

Spoken interaction in a virtual Task-based language learning environment

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Licenciatura en Lengua Extranjera – inglés

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A research report submitted in partial fulfillment of the requirements for the B.A degree in the
Teaching of English as a Foreign Language

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Dedicatory

I want to express my gratitude to my parents who supported me during the development of this research project. This achievement is theirs too.

A thank you to the teacher Diana Araque for guiding me throughout of the research project that helped me to learn new things for my development as an English teacher.

I also express my gratitude to the director of the Niños Alegres school Horleny Acevedo Rueda and the English teacher Silvia Bustos who help and gave me the space to carry out this research project.

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Thank you everyone.



Abstract

This research project describes a pedagogical implementation in a virtual environment with a group of six students from fifth grade between 10-11 years old with the purpose to identify how spoken interaction occurs in a virtual Task-Based language environment. The study has an Action research design to collect mixed data through instruments such as students' artifacts, teacher's journals, and focus groups that were analyzed into two cycles that revolved around healthy lifestyle and, festivals and celebrations through the use and design of the digital resources to collect data.

Spoken interaction is identified in a virtual task-based language environment when within a TBL framework that sets the students in tasks about real-life situations with the aid of digital resources to perform and communicate throughout the environment as they learn topics based on their needs to practice and learn the language. The data analysis report showed that students engage meaningful tasks using digital resources and the teacher's support to improve spoken interaction as they communicate, interact and learn. Also, some tasks were identified to have more impact on developing spoken interaction when they illustrate real-life situations for the students to learn the target language.

Keywords: Oral production, Task-Based Learning, learner interaction, digital resources, spoken interaction.



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Section 1: Contextualization

Due to the COVID-19 outbreak, some changes were done for this research project with the purpose to adapt it to virtuality and designing a pedagogical intervention focusing on virtual education. Therefore, the context in which the research project is carried out posted a resolution (**appendix 1**) to inform that the rest of the year the classes would be virtual to prevent risks of contagion in the scholar community.

The Niños Alegres school is a private school located in Bucaramanga, Santander, and it was founded in 1992. The institution centers only in kindergarten and in primary as part of their educative process. According to the PEI, the mission of the institution is to educate or form people in values that allow them to respect each other in order to live together in a society where everyone is responsible for their acts. While the vision of the institution is to be the leader, in five years, in the teaching of values and Christian principles to support quality education by having the right teaching staff and dedicated to providing comprehensive training. Furthermore, the Niños Alegres school follows the traditional model as the main methodology for the teaching-learning process, by implementing characteristics such as the united desks, and the rote learning, however, the institution has some characteristics from the new school that is implemented for the scholarship community such as the student government, the pedagogical outputs, or the parents' school that has the purpose to invite them in conferences or telling them about the pedagogical projects that the institution is work on for any collaboration from the school's staff.

In regard to English learning, the institution used to set the memorization and repetition for teaching and learning strategies that allowed English teachers to implement the Audio-lingual method, which is part of the traditional model. Nevertheless, throughout the years, the head director has made reforms to the PEI that changed the English teaching in the school. Nowadays, the English teacher at the school has the freedom to implement any kind of methodology that shapes the students' needs, learning styles, or interests. Therefore, the English teacher can carry out any pedagogical project throughout the academic term, with no need to use an English



textbook, which was the main resource to teach the topics. Thus, making the English teacher more independent by selecting the own material to work with.

The participants of this research project are a group of six students from fifth grade composed of four boys and two girls with an average age between 10-11 years old, and from families of an average social stratum within two-three. Moreover, they count on internet access through a computer or a cellphone to connect to the virtual classes and to keep contact with their teacher during the pandemic. In terms of language proficiency, fifth grade is at an elementary level (A1).

