision while supporting on the material. (See appendix C task 2)

S2: si, ahora te toca preguntar por mi hobby Usa esta (point the trasncrip).

S1: ok, what about you? What is your hobby? (Mispronounce)

S2: I like dancing

Excerpt 8: Students role-playing the conversation while they are been recorded. (See appendix C task 2)

S1: Do you have any hobby?

S2: Yes, I do.

S1: what is your hobby?

S2: I like visiting my friends.

Excerpt 9: Students supporting each another to do exposition of findings (see Appendix C task 2)

S2: Tenemos que responder las preguntas - How did you do the task? And what things you liked the most in the task? Y exponerlas.

S1: ok... hagamoslo con el ejemplo que esta en el tablero...

S2: el teacher dijo practice for exposition

S1: you hahaha (S1 lught and sing S2)

S2: ok

At this point learning strategies are understood as the way the task through the input demanded students' actions which produced output through English interaction in the classroom (Nunan, 2004). It included different interaction patterns: 1 students-content (S) interaction as occurred in the excerpt 7, S2 signed a sample transcript (the input) to helped S1 to take target language from it in agreement to build their own product. 2 Student-student (S-S) interaction occurred in each excerpt above as students communicate each another by working in pairs to complete the task. Other patterns were also evidenced along the tasks implemented but they will be visualized along this analysis.

After students had participated in different interaction sceneries positive opinions were expressed towards the output produced according to what is demanded in the task. Clear evidences of positive opinions about the result of strategies and sources implemented were taken from students' respond in the interview after the implementation presented in the excerpts 10 and 11 below:

Excerpt 10: students expressing what motivated their learning strategies during English interaction. (See appendix A. 2 interview after implementation Q #8)

Si, por que entendimos mucho más y nos ayudó a mejorar la manera de hablar.

Sí, porque ayudo que aprendiéramos más inglés.

Sí, porque las estrategias hicieron que mejoremos más en clase.

Excerpt 11: Students expressing why the sources were appropriated in the implementation (See appendix A. 2 interview after implementation Q #7).

Si, por que eran muy útil

Sí, porque nos interesamos mucho en hacer las tareas.

Si, por que lo entendíamos y nos ayudó a responder las tareas.

Through the language learning strategies students reached more degree of understanding and talking in the target language. It helped students increase their participation, their understanding when working in every stage of the tasks. It was evidenced through students' actions in interactions. Nunan, (2004), stated, "We acquire language when we understand messages (input) that are just beyond our current level of acquired competence".

Sub-category 1.2: Students doing interaction in distinct directions.

At these instances, classroom interaction occurred through students' active participation in scenarios created when developing the tasks. Students got engaged in interaction patterns as they did interaction in distinct directions. Among the most significant patterns related with the main interest to this research, which were evidenced in the implementation are, interaction with language content (students-content), interaction among the students (student-student, students-students, student-students) and interaction with the teacher (student-teacher and students-teacher).

Interaction with the language content is one example evidenced in the class when students isolate, in pairs and in groups interacted with the pedagogical material in stages of the lesson. A first occurred through scaffolding in the pre-task. Students solved vocabulary focused activities which got them familiarized with language based-topic (See appendix B lesson pre-tasks). A second occurred in the task when the students supported themselves on the material to complete

the task. Nunan (2004) stated that, “lessons and materials should provide supporting frameworks within which the learning takes place”.

Clear evidences about scaffolding occurred when students were doing pre-tasks activities about daily routines in task 1 as in presented in the excerpt 12 below:

Excerpt 12: students scaffolding through finding expressions in a puzzle. (See appendix C task 1)

S1: aquí está 'get up'

S2: encontré 'go to school'

In the same way evidences of students supporting on the material occurred in task 2 when they were using a printed model conversation provided by the teacher to build a conversation as is presented in the except bellow:

Excerpt 13: students supporting on a transcript model to build a conversation.

S1: very good. Ahora te voy a preguntar esta (point the transcript and the questions in the notebook) Why do you do that? ¿Porque haces tu hooby? (repeat in the mother tongue)

S2: porque me gusta conversar con mis amigas, y me divierto. (read the in the notebook)

S1: in English

S2: because I like talking with my friends, and I have fun (read in the notebook)

Interaction among students occurred in three sceneries: student-student interaction, students-students interaction and student-students interaction.

Student-student interaction was evidenced in the class by doing pair work activities during the task. Task 2 provides clear example in excerpt 14, in it, students worked in pairs building and role-playing a conversation.

Excerpt 14: students role-playing a conversation (See, appendix C, task #2)

S1: hi Dainer

S2: hello Jarlen

S1: What is your... a hobby.. a hobby?(trying to do self repair)

S2: Yes, I do.

S1: What is... your .. your hobby?(twist and self repair)

S2: I like playing soccer.

Students-students interaction was evidenced in the class in which students worked in groups. In task #3 they agree to interchange information after they work isolate in the pedagogical material. See excerpt 15:

Excerpt 15: students exchanging information after isolate interaction with the resources. (See appendix C task #3)

S3: escribamos cada uno sus leisure activities, las respondemos y ahi nos preguntamos.

S4: How often do you play video games?

S3: rarely

S1: How often... do you... relax?

S2: everyday

Student-students interaction was evidenced in the classroom when students conducted expositions in front of the whole class. In this action, a student interacted with the rest of the class reporting findings of surveys and interviews, what and how they did the task and the experiences they had to reach outcomes of the task. A clear evidence of students doing exposition, occurred in task 3 as is presented in the excerpt 16:

Excerpt 16: a student reporting findings to the whole class after he/she conducted a survey class (see appendix C – task 3)

S1: in my investigation result; partner one read English books once a week like me. None use the computer twice a week like me. Partner two speaks in English once a week like me. Partner one chats on the phone rarely like me. Partner one watches TV sometime like me. Partner 1 listens to music everyday like me. (S1 read the report)

T: very good (and make applauses)

Ss: (make applauses)

T: next group

Students-Teacher interaction was evidenced in the class when students asked for help and support by requesting the teacher different necessities they had during the task. They asked for pronunciation supporting, for meaning of unknown words, and for instructions. The excerpt 17, shows evidence of students asking teacher for help when they were making decision to conduct a survey in task 3.

Excerpt 17: students requesting teacher information and support (see appendix C task 3)

S4: teacher pronunciation

T: which Word

S4: esta (S4 pointed the word in the form)

T: cooking... but do not use coking, use cook. How often do you cook? Ok?

S4: Ok.

2nd Final category: Students defining different ways of interaction.

During the tasks students involve in language interaction through different ways. Each task demanded face-to-face communication, in which students asked question each another to find information necessary to complete the task. They also provided answers during the exchange created through the interaction. These actions also evidenced in students common structures patterns in the talk-in-interaction. The turn-taking is one example in which students respected turns of talking in conversations during the social act (Seedhouse, 2005). As well others structures evidenced were the repair, pauses, short answers, and the nonverbal communication which will be explained in posteriors sub-categories.

In the task 3 turn-taking was evidence when students were asking questions and giving answers while conducting a class survey as it is described in the excerpt 18:

Excerpt 18: Students asking and responding questions to get information each another.

1- S1: How often... do you go dancing?

2- S2: (S1 touch S2 in his hand to answer) rare-ly (mispronounce)

3- S1: What?

4- S2: rarely

5- S1: How often do you relax?

6- S2: everyday

7- S1: how often do you ... (S1 watch the form of S2 to complete the question)

8- S2: read a book?

9- S1: *uh huh read a book (nod)*

10- S2: *rarely*

The excerpt 18 is an example taken from the transcript in task 3. Students conduct a survey class (See appendix C, task #3). In that students evidenced interaction through exchanges in the target language. In this task a student asked questions and the other gave answers then exchange due both need information to carry out an investigation.

Several structures were evidenced during the interaction. In the line 1, 2 and 7 students made pauses. They had difficulty to pronounce some words in the sentences. In line 3 and 4 the students negotiate meaning, requesting for clarification and repairing. Line 5 and 6 shows evidence of the adjacency pair through fluent communication. And finally lines 7, 8 and 9 show how students repair, confirm understanding through repetition and also with the nonverbal communication.

Sub-category 2.1: Students' interaction by asking questions and giving answers.

The most common way of interaction during the task cycle evidenced in the implementation was asking questions and giving answers. In this scenery students did exchanges in which student 1 asked questions for different reasons: for gathering information, for requesting help and support, for initiating exchange and for negotiating the meaning. And student 2 gave the answer that permitted the interaction went ahead in the face-to-face communication. The answers are the second part in the face-to-face communication to maintain the interaction as both question and answer are “adjacency pairs” in this scenery (Nordquist, 2017). According Nordquist (2017), “the adjacency pair is an ordered pair of adjacent utterances spoken by two different speakers.

Once the first utterance is spoken the second required to maintain the interaction". In this case Students provided using structured utterances or long answers and unstructured utterances or short answers.

Students were gathering information through asking questions and giving answers when they were conducting a class interview (see appendix C, task 1) and also when conducting a survey class (see appendix C, task 3). In both sceneries they used a form in which they collected the information with answers they received from their peers. In this way questions and answers presented several prototypes: structured and unstructured questions.

Clear examples of using structured and unstructured questions were evidenced when S1 in task 1 was conducting an interview by asking S2 about the time he does his daily routines. The excerpts 19, 20 and 21 display the examples:

Excerpt 19: Students gathering information by asking structured questions but unstructured answers.

S1: What time do you get up?

S2: at six o'clock

Excerpt 20: Students gathering information by asking unstructured questions and unstructured answers.

S1: Wake up? (Rise intonation)

S2: at six o'clock

Excerpt 21: Students having exchange asking structured questions and giving structured answer. (See appendix C, task #2)

S1: What is your hobby?

S2: I like reading.