Section 2: Research Statement

At the beginning of this research project, the PEI was analyzed and studied, and therefore, two factors were identified to affect the performance of a group of fifth graders regarding the target language, which are: limited speaking activities, and more focus on grammar-based approaches. In addition, the researcher recognized that education is changing as society does, and this means that the way of learning in the new generations is going to be different, which brings new challenges to the teachers are going to face in this 21st century. Therefore, the methodologies have to be updated according to the context and what the students demand, for instance, their needs, interests, desires, and learning styles. English teaching is changing throughout the years, with different situations that demand something new from the English teachers such as new teaching-learning strategies, new resources, new assessments, etc. to teach English as a foreign language to the new generations. In a country like Colombia, there is a high challenge of the communication competence that needs to increase with the purpose to improve the level on the students around the country and the law of 115 of 1994 (1994) stated that 'comprehension and capacity of expressing in a foreign language' is an objective inside the Colombian education.

Due to the COVID-19 pandemic and the restrictions, a virtual Needs Analysis was made to learn more about the context of the students. According to the exercise of that analysis (**appendix 2**), issues regarding the oral production were identified as the students argued that they need to take time to form a sentence or the idea to express what they want to say, to share an idea, or to pronounce a word. Moreover, they use the speaking for class activities only, whereas, when



communicating with their English teacher or classmates, they only use the mother tongue, therefore, students concur to the help of the teacher most of the time to participate or communicate in class. The students consider interaction an important aspect to improve their ability with the target language, since it facilitates their learning process, and helps them to improve their communication in class.

This research project aims to identify how spoken interaction occur in a virtual Task-Based learning environment in fifth graders. Hence, this research project will consider the perception of the teacher, the interactions of the students in the virtual environment as well as the application of digital resources and tasks developed throughout a pedagogical implementation.

After knowing the Contextualization and Justification, in this section, you will find the research question and the objectives to carry out throughout the research project:

2.1 Research question:

How spoken interaction occurs in a virtual Task-based language learning environment?

2.2 General Research Objective:

To identify how spoken interaction occurs in a virtual Task-based language learning environment in a group of fifth graders.

2.3. Specific Research Objectives

- To design digital learning resources for TBL that promote spoken interaction
- To recognize effects of TBL on spoken interaction in a virtual learning environment



Section 3: Theoretical Framework

3.1 Related Studies

Task-Based Learning has become an important teaching method for different uses in educational purposes. One of those is research, which can vary from projects used to teach English as a foreign language or as a second language to a specific population through environments such as face-to-face and virtual with the objective to promote or improve language learning, improvement of skills or interaction. National and International studies that have been carried out to show the use of TBL in the context of TEFL, such as:

Peña, Mireya; Onatra, Amparo (2009) Promoting Oral production through Task-Based Learning Approach: A study in a secondary school in Colombia. Universidad Nacional, Bogotá, Colombia.

In this study with qualitative emphasis, the authors described the importance of the oral production skill in the English learning, as they consider that this skill is set aside due to the curriculum of the school, as it focuses to develop cognitive processes such as writing and reading. For this reason, the authors decided to design and implement tasks to involve learners in communicative situations and to encourage their oral output. Furthermore, to carry out the tasks, the authors followed Jane Willis' model of TBL. The population was four groups of seventh grade from a secondary school in Bogota.

The pedagogical procedure to carry out the tasks considers the three phases that Willis proposed, which are: Pre-Task, Task, and Final Task or Language Focus, and in each phase, they added the contents to teach to the students throughout the procedure such as vocabulary about clothes, descriptions of famous characters, or to develop a Tv program. All of the content was added to the Task-Based unit, as they also decided to apply two different strategies to encourage the oral production skill to focus on interaction with peers, for instance, conversations or interviews, and individual presentations based on the topics from the content.

For data collection, the authors used audio recordings for each lesson, field notes, and proformas. The audios complement the field notes and provide information about the behavior of the students. While the rest of the instruments helped to analyze the students' performance and



interaction between peers. This study shows how to design TBL tasks that focus on only a language skill as Oral production.

Arslanyilmaz, Abdurrahman (2012) An online Task-Based Language Learning

Environment: Is it better for advanced- or intermediate-level second language learners?

Youngstown State University, Youngstown, United States.

This study from the Youngstown State University focuses on the online environment to carry out a pedagogical intervention of Task-Based Language Learning. The population was 14 Non-native speakers that were divided into two groups: half of the participants were at intermediate-level, and the other half were at advanced-level. Therefore, the author of the project wanted to investigate a relationship of terms such as language proficiency to language production along with the negotiation of meaning that non-native speakers produce. For language production, the author investigated it in regard to accuracy, fluency, and complexity including lexical and syntactic complexity.

To apply the approach of TBLL, the author designed four communicative tasks with the aid of a chat tool software called WebCT-Vista. For this reason, he could design the framework to apply the approach and to carry out the online environment for the participants. To collect the data, the author used the chat-scripts from the software to examine the negotiation and the accurate language of both intermediate-level participants and the advanced-level participants.

The author makes a high emphasis on the online environment since the participants had the option to approach the tools and the possibilities to contact themselves. Furthermore, due to that environment, the application of tasks from TBLL made the participants practice the target language in a real-life-like context as they engaged with pragmatic, contextual, authentic, and functional use of the language. Most of the tasks were split-information and two-shared information tasks.

Ramírez, Ingrid; Rodriguez Sandra (2018) Language Interaction among EFL Primary Learners and their teacher through collaborative Task-Based Learning. Magazine Scielo, Bogotá, Colombia.



This qualitative research focuses on a group of fourth graders and an English teacher in a private school in Bogotá with the purpose 'to analyze interaction in the English Classroom through action research' (Suárez Ramírez & Rodríguez, 2018, p. 1). The study uses Task-Based Learning to design tasks to promote aspects such as collaborative work and the involvement of both students and their English teachers. The authors wanted to answer why the students were bored and discouraged about their English lessons since there was a lack of students' participation and interest in learning the target language according to the English teacher. For that reason, the authors implemented eight tasks to change the dynamics of the classroom to make evident interactions among the participants through collaborative work.

The authors defined two aspects of the interaction, on one hand, the interaction between the students to construct or build different ways to communicate in verbal or nonverbal ways in the classroom. Moreover, their behavior is consciously reorganized and influenced by other classmates as they interact. On the other hand, language interaction is how in the English classroom there are different interactions between the English teacher and the students when they use the target language.

To collect the data, the authors recorded the lessons to analyze interactions of the students and used Students' Artifacts such as cards, worksheets, puppets, and presentations to analyze the progress of the students in the implementation. Moreover, this study shows how they apply TBL as an action plan by identifying the students' needs and interests to design tasks and topics to teach the target language. Thus, the authors observed constantly each lesson to find exchanges between the students and the teacher, which led them to know that the students are social actors that establish and transform agreements to participate in the learning process.

3.2 Main Constructs

By considering that this project aims to identify how spoken interaction occurs in a virtual task-based language learning environment, this section provides the following constructs or concepts that are going to be developed throughout the pedagogical implementation to respond to the main question:



3.2.1 Task-Based Learning

Task-Based Learning, or TBL, is the methodology that consists of a cycle where the classwork is engaged in a series of tasks proposed by the teacher, and a task itself, has the purpose to promote the target language. It was first proposed by Jane Willis back in 1987, where the purpose of the methodology is to make the students resolve a task through the use of the language. TBL teachers start a lesson with input from any skill (usually listening or reading) and then the students are required to carry out a task through the target language, as this is the principal resource in which they are working in a whole lesson, while the teacher takes the role of observing the progress of the students with the purpose to do general feedback of everything seen at the end of the lesson. Ellis (2003), has pointed out that the workplan may require a learner to engage in language activity such as what they found in the real world, for instance, completing a form or to compare two pictures. The TBL tests students' knowledge in a task, and when a task is completed, the exigency increases, which can make them reflect their abilities and performance. Furthermore, they can learn more or improve their communicative skills through tasks, as TBL focuses on pair or group work.

The framework proposed by Jane Willis is divided into three stages: Pre-Task, Task Cycle, and Language Focus:

- The *Pre-Task stage*: In this first stage, the teacher introduces the main topic of the lesson to the students. In the same stage, the teacher gives the vocabulary and grammar that the students use in order to develop or carry out the Task Cycle. Harmer (2015) pointed out that the teacher explores the topic with the class and highlights useful words and phrases to help the students to understand the task instructions.
- The *task cycle stage*: This stage is divided into three phases, The Task, the Planning, and the Report. In the Task, the students work in pairs or groups, and they undertake the main task given by the teacher using the target language. In the planning, the students prepare a report that is presented to the rest of the class and the teacher. In the report, the students share their report, which can be oral or written. When each pair or group of students are



presenting their reports, the teacher writes a transcription of what they say and do during the phase.