In the excerpt 19 S1 was carefully to include all the elements to have the question well structured. The student used the wh + auxiliary + subject + verb followed by rising intonation (or?), to be well expressed when asking the question to S2. But, S2 did not use a structured answer. It was omitted the subject and the verb (It is). Another view is perceived in the excerpt 20. Both S1 and S2 used unstructured utterances S1 only used the verb followed by rising intonation which allowed S2 understood that was a question whose respond was lack of the subject and the verb (It is). The opposite view is perceived in the excerpt 21; both S1 and S2 used structured utterances in the question and in the answer. They both as adjacency pairs did not omitted any element in the utterances during the speech act.

Students also interact by using questions and answers when requesting for help and support to the teacher and also between peers. In this case the mother tongue predominated during this type of interaction. An example of this type of interaction was perceived in task 3 when students were requesting the teacher and peers for help and support to complete the task successfully as it is presented in the excerpts 22 and 23 below:

Excerpt 22: Students requesting the teacher for help and support (see appendix C, task 3).

S3: teacher asi...? (Pointed the form)

T: ok, but do the analysis for each leisure activity

S3:con cada una?

T: yes, each leisure activity...

Excerpt 23: Students requesting to a peer for help and support (see appendix C, task 3).

S2: ...como es que se dice esta? (pointed the form)

S1: how often do you...

S2: ok... how often do you play soccer?

S1: everyday

In both examples above students initiated interaction by asking questions using the mother tongue. In the first example excerpt 22, S3 asks the teacher for help to have success in the task and the teacher provided the information and instructions needed to facilitate the learning process. In the second, S2 asks S1 to helping with the pronunciation of some words to switch interaction in the target language. The requesting was provided and allowed the interaction went ahead.

Students involved in exchanges between peers using the target language. In this interaction scenery students role played conversations in which they started asking questions to their peer, who answer to allow conversation went on.

The example evidence occurred in task 2 when students making a video conversation started using a question and his peer answer and they went on in the same order as displayed in the following excerpt:

Excerpt 24: Students initiate an exchange by asking question and giving answers in the target language (see appendix C, task 2).

S1: Do you have a hobby?

S2: Yes, I do.

S1: What is your hobby?

S2: I like reading.

To negotiate the meaning in the target language, students asked questions and give answer for clarifying meaning which evidenced improvement in pronunciation and meaning. In this interaction scenery students used wh and raising intonation. Pica (1987) as cited in Benavides (2015) states that, "Clarification request moves by which one speaker seeks assistance in understanding the other speaker preceding utterance through questions (including wh, polar disjunctive, inverted with rising intonation or tag). (p.740)

During the development of task 1 and 3 negotiation of meaning was evidenced when students raised intonation and used a Wh to clarify request while conducting an interview and a class survey, the excerpts 25 and 26 displayed evidence of them:

Excerpt 25: Students clarifying request by asking question through rising intonation. (see appendix C, task 3)

S1: how often do you... read book? (Paused and mispronounced)

S2: read a book?

S1: aha... read a book.

Excerpt 26: students clarifying request by asking question though Wh. (see appendix C, task

1)

S1: What time do you have a shower?

S2: thirty: six

S1: what?

S2: six: thirty

In the excerpt 25, S2 raises intonation to clarify what he really understood, and also to make correction in the expression to following with the exchange. In the excerpt 26, S1 asked S2 using a wh to clarify understanding. Which allowed S2 did repairing in his answer.

Short answers is understood as the way students or the teacher gave response to the questions using a “yes”, a “no”, or no/yes + subject + auxiliary verb or a just part of the structured answer. Nordquist (2017) says that, in the spoken English or informal writing, a short answer is a response made up of a subject and an auxiliary verb or modal.

Evidences of these types of answers were perceived during the development of task 1 and 2. In the first, S2 answer using the auxiliary verb from the question done, in the second S2 answer using the complement. The excerpts 27 and 28 present the example of these type of answers:

Excerpt 27: Students giving answer as states in Nordquist (2017). (See appendix C, task 2)

S1: Do you have any hobby?

S2: Yes, I do.

Excerpt 28: students giving answer using parts of the structured utterance.

S1: What time do you wake up?

S2: ...six: ten.

Interaction through asking questions and giving answers perceived in the excerpts 19 to 28 evidenced that during the implementation the four aspects that motivated students 'questions and answers in the class was the necessity of gathering information, requesting for help and support, initiating exchange or discussion and negotiating the meaning; which allowed sceneries of face-to-face communication generated from the demanding of the task.

Sub-category 2.2: Students taking turn to talk.

Having into account turn-taking is a notion that people in conversation take turns in speaking (Nordquist, 2017). During the task student's interaction evidenced how they respected their turns of speaking when having the conversation. In this case questions versus answers were predominating in communicative action. It occurred not only through student-student but also students-teacher.

Turn-taking was evidenced between the students and the teacher in task 3 when students requested the teacher for help and support to carry out the class survey as occurred in excerpt 29.

Excerpt 29: Students taking turns when requesting teacher' help and support. (See appendix C, task 3)

S4: teacher, pronunciation, please

T: which word?

S4: esta (S4 pointed the word in the form)

T: cooking... but do not use coking, use cook. How often do you cook? Ok?

S4: Ok.

The other evidence of turn-taking in the same task 3 occurred among students when the conduction of the survey class started. S2 waited for S1 to ask the question to provided answers, which it is represented in the excerpt 30:

Excerpt 30: Student taking turns when role playing a conversation.

S1: Why do you like playing soccer?

S2: eh, because fit the body, eh make me exercise my body...eh... what about your hobby?

S1: I like watching TV

S2: ...Why like... watching TV?

S1: Because I feel good, I have fun and relax my brain.

Sub-category 2.3: Students repairing speech

Understanding the repair pattern as the “process by which a speaker recognizes a speech error and repeat what have been said with some sort of correction” (Nordquist, 2017). During the task cycle repairing was evidenced in student’s interactions in different categories. In the first place, students acted as a “self-Initiating self-repair” due they in different circumstances of the conversation when they perceived an error they repaired in “both initiated and carry out the trouble source”. (Nordquist, 2017)

Example of this type of repair was evidenced in the task 2 and 3 when student were role-playing a video conversation and also conducting a survey class as it is presented in the excerpts 31 and 32 below:

Excerpt 31: Students self-Initiating self-repair in conversation

1- S1: *what time do you have a shower?*

2- S2: *at six: Twenty – aeme- am (mispronounce and self-repair)*

3- S1: *what time do you ... breakfast? Have breakfast? (pause, omitted and self-repair)*

Excerpt 32: Students self-Initiating self-repair in conversation

1- S1: *How often do you watch TV?*

2- S2: *sometime... sometimes (pause, self-repair but mispronounced twice)*

3-S1: *How often do you listen to music?*

4-S2: *...(as S2 was in silence S1 pointed possible answer in the form)... rarely (S2 mispronounced)*

The excerpt 30 evidenced in both conversations this first category of repairing. In conversation one line two S2 perceives an error in his pronunciation and without external motivation he self-repairs the expression “am”. Second evidence is notable in line three, student S1 perceives himself he did error in the utterance. He omitted the verb “*have*” or “*take*” to express the routine, thus he self-repairs by repeating the expression again but adding the verb to the expression *Breakfast*. I mean *have breakfast*. In conversation two in line 2, S2 mispronounces when answer the question done by S1, then self-repaired is done by S2 although mispronounces it again. S1 went ahead with the next question and helped S2 with the answer to avoid stop conversation.

Second repair category was also evidenced during the task. Students acted as “other initiated self-repair” speaker during the conversation (Nordquist, 2017). In this scenery the repair is carry out by the speaker of the trouble source but initiated by the recipient (Nordquist, 2017). It means

S2 has an error and he does not perceive it, so S1 perceive the error and motivate S2 to repair it, then finally S1 self-repair the error and go ahead.

An example of this second category of repairing was evidenced in task 1 when S2 had an error to respond a question about the time he did a routine. Then S1 perceived the error and used a wh for clarification giving S2 the opportunity for correction. The excerpt 33 displayed this example of repairing:

Excerpt 33: Students acting as “other initiated self-repair” speaker during the conversation.

(See appendix C, task 1)

S1: What time do you have a shower?

S2: thirty: six

S1: what?

S2: six: thirty

Third repair category was evidenced in student and teacher interaction during the task. In this scenery the student and the teacher acted as “self-initiating other-repair” speaker. According Nordquist (2017) “the speaker of a trouble source may try and get the recipient to repair the trouble”.

The evidence was perceived between the student and the teacher interaction in task 3. The student mispronounces a word in a conversation and the teacher repaired it.

Excerpt 34: student-teacher acting as “self-initiating other-repair” speaker during a conversation. (See appendix C, task 3)

S2: *rare – ly (mispronounce)*

T: *rarely*

S2: *aha (nod)*

3rd Final Category: *Students' interaction focuses on meaning rather than on a form.*

Since this research interest focuses in the improvement of students' interaction in the class. English lessons were designed and implemented through five communicative tasks, under task-based framework, in which the objective was “to involve learners in comprehending, manipulating, producing or interacting in the target language while their attention was principally focused on meaning rather than a form” (Nunan, 1989, p.10-11). During each task students were participating in different sceneries of interactions in which conversations primarily focused on the meaning of words. In this instances students gave quite importance on the pronunciation of words to be well understood during the communicative action. And also in the things they can do with the language not only to do simple conversations but also to conduct interviews, do readings and expositions in the target language. Students expressed themselves the experience of have been participating in the development of the tasks produced positive improvement toward the use of the foreign language. The excerpt 35 presents evidences of positive comments students expressed in the interview after they had participated in the implementation.