- The *Language Focus Stage*: is divided into two phases: The Analysis and the Practice. In the Analysis, the teacher does general feedback on the topic of the whole lesson, however, the teacher also reviews the Task Cycle stage in which highlights the vocabulary, verbs, or grammar implemented by the students during that stage. This also includes their pronunciation. In the practice stage, the students practice new vocabulary difficult to understand in the lesson, while the teacher helps them with any doubt they have.

Learning in TBL takes place through the completion of meaningful tasks that resemble real-life or daily-life activities such as problem-solving, ordering, reasoning, classifying, etc. Tasks should have a clear purpose as this can aid students to focus on the meaning and the ideas that they are carrying. Therefore, Task-Based Learning highlights the instrumental value of language. For instance, a learner in a task develops speaking skills to describe or suggest a place to visit. Tasks can be divided into focused and unfocused tasks, as it depends on how the teacher design task and what purpose seeks with that task in a lesson.

Focused tasks are designed and appear to persuade the use of specific language futures such as verbs, subjunctives, adjectives, nouns, etc. While the Unfocused tasks are not designed to evoke a particular construction, this means, that unfocused tasks evoke general samples about the use of the language and not a specific language like the focused tasks. According to Ellis (2003), focused tasks induce students to process a specific grammatical structure, while unfocused task allowed them to choose a range of forms, but not specific. Thus, the teachers that implement TBL can observe which type of task best fits the students in terms of their needs, learning styles, and interests that can engage them with the target language in a meaningful context with the purpose to provide opportunities for communicating among themselves.

3.2.2 Learner Interaction

Learning something new involves taking part. For instance, a child cannot learn to ride a bicycle if he has not ridden one. It also depends on whether the child is just getting used to riding one with the use of the support wheels. This is similar to how language is difficult to learn



without taking part in communication. If the learner does not interact with the language, the students would have difficulties in learning the language. Learner interaction refers to the role of how students interact with the language in order to develop their skills or abilities with it. Ellis (2003, p. 25) suggested that 'maintaining a conversation is often effortful for students because they lack both the linguistic resources to understand what is said to them and to make themselves understood'.

Inside the classroom, the teacher has the purpose to teach English through different methods, teaching strategies, and resources. Nevertheless, the teacher must promote learner interaction in order to aid the students to prosper in learning the target language, as there are different factors that make them not participate in learning such as lack of motivation, shyness, feeling nervous, embarrassment, or resistance when they are not enthusiastic in taking part in group work, etc. Thus, the teacher has the task to increase the interaction of the students with the language by creating a better atmosphere in which they feel comfortable and confident. For instance, when the students are communicating with the target language throughout a lesson, they notice there are issues in their speaking production such as mispronouncing a word or misspelled a word. Although, noticing these issues is part of their learning process with the language because when they speak with a teacher, they see a big difference. For Rodriguez and Martinez (2018, p. 3), interaction 'also implies going beyond communication to establish a set of pedagogical actions in order to provide opportunities to encourage student participation and reduce anxiety'.

Interaction can be also presented in tasks because when the teacher assigns a specific task about completing certain things, the learner might look for the help of another classmate in order to understand part of the task or with the purpose to complete it. Furthermore, it depends on how the teacher designs the task since if the task focuses on group work in pairs or with more people, the learner will interact with the classmates in order to progress with the task and complete it since, throughout the task, the learner will learn from them. The teacher must promote learner interaction by doing classes based on the students' needs to improve their skills, as well, as help them to succeed.



3.2.3 Oral production

Oral production is the capacity that students have to transmit a message by the connection of words, and to express an idea. Therefore, it is verbal communication to share information from interactions based on conversations or discussions, in which students can communicate individually or in group with the target language in an English lesson.

In the context of this research project, when speaking about oral production, it refers to English as a foreign language in children in ages 10 to 11. And this means that age, their brains are just developing the capacity of learning new things through trial and error, for instance, the target language. Moreover, when performing oral production, some issues can be presented, which is normal since a child learns from the experience of being corrected by someone more skilled in that language and gives the opportunity to practice and learn.

In English lessons, the students can see oral production as a huge challenge for themselves to be engaged to the target language for different reasons such as being nervous to interact with the classmates or teacher, being scared of making a mistake in front of the class or feeling uncomfortable to perform speaking tasks. Teachers need to promote oral production among students and let them use all of their knowledge in the skill with the purpose to motivate and change their view of speaking English in class. For Harmer (2015, p. 123), 'the more students have opportunities to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements become'. Thus, the students' oral production doesn't need to be perfect, as the importance is that they communicate and interact.



Section 4: Research Design

4.1 Mixed methods research

Mixed methods research is a type of research that mixes aspects or elements of both quantitative and qualitative data to understand a research problem. In the applied linguistics, Mixed methods research is used in the context of a classroom for any researcher to implement. For Dornyei (2007), this type of research can offer additional benefits to understand the phenomenon in question. In this project both quantitative and qualitative data will be gathered from, for instance, students' interaction, focus groups, and digital resources. All of them related with the data collection instruments.

4.2 Action Research

Action research is a research design, and it consists of researchers examining their own practice and find the way or methods improving it. In education, teachers use this type of research with the purpose to analyze their own educational practice and improving any issue they find. Furthermore, pre-service teachers also use Action research to identify a problem, design the content from a pedagogical background, and then carry out their pedagogical practices or pedagogical implementations, and throughout the time, they are going to learn the experience of teaching in a real class. In this research project, Action research was adapted to the virtual context, and even if the researcher and the students are connected from distance, it was possible for him to have a basis for the pedagogical background to carry out the implementation. Griffiee (2012, p. 109) has pointed out, that ARD is 'a source of curriculum renewal and professional development'. Thus, giving the researcher, the opportunity to design or integrate new content to their population-based on what they found throughout the research and improve his teaching skills by using action research.

Action research was first proposed by John Elliot back in 1986. The design is a focus on a cycle that the researcher has to do in order to carry out good research. 'Action research is a form of ethical inquiry in which teachers reflect about how to teach in ways that are consistent with their educational aims and values' (Elliott, 2007, p. 2). Teachers can teach and conduct their own



research at the same time as they find new details in their context. The following stages of action research were adapted to virtual environment with the purpose to implement it in the research project:

- **Observing:** The researcher, who is the teacher, observes the actions of the population (students) throughout the course of a synchronous session in aspects such as their actions, and behavior. The researcher can also re-watch the recording to look for extra details.
- **Reflecting:** After the researcher observes the population, he reflects about what the data gathered from the synchronous session with the purpose to highlight important characteristics such as how was the activity to the students, or if the materials implemented were successful, etc. Therefore, the researcher comes with some conclusions from the observation in order to come with a new *plan* to implement in the context.
- **Planning:** The researcher designs a new lesson plan based on the reflection and the experience from the observation. In this research project, there are two types of lesson plans: the virtual learning object, and the synchronous session, in which the second one is more important, as when the researcher organizes new content for that session to be applied with the purpose to see new results.
- **Act:** The researcher implements the new lesson plan in the synchronous session, and proceeds to observe.

This exercise makes the researcher to compare the results from the same process in each session every time to come out with results and a conclusion in the end. Therefore, when the researcher shares his research with the world, this one can be referenced from another researcher in a new research project. Thus, making action research a legacy that can be continued to keep improving educational contexts such as the teaching of English as a foreign language. With new experiences from the educational contexts made by teachers or pre-service teachers, more questions will be raised.



4.3 Type of data to be collected

From the above mentioned, the type of data to be collected in this research project is mainly qualitative, and this means, that it is important to dive into the educational context.

Qualitative data involves words and not only numbers. Moreover, the researcher has to describe the data based on observations, and by using his five senses. In quantitative data, the purpose is to analyze, for instance, the students' interaction in the virtual environment with data that can be quantified. For this reason, this research is mixed type.