Excerpt 35: Students making positive comments on what they are able to do now, (See appendix A.2, interview after implementation)

- *Aprendimos un poco más hablar en inglés y a mejorar la pronunciación de las palabras.*
- *Ahora podemos hacer conversaciones en Ingles porque ahora sabemos más que antes, y porque no lo hacíamos antes.*
- *Ahora podemos hacer entrevistas entre compañeros usando preguntas en Ingles. Podemos hacer conversaciones en Ingles. Y podemos hacer lecturas y exposiciones.*

Students' perceptions of language learning provide evidence that tasks implemented focused on meaning. When they say, "now we can conduct interviews between peers using questions in English". They are not thinking on the accuracy of the language but on the meaning. They see the foreign language as a mean to do actions in which they all get involved in sceneries of interaction by manipulating it.

Example of it was evidenced when students were conducting an interview in task 1. In it students manipulated the target language to carry out the task as is presented in the excerpt 36:

Excerpt 36: Students manipulating the language as a mean conducting interview (See appendix C, task 1)

S2: What time do you wake up?

S1 wake up?

S2: yes, wake up

S1: at six o'clock

S2: six?

S1: uh huh, at six

Sub-category 3.1: Students expressing meaning through nonverbal communication.

Since the “nonverbal interaction is related to the behavioral response in class, it means students interact through their behaviors such as, head nodding, hand raising, body gestures and eyes contact” (Tuan & Kim Nhu, 2010). During the tasks students’ interaction evidenced different signals of nonverbal communication.

The excerpts 37, 38 and 39 below displays some examples of nonverbal interaction occurred in task 2; first when the student stayed in silence as a mean of not understanding, second when she nodded to respond what the teacher asked. Third when the student stared her peer through eyes contact to promote understanding. Finally, the student used her finger to motivate other to support her success in the task.

Except 37: Students nod the teacher to respond and confirm understanding and silence to confirm the opposite. (See appendix C, task2)

T: I help you with some words you have difficulty. Ok?

S1: ...(silence)

T: solo con las palabras dificiles. Ok? (T repeats in mother tongue).

S1: uh huh, ok (nods)

Excerpt 38: Students using the eyes contact to indicate the peer turns at talk. (See appendix C, task 2)

S1: ... preguntame (eyes contact and reduce the intonation of the voice)

S2: uh, what is your hobby?

Excerpt 39: Students pointing with the finger to motivate other repair and support. (See appendix C, task 2)

S1: How often what do you... como es que ...como es que es profe?

S2: ...(point the expression in the form)

T: How often do you...

Sub-category 3.2: Students using the mother tongue (MT) as a meaning resource.

Having in mind students' level of English proficiency were poor due they had not been trained in communicative English and beside the lack of English teacher in the school for almost two years (see chapter 2). During the tasks, students used their mother tongue in interactions for many reasons stated in the excerpts 40 and 41. In them students expressed what really limited them maintain interaction in the target language in all stages of the task, so that explain why and when they used the mother tongue to complete the task.

Excerpt 40: Students saying what limited them could not maintain interaction in English during the accomplishment of the task. (See appendix A.2, interview after implementation)

Grupo 1: Cuando no sabíamos las palabras en inglés las decíamos en español.

Goupo2: Nosotros no entendíamos muy bien en inglés.

Grupo3: No sabíamos muchas palabras en inglés.

According the excerpt 40 students used their mother tongue for two reasons. The first reason was when there is lack of vocabulary to maintain interaction in the target language, and the second reason to avoid misunderstandings with peers during the task organization. Holiday (1994) as is cited in Carless, 2007, pp. 1-2) “argues that students working in groups or pairs do not have to speak English all the time; they can speak in their mother tongue about a text and if

through this process they are producing hypotheses about the language, then what they are doing is communicative”, Students use their mother tongue but also the foreign language to complete the task as they explain in the excerpt 41.

Excerpt 41: Students explaining the language they used to complete the tasks. (See appendix A.2, interview after implementation)

Grupo 1: Algunas veces en Ingles y otras veces en español. Porque cuando no entendíamos le preguntábamos al profesor y él nos motivaba a hablar en Inglés.

Grupo 2: Nosotros hablábamos en Ingles pero varias veces en español. Pero cuando presentábamos la tarea hablábamos en inglés.

Grupo 3: Usábamos Ingles cuando hacíamos las conversaciones y usábamos español cuando estábamos practicando.

From this point of view, “the MT may usefully serve social and cognitive functions, including the construction of scaffolding assistance and create through collaborative dialogue the opportunity for language acquisition to take place” (Anton & Di Camila 1998; et al as cited in Carless, 2007, p. 1).

In that way, during the tasks the used of MT was perceived in students’ interactions, when requesting help and support by the teacher or another peer and also in decision making between peers as is evidenced in the excerpts 42, 43 and 44.

For example during the development of the task 2, students used the MT to request teacher support and help as it is displayed in excerpt 42:

Excerpt 42: students using the MT to request teacher help and support.

S1: teacher podemos usar las real questions en la conversation.

T: yes, of course, use the questions and the vocabulary you have. Watch the transcript model (T point the pedagogical material)

Second examples occurred when students in task 2 used the MT in term of support themselves as is presented in excerpt 43:

Excerpt 43: students using the MT to request student help and support.

S2: quien nos colabora con la grabación

S3. Yo

S3: ya?

S1: ...hahaha (S1 stop the recording with the hand)

S1: ok

In the same happened in the same task when students used the MT to decide turns of talk to complete the task as the excerpt 44 displayed bellow:

Excerpt 44: Students using MT on making decision to complete the task.

S1: comencemos preguntando Do you have any hobby?

S2: ok, y Quien dice esto?

S1: yo

S2: entonces yo respondo yes i ave several (I have several). No. mejor: yes I do. (Pointed an example in the notebook)

Conclusions and Implications for Futures Research

Conclusions

Taking into account the research question stated in this research project intend to describe how EFL students' interaction occur when implementing Task-Based learning in English lessons in a ninth graders classroom at Silvano Caicedo Giron School in the rural Zone of Buenaventura – Valle del Cauca department, the following are some of the conclusive findings:

Students' interaction was evidenced thanks the implementation of the communicative tasks proposed in the pedagogical design. In which was remarkable that the development of tasks called students' attention and lead to the improvement of interaction in English class.

In response to the research question the first category concludes, that EFL students' interaction occur when they involve actively in English in class (Nunan, 1989 & 2004). During the implementation of the lessons, students got engaged in interaction while they were developing communicative tasks in two main ways: 1st in initiating interaction and 2nd interacting in distinct directions.

The first type of interaction occurs when students assume the control to initiate the interaction in the class (Marsh, 2012). Students in pairs and groups, initiated interaction to four communicative interest: 1. to request his/her peer and the teacher for help and support to complete the tasks; as examples it is evidenced, students support other in terms of pronunciation and giving instructions on different aspects of the tasks. 2. Students initiate interaction to make decisions. As example they decide what language use and how to do reports of the task. 3. Students initiate interaction to exchange or discuss. As examples they gather information each

another to carry out an investigation in term a particular topic and then report findings. 4.

Students initiate interaction to role-play conversations. As examples they built conversations in term a communicative situation and do a presentation in front of the whole class. Initiating interaction is a result of the effect of the appropriate learning strategy used in the class (Nunan, 2004 & Cohen, 2014) in which students' participation increase and as well as their language competence.

The second type of interaction occur when the task demand student interacting in distinct directions. The tasks demanded students involved in different interaction patterns; Interaction with language content, interaction among students and interaction with the teacher. In the first pattern, students interacted with the pedagogical material to learn vocabulary and getting support to complete the tasks. Second, students interacted in pairs and groups to role-play conversations, exchange information, support themselves, report findings, discuss, make decisions and request to each other. Third, students interacted with teacher to requesting for help and support for example, in terms of the pronunciation, meaning of words and instruction.

Through the second category I also conclude that EFL students' interaction occurs when they define ways to interact in the class. Students expressed, that questions and answers, do conversations and do expositions were the strategies they liked the most to learn interacting in English class (see appendix A, interview post implementation). During the tasks, students interacted, using questions and answers to gather information, to request for help and support, to initiating exchange and to negotiating meaning. This way of interaction facilitated them start up conversations easily, among learners and with the teacher.

In this ways I also conclude that EFL students' interaction most of the time occur through questions and answers strategy as occurred in this study. Besides, this ways of interaction represented the way I perceived the adjacency pairs structured pattern in student's interaction, which also allowed me to identify the turn-taking, the repairing speech and the nonverbal communication among students and students-teacher interaction (Nordquist, 2017).

Finally, the third category provides another aspect in which I conclude that students' interaction also occur when they primarily focus on the meaning of the language (Nunan, 2004). During the developing of the communicative tasks students started using the language to do things: conducting surveys, interviews and making videos conversations. At this point the language was used an instrument of meaning in two ways.

1st Students used the nonverbal communication as a mean. In some cases they accompanied responses by head nodding to confirm understanding, doing body gestures as pointing with their finger to motivate repairing in conversation and doing eyes contact to indicate a peer his/her turn at talk.

2nd students used the mother tongue as a mean resource. As they used MT to request their peers and the teacher for help and support to have better perform in the task. And they also used it to make decision complete the tasks. According students' level of proficiency in English, the use of MT was necessary because of lack of mastering of full vocabulary in the target language and to avoid misunderstanding while developing the task.

Implications

Students' interaction in the classroom could be improved through communicative tasks in English lessons, since the present proposal described the way interaction occurred during the implementation. It is evident, student' interaction result from the appropriate learning and teaching strategy implemented in class. Thus, lessons must provide students opportunities to involve in interaction in class, to promote students' autonomy to define ways to interact in the class and finally that lessons primarily focus on the meaning of the language rather than on the form.

This inquiry attempt to be pertinent to the school and the community since the main interest is coherent with the vision. The school has been committed to graduate students "critics and autonomous with leadership skills, who have clear values and are committed to the integral development of their community" (Institucion Educativa Silvano Caicedo Giron, 2015). It demands students develop strong communicative competences to have effective participation in all the process carrying out into the community, which enclosed with this proposal interest as it lead to the improvement of interaction among students, that state them in the direction of the school vision as they empower themselves of autonomy to make decision while doing the tasks.