4.4 Role of the researcher

In the educational context, the role of the researcher is to be another participant inside the school with the purpose to conduct a Needs Analysis at the beginning, which is a step-by-step process where researchers or teachers do to know what their students' needs are, learning styles, interests, etc. in order to implement an instructional design to be delivered in an academic term. Moreover, the pre-service teacher needs to determine the content in the instructional design to apply as part of his teaching practice. Graves (2000, p. 4) stated that 'deciding which challenges you can productively address depends on attention to and understanding of institutional and cultural contexts'. When everything is already done, the teacher or pre-service teacher can apply what was collected from the data throughout the implementation in the two cycles.

When the researcher has the data to analyze, he has to reflect on what to do next to carry out the research in terms of designing the data collection instruments and keep planning the classes to see the results for every session or lesson. Therefore, the researcher is another participant. He is the teacher and has to act as such by following the lessons planned and collect the data required to analyze and reflection both cycles of the pedagogical implementation.

4.5 Data collection instruments

The following data collection instruments and techniques were designed based on the Qualitative research with a focus on the virtual environment. All instruments were used to collect the data, analyze, and compare the results in the two cycles of the pedagogical implementation:

4.5.1 Students' Artifacts

Students' Artifacts in this research project are. what they produced throughout the pedagogical implementation as seen in the following picture:

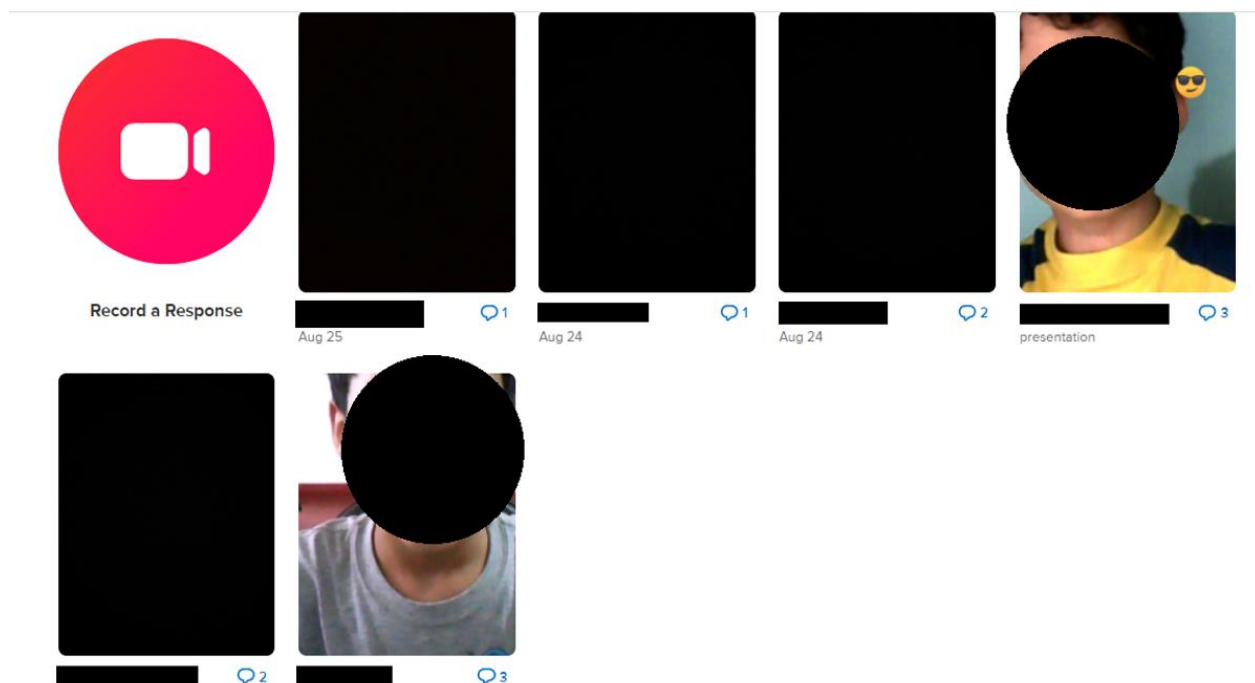
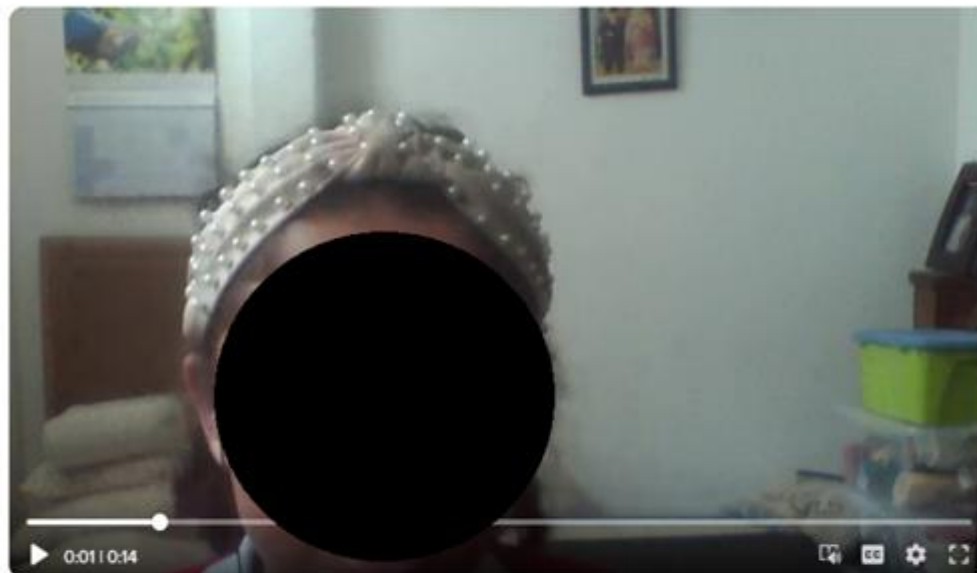