At this point of view, as a teacher research this study allows me to reflect on methodology in English classes, resources and strategies. As well as proving some theories, mainly Nunan (1989 & 2004) in which he argues that in language teaching, classroom activities must be as closely as possible to the real world communication to improve classroom interaction.

Thus, I implemented tasks in which students acted as interviewer, as a survey conductor, as an actor and as an expositor. That demanded them to interact to each other to make decision, to request themselves for support and help, to exchange information, to discuss, to role-play conversations, to report findings and among others, and made possible the improvement of students' interaction got evidenced in the classroom.

In other side carrying out action research into the classroom allowed me create an alternative to improve not only an academy situation but a social situation occurring in the ninth grade classroom at the Silvano Caicedo Giron School, which could be also implemented in all the subjects and levels as institutional setting.

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Appendixes

Appendix A

Interviews and Evaluation post-tasks

Appendix A.1

Interview before implementation

OBJETIVO: saber lo que piensan los estudiantes sobre *el aprendizaje basado en tareas* (*Task-based Learning*) el cual se representa como *tareas comunicativas* (*communicative tasks*) para mejorar la interacción oral en el salón de clase basado sus temas de interés.

INSTRUCCIONES: lea y responda cada pregunta individualmente teniendo en cuenta sus propios conocimientos and experiencias.

NOTA: Tus respuestas ayudaran a conocer tus pre-saberes en relación a la metodología a implementar; y también ayudara a elegir el tipo de tareas y los temas de interés que faciliten su aprendizaje del inglés de forma interactiva en la implementación pedagógica del proyecto:

IMPLEMENTATION TASK-BASED LEARNING TO IMPROVE STUDENTS' INTERACTION.

1. Las tareas o actividades en la clase de inglés te han brindado la oportunidad de interactuar en inglés con tus compañeros.

R/=

Siempre _____ algunas veces _____ Nunca _____ ¿Porque?

2. Menciona dos o más tareas que hallas aprendido a desarrollar donde interactúes en inglés con tus compañeros. Si no tienes ninguna de este tipo menciona la que hallas hecho.

R/=

3. ¿Qué crees que son las tareas de aprendizaje comunicativo?

R/=

4. Menciona que aspectos positivos podrías adquirir en tu aprendizaje del idioma Inglés si trabajas tareas comunicativas en clase.

R/=

5. ¿Cuál es la mayor dificultad que tienes cuando usas el inglés?

R/=

6. ¿Qué sabes acerca del aprendizaje basado en tareas? ¿De qué se trata?

R/=

7. ¿Quisieras aprender inglés a través de aprendizaje basado en tareas? ¿Por qué?

R/=

8. ¿De acuerdo a los temas presentado en la parte inferior; selecciona (✓) 2 que sueles hablar más dentro y fuera clase? O escribe dos de tu interés:

Actividades diarias

Las noticias

La politica

La gastronomia

Las experiencias de vida

Otras:

Interview before implementation

(English version with the most common students' answers)

OBJETIVE: to know what students think about ***Task-Based learning*** which is represented as ***communicative tasks*** to improve classroom oral interaction based their topics interest.

INSTRUCTIONS: read and answer each question individually taking into account your own knowledge and experiences.

NOTE: your answers will help to know your pre-knowledge in relation with the methodology, and it will also help to select the type of task and themes based your interest that make English learning easier in an interactive form during this project pedagogical implementation: *implementation task-based learning to improve students' interaction.*

1. Have tasks or activities in the English class provided you opportunity of English interaction with your partners?

Always _____ Sometimes _____ Never X Why?

R/: The teacher did not teach us to talk between partners in English.

2. Tell 2 or more tasks you have learnt to do using the oral English language in the communicative form. If you have not done any type of these, tell the one you done.

R/: I have learnt to translate texts and words; and I can also write sentences using grammar.

3. What is the most difficult for you when using English?

R/: To talk with other people in English

I do not understand when someone talks to me in English.

It is difficult for me to talk and understand what someone tells me in English.

4. What do you think communicative tasks are?

R/: I think they are tasks that make students learn to communicate in English.

5. Tell, what positive aspects could you find in your English learning if you work communicative learning tasks in class?

R/: I could learn to communicate with my classmates and the teacher in English.

6. What do you know about Task-Based Learning? What is it about?

R/: I think it is a way of teaching using tasks in order to students can learn to speak English faster.

7. Would you like to learn English through task-based learning?

R/: Yes, because I think with those tasks we could learn more English to talk and not only to translate texts.

8. According topics below. Select (✓) 2 topics you like to talk the most with people in and out school? or write other of your interest.

Daily activities ✓

The News

The politics

The gastronomy

Life experiences ✓

R/: 10 /13 students selected daily activities and life experiences

Appendix A.2

Interview after implementation

OBJETIVO: identificar la percepción final de los estudiantes en relación a la implementación de *Task-Based learning* a través de las tareas comunicativas en la clase de Ingles.

INSTRUCCIONES: lea y responda cada pregunta en grupo teniendo en cuenta los conocimientos y las experiencias adquiridas en la implementación de las tareas comunicativas.

1. Las tareas comunicativas hicieron que interactuaras en clase?

Si _____ No _____

2. ¿En qué idiomas hablabas durante las tareas? ¿Explica cómo lo hicistes?

R/= _____

3. ¿Crees que fue positivo implementar tareas comunicativas para mejorar la interacción en inglés en clase? ¿Porque?

R/= _____

4. ¿En qué momento de la clase hicieron más uso del inglés para hablar con sus compañeros al desarrollar las tareas comunicativas?

R/= _____

5. ¿En qué momento de la clase les fue difícil interactuar en inglés desarrollando las tareas comunicativas?

R/= _____

6. ¿Qué limitaciones encontraron para mantener la interacción en inglés durante la realización de las tareas?

R/= _____

7. ¿Consideras que fue apropiado el material que utilizamos para implementar las tareas comunicativas?

R/= _____

8. Consideran que las estrategias que usamos en las tareas hicieron que interactuaran en inglés. ¿Por qué?

R/= _____

9. ¿Qué puedes hacer ahora en la clase de inglés que no podías hacer antes?

R/= _____

10. ¿Te gustaría seguir trabajando tareas comunicativas en tus clases de inglés? ¿Por qué?

R/= _____

Interview after implementation

(English version with students' answers)

OBJECTIVE: to identify final learners' perceptions about ***Task-Based learning*** implemented through **communicative tasks** in the classroom.

INSTRUCTIONS: read and answer each question in groups taking into account knowledge and experiences acquired in the implementation of the communicative tasks.

1. Did communicative tasks make you interact in class?

Yes X No _____

2. What language did you use to complete the tasks? Explained how it was.

R/=

- *Sometimes we used English and sometimes Spanish because when we did not understand we asked the teacher and he encourage us to speak in English.*

- *We spoke in English but several times in Spanish. But when we presented the task we spoke in English.*

- *We used English when doing the conversations and we used Spanish when we were practicing.*

3. Do you think it was positive to implement communicative tasks to improve English interaction in class? Why?

R/=

- *Yes, because it is funny and we learned to pronounced many words in English.*
- *Yes, because we can communicate with our partners in English.*
- *Yes, it was positive because we improved the way to talk in English.*

4. What moment of the class did you use more English to talk with your partners by developing communicative tasks?

R/=

- *When we conducted the interview, when we did the conversation and also when we did exposition.*

- *We used more English in the conversations and in the interviews.*
- *When we do conversations and when we conducted the interviews and the surveys.*

5. What moment of the class was difficult for you to interact in English while developing communicative tasks?

R/=

- *When we did not know the meaning of words we needed say.*

- *In the rehearsal because we did not know how to pronounce the words, so we ask the teacher in Spanish.*

- *Sometimes did not know how to say the words, we mispronounced so we said in Spanish.*

6. What limitations did you find in maintaining the interaction in English during the accomplishment of the tasks?

R/=

- *When we did not know the words in English we did them in Spanish.*
- *We did not understand well in English.*
- *We did not now many words in English.*

7. Do you consider we used appropriated sources to implement communicative tasks in class?

Why?

R/ =

- *Yes, it was, because they were very useful.*
- *Yes, because we got very interested to do the tasks.*
- *Yes, because we understood them. And they helped us to answers the tasks.*

8. Do you consider the strategies we used in the tasks make you have English interaction?

Why?

R/=

- *Yes, because we understood very much and it helped us to improve our way of speaking.*
- *Yes, because it helped us to learn to use more English.*
- *Yes, because the strategies made us improve more in the class.*

9. What can you do now in the English class that you cannot do it before?

R/=

- *We learned a little more to talk in English and to improve the pronunciation of words.*
- *Now we can do conversations in English because now we know more than before, and*

because we did not do it before.

- *Yes, now we can do interviews each another using questions in English. We can do conversations in English. We can do reading or expositions.*

10. Would you like continue working communicative tasks in your English classes? Why?

R/=

- *Yes, because they helped us handle English easier.*
- *Yes, because we learn more English.*
- *Yes, we would like it very much because learning to speak improves English more.*

Appendix A.3

Evaluation post-task

OBJETIVO: involucrar a los estudiantes en parejas o grupos en el proceso de evaluación de su mejoramiento en la interacción oral después de la implementación de la tarea.

INSTRUCCIÓN: cada tarea será evaluada en un proceso de auto-evaluación por el mismo grupo o pareja y la co-evaluación por otro grupo o pareja. Teniendo en cuenta la siguiente teoría:

La interacción es el intercambio colaborativo de pensamiento, sentimientos, o ideas entre dos o más personas, resultando un efecto reciproco entre ambos, pero requiere el uso de competencias estratégicas del lenguaje para tomar decisiones en el cómo decir o escribir o interpretar la lengua (Brown 2007).

Auto-evaluación

1. ¿La tarea comunicativa les ayudo a mejorar la interacción en inglés entre compañeros?

¿Por qué?

R/= _____

2. ¿Cuándo la tarea hizo que hablaras más inglés con tus compañeros?

R/=_____

3. ¿Qué estrategia de la tarea te gusto más para aprender a interactuar en Ingles?

R/=_____

4. ¿Qué necesitaron para hablar más ingles en clase?

R/=_____

Co-evaluación

Enfocándonos en el mejoramiento de la interacción en clase. Como fue el desempeño de sus compañeros durante la tarea, califique de 1- 5 para cada afirmación en la rúbrica.

1= muy bajo

2= bajo

3= básico

4= alto

5= superior

Affirmation	Grade
1. Mostraron confianza para hablar en inglés	
2. Usaron buena pronunciación	
3. Terminaron la tarea la tarea y la explicaron en ingles	
4. Utilizaron un vocabulario comprensible y coherente con la tarea.	

Evaluation post-task

(English version with the most common students' answers)

OBJECTIVE: to engage students in pairs or groups in the process of evaluation toward their improvement of oral interaction gain after task implementation.

INSTRUCTION: each task will be evaluated in a process of self-evaluation for the same pair or group and co-evaluation for another pairs or group. Taking into account the following theory:

Interaction is the verbally way of transmitting information and ideas from one individual or group to another is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other, but it requires the use of strategies language competence both to make certain decisions on how to say or write or interpret language.; (Brown 2007, p.212-13).

Self-evaluation

1. Did the task help you to improve the interaction in English? ¿Why?

R/:

Yes, because if we did not know to pronounce some words we ask to a partner.

Yes, very well, because learn to say many words in English.

Yes, because we learned with the practices, explanations and conversations in English.

2. When did the task make you use more English to talk with your partners?

R/:

in the conversations and interviews.

When, we had to do conversations and expositions in English.

When, we did the exposition.

3. What strategy of the task did you like the most to learn interact in English?

R/:

Ask and answer among partners.

Do conversations and expositions class.

Put the pronunciation over and next to the English words.

4. What did you need to talk more English in class?

R/:

More practice, more attention and help of the teacher.

More conversation in English in the class

More vocabulary

Co-evaluation

Based interaction improvement, how was your classmates' performing in the Task, grade from 1-5 for each affirmation in the rubric.

1= very low

2= low

3= basic

4= High

5= superior

Affirmation	Grade
1. They showed confidence to talk in English	3 and 5
2. They used good pronunciation	4
3. They finished the task and explained it in English very well	3 and 4
4. They used understandable and coherence vocabulary with the task.	3 and 4

Appendix B

Lessons and tasks

UNIVERSIDAD SANTO TOMÁS
 PRIMER CLAUSTRO UNIVERSITARIO DE COLOMBIA
 EDUCACIÓN ABIERTA Y A DISTANCIA
 Personería Jurídica 3645 del 6 De Agosto de 1965

LESSON PLAN # 1

TASK 1: Conducting a class interview

Phase	Teacher –activities in each stage	Students - expected performance in each stage	Resources	Time
P R E- T A S K	Task & topic introduction:			60'
	I will tell ss to investigate how different or similar is the time they do their daily routines & activities in comparison with their partners' by conducting an interview.	Ss will listen to the task and the topic they will carry out.	Board, Markers, Laptop, video beam, Speakers,	
	I will give handouts in which they will associate pictures and complete a puzzle.	Ss will do a vocabulary focus activity (picture-word-association through listening and filling a puzzle)	Handouts, interview form.	
	I will ask ss to answer real-world questions orally after giving a sample written on the board.	Ss will answer real questions. Ss will watch a video and a sample of the task and carry out an explorative practice.	Text: describing daily activities.	

	I will play a video in which a person is interviewing somebody (https://www.youtube.com/watch?v=f5tgXrnGjAs) Then I will show them one sample of a grid interview form. And I will ask them some questions to explore vocabulary and knowledge using the sample presented.			
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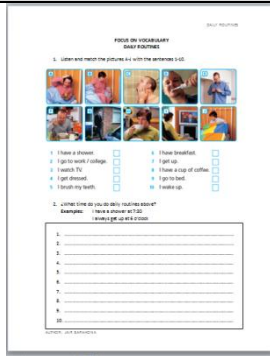
T	task:	Ss will fill a grid form		
A	I will tell students to divide in pair to	interview using the		
S	fill a grid form interview with	language according their		
K	information they want to investigate	interest and apply it to 3	Board,	120'
	about the time their classmates do daily	partners as they watched	Markers,	
C	routines. Then they will each other and	in the video. Then will	Handouts,	
Y	then to other 2 students from other groups	compare findings	interview	
C	as in the video.	(similarities and	form.	
L		differences) and organize		
E	Planning:	a general one.		
	When each group finishes. I will tell			
	them to compare findings and then write	- Ss will make		
	a general one to report to the whole class.	decision planning the		

	Report: I will tell each group to report the result of the task and learning experience.	way they will report their finding to the whole class. - Ss report their finding to the whole class.		
L A G U A G E F O C U	Analysis: After each group report findings and evaluate the task. I will check their writings. In which I will set ss recommendations on the aspects they have success and difficulties eg. Pronunciation, fluency and vocabulary the use or could use in the task. I will also clarify concepts on the accuracy /language form, eg the third person of the verb in the present tense found in the transcript and previous text.	- Ss will evaluate the task in pairs. Ss will reflect on the T's recommendation about aspects they have success and difficulties in the cycle task. - Ss will do a substitution-word activity on the notebook and then in handouts to develop awareness of aspects of	Laptop Video bean and speakers Notebo ok handout s	60'

S	Practice: I will conduct a language focus activity and coral repetition of expression to reinforce pronunciation.	syntax. - Ss do coral repetition of expression to reinforce pronunciation		
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Assessment:

In group, students will develop an evaluation post –task form in which they will self-evaluate and co-evaluate their outcomes and performances toward the task implemented.



THE INTERVIEW

Interviewer: _____ Group #: _____

Write 5 activities in each chart and ask 3 partners the time they do those activities, do the analysis and share the experience.

What time do you ... ?

Task Name	1	2	3	4	5
Task 1					
Task 2					
Task 3					

Analysis in group

Write the similarities and differences you find in the time you do daily activities. And then tell class your findings.

Similarities:

Differences:

Pedagogical Material: Vocabulary focus activity, Video sample and Task

LESSON PLAN # 2

TASK 2: Make a video conversation about your hobbies and share the experience

Phase	Teacher –activities in each stage	Students - expected performance in each stage	Resources	Time
P R E - T A S K	Topic and Task introduction: I will tell students they have to role play a conversation about their hobbies. And then share the learning experience. I will tell ss to divide in pairs to do a vocabulary focus activity, and then listen to a record to confirm responses about hobbies. I will ask ss to answer real world	Students will: Listen to the task and the topic they will carry out. Do a vocabulary focused activity and confirm response through listening to a record. Answer real	Board, Markers, Laptop, video beam, Speakers, Handouts, interview	60'

	questions. I will play a video in which people are talking about their hobbies. (https://www.youtube.com/watch?v=-UX0X45sYe4) Then I will ask them some questions to explore vocabulary and knowledge using the sample presented.	questions. Watch a video and a sample of the task and carry out an explorative practice.	form sample. Text: Transcripti on of the video.	
C Y C C L E T A S K	Task: Students in pairs have to record a conversation in which they meet in a place and start talking about their hobbies as they watch in a video. Then answer two questions to explain the class how they do the task and what they liked the most. Planning: While students are planning how they explain the task I will be monitoring, clarifying and giving explicit correction of language mistakes. Report: I will attend the task report and	In pairs, ss will write a conversation in which they talk about their hobbies. Then make a video in which they role-play it. - Ss will make decisions to explain what they did and express they liked of the task. - Ss will present the task, explain what they did to role-play the conversation through the	Board, Markers, Handouts, interview form. Text: Transcripti on of the video.	120'

	provide comments.	video and express what they liked.		
L A N G U A G E F O C U	Analysis: After all pairs finish the task. Ss in pair will evaluate the task in a form. I will play the video conversation again and show the transcript. In which I will point ss recommendations on the aspects they have success and difficulties eg. Pronunciation, fluency and vocabulary the use or could use in the task. I will also clarify concepts on the accuracy /language form on the board, eg structures found in the transcript and previous Practice: I will conduct a language focus activity and coral repetition of expression to reinforce pronunciation.	Ss will evaluate the task in pairs. Ss will reflect on the T's recommendation about aspects they have success and difficulties in the cycle task. - Ss will do a substitution-word activity on the notebook and the in handouts to develop awareness of aspects of syntax. - Ss do coral repetition of using structures to reinforce pronunciation	Laptop Video bean and speakers Handouts	60'
Assessment: In pairs, students will develop an evaluation post-task in which they will self-evaluate and co-evaluate outcomes and performances toward the task implemented.				



TRANSCRIPT (ROLE PLAY OF VIDEO CONVERSATION MODEL)

WOMAN: Do you have any hobby?
 MAN: Yes, I have several.
 WOMAN: Please, tell me much about your hobby.
 MAN: well, I do like to collect things.
 WOMAN: What do you like to collect?
 MAN: I like to collect stamps.
 WOMAN: where do you like to collect stamps from?
 MAN: Stamps from all over the world.
 WOMAN: Why do you do that?
 MAN: Because eventually I hope to have stamps from every country.
 WOMAN: Why do you like all of those things?
 MAN: I think it's because I want be able to go to those countries myself.
 WOMAN: oh, what is a lot of hobbies of yours?
 MAN: To collect beers.
 WOMAN: Bother me? You collect beers?
 MAN: well, actually I collect beer cans.
 WOMAN: Where do beer cans from?
 MAN: From every place that I have been to.
 WOMAN: Do you drink the beers?
 MAN: No I'm not a beer drinker.
 WOMAN: oh, I see.
 MAN: What about you? What is your hobby?
 WOMAN: I like to read a lot.
 MAN: Really? What do you read about?
 WOMAN: I like to read about best seller. And I like to read about sciences, too.
 MAN: What kind of sciences do you read about?
 WOMAN: A variety of topics but I especially like to read about nature and about electronic.
 MAN: fascinate. Why do you like to read so much?
 WOMAN: I like it and I think it can help me exercise my brain.
 MAN: Lesson is good reason if it doesn't make you too tired.

Pedagogical Material: Vocabulary focus activity, Video sample Task and transcript.

LESSON PLAN # 3

TASK 3: Conduct a survey class

Stages	Teacher –activities	Students - expected performance	Resources	Time
P R E - T A S K	Task introduction: I will tell students they have to conduct a survey class to investigate how often their classmates do leisure activities. Then compare them with his/hers and share the result. I will provide ss a vocabulary focus activity in which they will classify words and confirm selection through listening record. I will ask ss real-world questions to explore real-world answers.	Students will: Listen to the task and the topic they will carry out. Do a vocabulary focused activity (classifying words). Answer real questions. Watch a video and a sample of the task and carry out an explorative practice.	Board, Markers, Laptop, video beam, Speakers, Handouts, interview form. Text: talking about	60'

	I will play a video of a survey class https://www.youtube.com/watch?v=FZcuIEaEEmg Then I will show them one sample survey form to follow in a next stage.		things you often do.	
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TASK	Task:	In groups 4, students		
	I will tell students to divide in groups of 4 to fill a form to conduct a survey class to each other to investigate how often you do some leisure activities. Then find who do each activity as frequent as you do it. And finally report your findings. Planning: As ss prepare a brief report to share their findings to the whole class. So, while they will be planning how to present the task I will be monitoring, clarifying and attending their request. Report: I observe each group to report their findings to the class and provide	select the language and fill a survey class form. And then apply the survey in turns to each other to investigate how often each one do some leisure activities. Ss will analyze the information gathered to find who of their partners do each leisure activity as frequent as they do. Then write it as a report and decide how report it to the whole class.	Board, Markers, Handouts, Survey form.	120'

	comments as they finish.	Finally Ss report their findings.		
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L	Analysis:	Ss will evaluate the task		
A	After all groups finish the report. Ss	in groups. Then will reflect	Laptop	60'
N	in group evaluate the task in a form.	on the T's recommendation	Video	
G	Then I will play the video survey again	about aspects they have	bean and	
U	and show the transcript of relevant parts.	success and difficulties in	speakers	
A	In which I will point ss	the cycle task.		
G	recommendations on the aspects they	- Ss will do an analysis		
E	have success and difficulties eg.	of a model survey		
F	Pronunciation, fluency and vocabulary	interaction activity on the		
O	the use or could use in the task.	notebook to develop		
C	I will also clarify concepts on the	awareness of aspects of		
U	accuracy /language form on the board,	syntax, collocation and		
S	eg structures found in the transcript and previous text.	lexis.		
	Practice:	- Ss do coral repetition		
	I will conduct a language focus	of using structures to		
	activity and a coral repetition role-play	reinforce pronunciation		
	model survey interaction and new			
	structures.			

Assessment:

In groups, students will develop an evaluation post-task in which they will self-evaluate and co-evaluate outcomes and performances toward the task implemented.



How often do you Filipinos speak in English?



Pedagogical Material: Vocabulary focus activity, Video sample and Task

LESSON PLAN # 4

TASK 4: Adapt a snake and ladder game to allow talking about the past while playing

Stages	Teacher –activities	Students - expected performance	Resources	Time
P R E - T A S E	Task introduction: I will tell students they have to adapt a snake and ladder game to talk about the past. I will provide students a pre-task activity: classify word (past-time expressions, dates and past experiences) And then confirm response through listening record.	Ss will listen to the task and the topic they will carry out. - Ss will do a pre-task activity: classify word (past-time expressions, dates and past experiences). And then	Board, Markers, Laptop, video beam, Speakers, Handouts.	60'

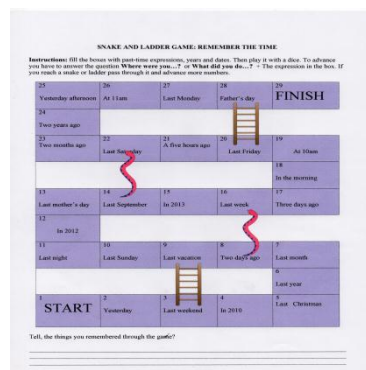
K	I will provide ss real-world questions about past experiences. I will play a video to allow ss watch how to adapt and how to play snake and ladder game to provide interaction while playing https://www.youtube.com/watch?v=KCFgXfkdP8g. Then I will show them a physical sample and do a proving of how to play it on the board to explore vocabulary and knowledge using the sample presented.	confirm response through listening. Ss will answer real-world questions topic-based. Ss will watch a video sample of the task and carry out an explorative practice.		
T A S K C Y C L E	Task: I will tell students to divide in groups of 5 to adapt and play a snake and ladder game to provide interaction about the past among them. I will give each group a snake and ladder board in which they will adapt language topic-base to become it interactive while playing. Then they will play and share the learning experience. Planning:	In groups of 5: - Students will adapt language (questions or expressions) to provide interaction while playing in a snake and ladder board. Then will play it and share the learning experience. - Ss will make	Board, Markers, Handouts, board game form.	120'

	As students prepare a report about the task and planning how to present it I will be monitoring, clarifying and answer they requests. Report: I observe each group to report the task and their learning experiences.	decisions on how they will prepare the report about the task. - Each group will report how they did the task and what they learn doing the task.		
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L A N G U A G E F O C U S	After all groups finish the report. Ss	Ss will evaluate the task		60'
	in group evaluate the task in a form.	in groups. Then will reflect	Laptop	
	Then I will play the video survey again	on the T's recommendation	Video	
	and show the transcript of relevant parts.	about aspects they have	bean	
	In which I will point ss	success and difficulties in	speakers	
	recommendations on the aspects they	the cycle task.	and	
	have success and difficulties eg.	- Ss will do a language	handouts	
	Pronunciation, fluency and vocabulary	focus activity on the		
	the use or could use in the task.	notebook to develop		
	I will also clarify concepts on the	awareness of aspects of		
	accuracy /language form on the board,	syntax, collocation and		
	eg structures and vocabulary found they	lexis.		
	could use in the task cycle.			
	Practice:	- Ss do coral repetition		
	I will conduct a language focus	of using structures and		
	activity and coral repetition of new	vocabulary in context to		
	structures and vocabulary in context.	reinforce pronunciation		

Assessment:

In groups, students will develop an evaluation post-task in which they will self-evaluate and co-evaluate outcomes and performances toward the task implemented.



LESSON PLAN # 5

TASK 5: Fill a comparative chart after discussing past activities

Stages	Teacher –activities	Students - expected performance	Resources	Time
PRESENTATION	Task introduction:			60'
	I will tell students to discuss past activities with two classmates and then create a comparative chart about the experiences they heard.	Ss will listen to the task and the topic they will carry out.	Board, Markers, Laptop, video beam, Speakers, Handouts,	
	I will tell students do a vocabulary focus activity (picture-phrase association) through listening record confirmation.	Ss will do a vocabulary focus activity (picture-work association) through listening record confirmation and then answer real world questions to receptive		
	And then to answer real-world questions.			
	I will play two videos of people discussing past activities			

	https://www.youtube.com/watch?v=GfJF_UrPoz8 / https://www.youtube.com/watch?v=k5cAzOZcRl4 then I will show them one sample of a comparative chart experience as a product of the exchange discussing from the videos. Then I will ask them some questions to explore vocabulary and knowledge using the sample presented.	skills and language. Ss will watch videos and a sample of the task and carry out explorative practice.		
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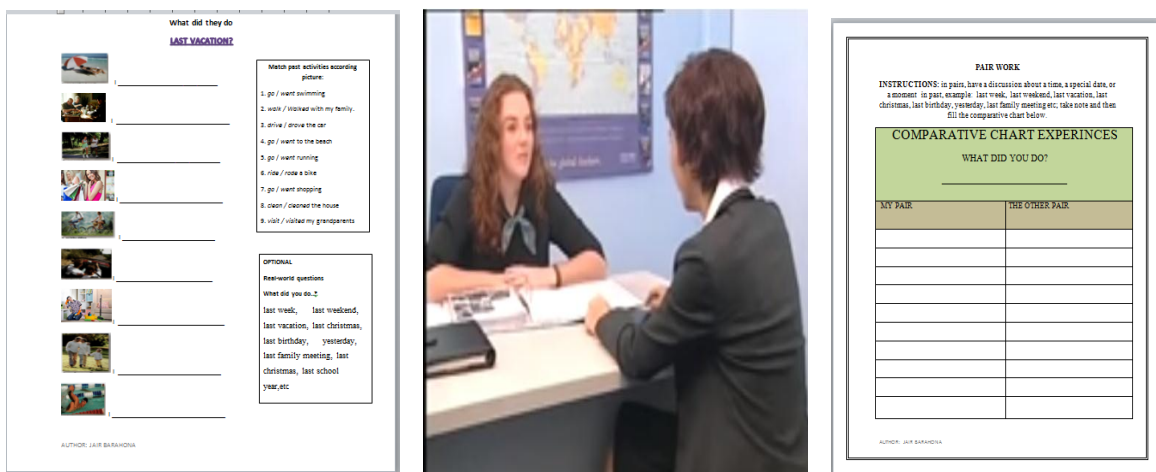
T	Instructions:	- In pairs Ss will take		
A	I will tell students to divide in pairs,	out from a bag a card		
S	then take a topic about the past from a	with a year, a especial		
K	bag and prepare some questions and	date or any moment in	Board,	120'
	discuss the topic and take notes, after that	the past written in it to	Markers,	
	go to another pair to discuss it and finally	discussing about, as they	Handouts,	
C	create a comparative chart with the	watch in the videos. Then	interview	
Y	experiences the heard from your pair	they will prepare	form.	
C	Versus other classmate's experiences.	questions and discuss the		
L	Then share the learning experience.	topic. Then go to another		
E	From the bag they will take out a card	pair to do the discussion.		
	in which they will find a year, an especial	Finally each pair goes		
	date or any moment in the past to	back their places and		

	discussing about. They will discuss about all the activities they did in that time. Then fill the chart. I will give them a comparative chart form in a handout, which they have to fill it with the notes they had taken from the discussion. Planning: As students prepare a report about the task and how to present it. I will be monitoring, clarifying and answer they requests. Report: I observe each pair reporting the task and the learning experience to the whole class.	writes a comparative chart experiences from the discussion you did with your pair versus student from other pair. - Ss will make decisions and prepare a report about the task. - Finally each pair will report the task and the learning experience.		
L A N G U A	After pairs finish the report. Ss in pairs will evaluate the task in a form. Then I will play the video survey again and show the transcript of relevant parts. In which I will point ss recommendations on	- Ss will evaluate the task in pairs. Then will reflect on the T's recommendation about aspects they have success and difficulties in the	Laptop Video bean and speakers	60'

G E F O C U S	the aspects they have success and difficulties eg. Pronunciation, fluency and vocabulary the use or could use in the task. I will also clarify concepts on the accuracy /language form on the board, eg structures and vocabulary found they could use in the task cycle. Practice: I will conduct a language focus activity and coral repetition of new structures and vocabulary in context.	cycle task. - Ss will do a language focus activity on handouts to develop awareness of aspects of syntax, collocation and lexis. - Ss do coral repetition of using structures and vocabulary in context to reinforce pronunciation		
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Assessment:

In pairs, students will develop an evaluation post-task in which they will self-evaluate and co-evaluate outcomes and performances toward the task implemented. Then will be provided them of awareness on the language in the analysis and practice stages.



Pedagogical Material: Vocabulary focus activity, Video sample and Task

Appendix C

Journals and pictures

Appendix C. 1, Journals

REFLECTIVE JOURNAL- TASK #1: conducting a class interview	
Extract of Interactions	Comments and reflections
Task cycle Task: interview three partners about the time they do daily routines then find similarities and differences between yours' vs theirs' Case #1(Diana interviews Nuri)	During the Task cycle Taking into account the main interest of this research is to describe how students' interaction in English occurs when implementing tasks in English lessons. This observation concentrate to take note about the way students react, behave and interact during the development of the tasks:

S1: what time do you wake up?	
S2: ...at six :ten	Conducting the interview
S1: what time do you get dressed?	
S2: uu..... (state in silence)	1. Students understood all instructions to do
S1: esta (point the rutine in the handout)	the task and show full interest to use the target
S2: aah... at seven: twenty	language.
	2. They use the target language to ask and
Case #2 (Yoleiny interviews Yaneisy)	answer questions when conducting the
S1: what time do you do... (pause)	interview.
S2: teacher, como se pronuncia?	3. To confirm understanding students did
T: get up	repetitions and raised intonation of words and
S1 ... get up?	phrases as they were negotiating meaning.
S2: at six o'clock.	4. To clarifying requests they ask using wh
S1: What time do you have a shower?	and rephrasing utterances interrogatively and
S2: thirty: six	use positive words and expression to
S1: what?	comprehension check.
S2: six: thirty	5. They asked students or the teacher for
S1: ok#	help to improve pronunciation of difficult
	words but in this case they use mother tongue.
Case #3 (Yaneisy interviews Yoleiny)	6. When they mispronounce words they
S2: What time do you wake up?	sometimes repair themselves and sometimes a
S1 wake up?*	nother person (the teacher or a partner).
S2: yes#, wake up	

S1: at six o'clock

S2: six?*

S1: uh hh, at six//

Case #4 (Mary interviews Diana)

S1: My name is Mary. And you?

S2: Diana Renteria Gamboa

S1: wake up?

S2: at six o'clock

S1: what time do you get dressed?

S2: uu...(watch the pictures) at... six... yo
no se ...at six: fifteen.

Case #5 (Javier interviews Ever)

S1: What time do you get up?

S2: at six o'clock

S1: what time do you have a shower?

S2: at six : Twenty – aeme- am//

S1: what time do you ... breakfast? Have
breakfast?

S2: at six :forty am

S1: What time do you go to school?

S2: at six: forty-five am

In the negative aspects: Students used the mother tongue to agree the language they were going to use in the interview and also to ask for pronunciation of some words. They also ask the teacher request in their mother tongue.

S1: What time do you I go to bed?... go to bed?//

S2: six o'clock (ten pm).

Planning report: analyzing, practicing and sharing findings in pairs.

S1: decimelo

S2: May yineth, Nuri, Dainer and me go to school at six - at seven o'clock, go to bid at six – go to bed at ten// o'clock in difirences jajaja no puedo (Ss1laughs and cover her face)

Report: Ss share findings(similarities and differences about the time they do routines vs interviewed) to the whole class

S2 from pair2: yanelsi, Sonia wake up and me at six aeme (am)... get dressed (get dressed) seven aeme – T-Am – am//, go to bed at ten.

Differences – yoleiny, Yanelsi, Sonia and me have a shower six: ten, six y veinticinco (twenty-five), and six : thirty...

Planning report: analyzing, practicing and sharing findings in pairs.

S1 from Pair 4: Ever, Dainer and me watch Tv at six o'clock and Ever, jarlen, Dainer and me go to bed at ten o'clock. In differences we get up, have a shower and have breakfast in diferentes (different) hours.

Conventions

// Confirmation check

* Clarification check

Comprehension check

= mix language

> pause

Students work collaboratively to analyze their findings and prepare a good report. They also started sharing one student to another their product as practicing through interaction in the target language before presenting to the whole class.

Report: Ss share findings(similarities and differences about the time they do routines) to the whole class

Students felt motivated and confidence to talk about their findings to the whole class without getting afraid of making mistakes.

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REFLECTIVE JOURNAL - TASK #2: Make a video conversation about your hobbies, and then share the experience.

Extract of interaction	Comments and reflections
TASK CYCLE Task Pair #1 Cindy and Sonia S1: teacher podemos usar las real questions en la conversation. T: yes, of course, use the questions and the vocabulary you have. Watch the transcript model (T point the pedagogical material) S2: y la conversation tiene que ser asi larga? T: No. This is an example but you can do	IN THE CYCLE TASK Taking into account that the main interest of this research is to describe how students' interaction in English occurs when implementing TBL in English lessons. This observation concentrate to take note about the way students interact during the development of the tasks: As occurred in pair #1, students most of the time used the mother tongue to request the teacher for help and support and instructions of the task. They sometimes used English and

the conversation shorter. Este es un ejemplo pero ustedes pueden hacer su conversación más corta (T repeated in spanish). Ok?

S1: ok teacher

S1: comencemos preguntando Do you have any hobby?

S2: ok, y Quien dice esto?

S1: yo

S2: entonces yo respondo yes i ave several (I have several). No. mejor: yes I do. (pointed an example in the notebook)

S1: ok. ahora te pregunto what is your hobby? Y me decis tu hobby.

S2: visiting my friends? Esta bien?

S1: I like visting my friend (rise entonation)

S2: uuuh ya I like visiting my friends

S1: very good. Ahora te voy a preguntar esta (point the the transcript and the questions in the notebook) Why do you do that? ¿Porque haces tu hooby? (S1 translates the sentence)

S2: porque me gusta conversar con mis

Spanish when talking.

As the teacher promoted them autonomy, they started using the printed pedagogical material as the input model to have success. In this case was the transcript model conversation of a video they watched in the pre-task.

They started building their own conversation by making decision in the mother tongue but including the target language in the task.

As a product they had a full conversation in English about their hobbies. They practiced and asked using the mother tongue to the whole class for a third student who could record them. A third student responded he request in the mother tongue and then recorded them with a cellphone while they were doing the conversation in the target language.

As the students were having mistaken. The recording section was stopped by students using the hand in several times.

As a final product they had a full video conversation, which they first showed to the

amigas, y me divierto. (read the in the notebook)

S1: in English

S2: Because... I like... to talk with my friends. And I have fun (read in the notebook and mispronounce)

S2: si, ahora te toca preguntarme por mi hobby Usa esta (point the trasncrip).

S1: ok, what about you? What is your hobby?

S2: I like dancing

S1: ahora te pregunto esta Why do you do that hobby?

S2: mejor como esta en la copia: Facinate. Why do you like dancing?

S1: ok. Y que respondes

S2: because I like the parties and the music.

S2: Teacher, finish.(s2 calls the teacher)

T: ok, now practice it and make the video.

S1: teacher please, pronunciation

T: I help you with some words you have difficulty. Ok?

teacher and presented to the whole class.

During this stage of the task, students' interaction occurred, first, when students requested the teacher for help, support and instructions. Second when they were making decision of language and agreement of instruction. Third when they were practicing the conversation. Four, when they were requesting the class for help to record the video. Finally when they were doing the conversation in the target language.

This was a standard way of interaction occurred in the whole class in all students pair work.

S1: ...(silence)

T: solo con las palabras dificiles. Ok? (T repeats in mother tongue).

S1: uh hu, ok (nods)

S1: thank you, teacher.

S2: ok. Practiquemos...

S2: quien nos colabora con la grabación

S3. Yo

S3: ya?

S1: ...hahaha (S1 stop the recording with the hand)

S1: ok

Video pair #1

S1: Do you have any hobby?

S2: Yes, I do.

S1: what is your hobby?

S2: I like visiting my friends.

S1: Why do you do that?

S2: ...Because I like to talk with my friends.

And I have fun.

S1: ...(S1 point S2 with her finger indicate

her to ask her a question)

S2: What about you? What is your hobby?

S1: I like dancing.

S2: Why do you like dancing?

S1: Because I love the parties and the music.

Pair 2: yanelisi and yoleini in the video

S1: Do you have a hobby?

S2: Yes, I do.

S1: What is your hobby?

S2: I like reading.

S1: Why do you like reading?

S2: Reading makes me practice all the words.

Pair 3: Dainer and Jarlen in the video

S1: hi Dainer

S2: hello Jarlen

S1: What is your... a hobby.. a hobby?(try repair)

S2: Yes, I do.

S1: What is... do your .. hobby?(pause)

S2: I like playing soccer.

S1: Why do I like...so-ccher...soccer?

(pause, mispronounce and self repair)

S2: transe, intelligence intelligente and
make me healthy (lost meaning, mispronounce
and self repair)

S1: ... preguntame (eyes contact and reduce
the intonation of the voice)

S2: uuh What is your hobby?

S1: I like playing soccer.

S2: What about ... like playing soccer?

S1: because ...hobby I ...love..... (pause,
lost cohesion and abandoned the exchange)

Pair 4: Javier and Ever

S1: Hi Ever

S2: Hello Javier

S1: Do you have a hobby?

S2: Yes, I do.

S1: What is your hobby?

S2: eh, I like playing soccer

S1: Why do you like playing soccer?

S2: eeh, because fit the body, eeh make me

exercise my body...eeh... what about your hobby?

S1: I like watching TV

S2: ...Why like... watching Tv?

S1: Because I feel good, I have fun and relax my brain.

Planing

S2: Tenemos que responder las preguntas - How did you do the task? And What things you liked the most in the task? Y exponerlas.

S1: ok... hagamoslo con el ejemplo que esta en el tablero...

S1: el teacher dijo practice for exposition

S2: you hahaha (S1 lught and sing S2)

S1: ok

Report

S1: ...good morning,

SS: good morning

Planning

In the planning stage interaction occurred when students were milking decision to report the task. They started answer two questions in which they could expressed in front of the whole class about things they like the most in the task and the did the task. And who was going to do the exposition or handle the computer to play the video.

Report

In the report stage students' interaction occurred when a student of each pair stood

S1: to do the video we... we first write the conversation of our hobbies. And We practiced the conversation then Diana records the video.....(S1 read and did some pauses) and we liked to do the conversation in video. S1: ok... the video. S2: ... (S2 played the video)	inform of the class and explained how they did the task and said what they like from the task.
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REFLECTIVE JOURNAL - TASK #3: Conduct a survey class to find how many students do some leisure activities as you do.

Extract of interaction	Comments and reflections
TASK CYCLE Task: in group of 4 conduct a survey class to each other to investigate how often you do some leisure activities. Then find who do each activity as frequent as you do it. And finally report your findings. Group #1: Jarlen, Sury, Yoleiny and Fanny S3: escribamos cada uno sus leisure activities, las respondemos y ahí nos	In the task cycle: Taking into account that the main interest of this research is to describe how students' interaction in English occurs when implementing TBL in English lessons. This observation concentrates to take note about the way students react, behave and interact during the development of the tasks. Doing this task: After students listen carefully the teacher's instructions, Students initiate making decisions

preguntamos.

S4: teacher, pronunciation, please.

T: which word?

S4: esta (S4 pointed the word in the form)

T: cooking... but do not use coking, use cook. How often do you cook?, ok?

S4: Ok.

S4: yole vamos los dos y sury con jarlen.

S3: pero usted preguntas primero

S4: ok

S4: how often do you watch Tv?

S3: everyday

S4: how often do you go dancing?

S3: rarely

S4: How often do you play video games?

S3: rarely

S4: How often do you cook?

S3: everyday

S4: How often do you go fishing?

S3: once a week

S1: How often what do you... como es que

in the way they would role during the task by using their mother tongue. And They also asked the teacher for help to have the correctly pronunciation of some words by using their mother tongue. In these two cases the mother tongue is used as a resource of meaning.

Students and the teacher repair mispronunciation by repeating the word as in the group#1 pair s2 and S1.

Into the groups students also decide how they are going to conduct the survey. They decide who is going to ask and who is going to answer. In thus, they use turn to talk.

During the English interaction (or speech act) students makes pauses and got on silence because they do not know the meaning of the words, the pronunciation and in some cases because they forget words. When this occurs the partner and the teacher help completing the rest of the sentences when questioning and answering as happen in group #1 S1 and S2. In group #3 S1 repeats the question twice when find a long pause in S2.

...como es que es profe?

S2: ...(S2 point the question in the form)

T: How often ...

S1: How often... How often...(repeat and silence)

T and S4: do you chat on the phone?

S1: do you chat on the phone?

S2: rare – ly (mispronounce)

T: rarely

S2: aha (nod)

S1: How often... do you... go... dancing?

S2: (S1 touch S2 in hand to answer)

rare-ly

T: What? What?

S2: rarely

S1: How often... do you... relax?

S2: everyday

S1: how often do you read book?

S2: read a book?

S1: aha... read a book

S2: rarely

Group #2: Cindy, Sonia, Diana and y

Students interact in English by questioning and answering to get real information each another to complete the task.

Yanelisy

S1: How often read English books?

S2: once a week (S2 mispronounced)

S: How often do you chat on the phone?

S2: twice a week (mispronounced)

S1: How often do you use the com-puter
..puter? (S1 repaired mispronunciation)

S2: twice a week (mispronounced)

S1: How often do you spak English? (S2
mispronounced SPEAK)

S2: once a week (mispronounced)

S1: How often do you watch tV?

S2: sometime... sometimes (self repair
but mispronounced twice)

S1: How often do you listen to music?

S2: ...(as S2 was in silence S1 pointed
possible answer in the form)... rarely (S2
mispronounced)

Group #3: Javier, Dainer, Ever and Mary

S1: How often do you listen to music?

S2:(long pause)

T: any pronunciation?

S2: ...aha (S2 nods and points his answer)

T: twice a week

S2: twice a week

S1: How often do you watch tv?

S2: (look for the answer in his notebook)

S1: How often do you watch tv? (S1 repeat the question)

S2: often

S1: How often do you go to the bed?

T: to the beach – no bed

S1: to the beach

S2: ... sometimes

S1: How often do you read a book?

S2: ...usually

S1: How often do you go dancing?

S2: some-time

S2: ahora yo te pregunto

S1: ok

S2: ...como es que se dice esta? (pointed the form)

S1: how often do you...

S2: ok... how often do you play soccer?

S2: everyday

Planning: writing the report

Group #1

S3: teacher asi? (pointed the fom)

T: yes, it's ok, but do the analysis for each
leisure activity (pointing in the form)

S3:con cada una

T: yes each leisure activity... el analisis es
como el ejemplo que esta en tablero pero con
cada leisure activity (T explained in spanish to
the whole class and pointing the board)

In the planning stage students agreed the way to write the analysis of the result of the survey. They also supported in the teacher to made sure they what they were writing is correct and also to know a point of view toward the ideas they had to report the analysis. In this case mother tongue was used by students to request teacher opinion.

Although the teacher responds the request in English he also used the mother tongue to be sure students understand a clue to write the report through an example in the board. Then English words were written to be read in the report by students.

Although students interpret what the teacher says in English they confirm understanding by repeating what they understand in their mother

tongue and sometimes with words of acceptancy (ok, yes, uhu) and also by nodding (or body language). As occurs in Group #1 S3 and in group #3 S2 in the task stage.

Report: Reading findings

Group #1

S4: one of my partners watches TV usually like me. None go dancing usually like me. Three of my partners pay video games rarely like me. None relax like me. And three listen to music usually like me. (read the report)

T: (aplauses)

Ss: (aplauses)

T: next group

Group #2

S1: in my investigation result; partner one read English books once a week like me. None use the computer twice a week like me. Partner

As findings are different for each student.

Every one per turn stand in front of the whole class and read his or her finding. In which the 80% of the students showed confident to pronounce words through the exposition.

two speaks in English once a week like me.

Partner one chat on the phone rarely like me.

Partner one watch TV sometime like me.

Partner 1 listens to music everyday like me.

(S1 read the report)

T: (aplauses)

Ss: (aplauses)

T: next participant

Group #3

S1: in my investigation, none of my partners play soccer usually like me. None listen to music usually like me. One partner watches TV everyday like me. None of my partners go to the beach once a week like me. None read a book rarely like me. None of my partners go dancing on the weekend like me (read the report)

T: (aplauses)

Ss: (aplauses)

T: next one

Appendix C.2, Pictures



Students doing pair work task



Students asking teacher requests

SURVEY CLASS

Instructions: Write six leisure activities; write how often you do it. Then ask 3 partners how often they do it and why. Finally compare and analyze it.

HOW OFTEN YOU DO? WHY?

Leisure activities	You	Partner #1	Partner #2	Partner #3
How often do you do it?	Javier	Dainer	Sury	Yolany
1. Play soccer	Usually	Every day	rarely	rarely
2. Listen to music	Usually	Twice a week	rarely	sometimes
3. Watch TV	Every day	often	rarely	Every day
4. Go to the beach	once a week	rarely	rarely	rarely
5. Read a book	rarely	Usually	usually	usually
6. Go dancing	on the weekends	Sometimes	rarely	rarely

Analysis:

In your chart, who is/are nearer as the way you often do leisure activities? Share the result with your partners.

None of my partners Play soccer Usually like me. None of my partners Listen to music usually like me. One of my partners Watch TV every day like me. None of my partners Go to the beach once a week like me. None of my partners Read a book rarely like me. None of my partners Go dancing on the weekends like me.

AUTHOR: JAIR BARAHONA

Information collected
through a survey class form

Teacher supporting students
request