Figure 1 Students' submissions on a speaking task from the Flipgrid platform. Each of them had their comments

In a virtual environment, the students show their work by submitting it (figure 1) on Flipgrid platform, as the case of a speaking task. The researcher in the role of the teacher has the job to carry out a formative assessment to do a feedback to those submissions (artifacts) of the students. Therefore, students' artifacts also refer to the number of interactions among them, or in this case, the video comments as evidenced in the following picture:



< Introduce Yourself

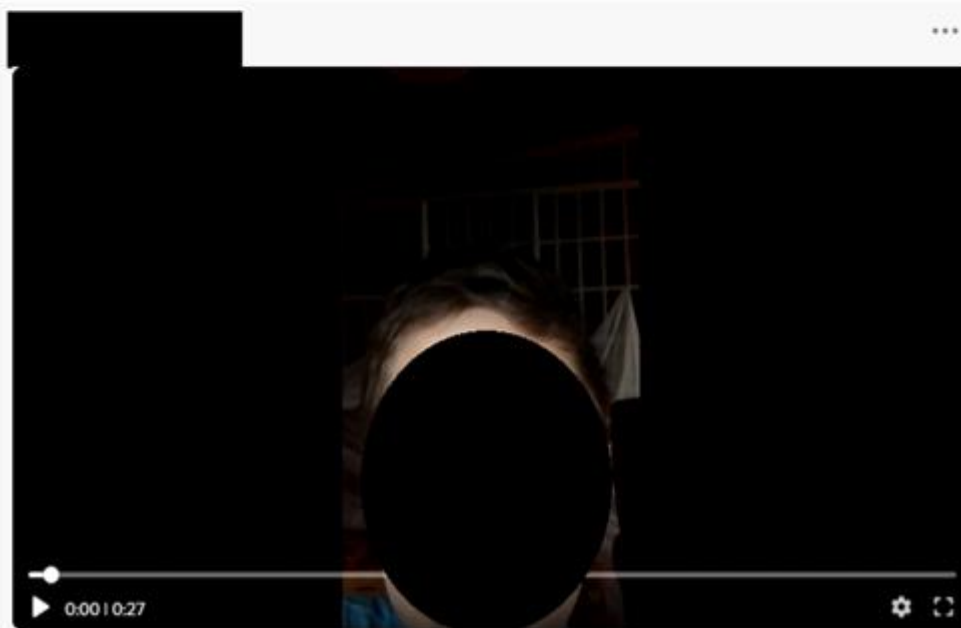


1 Comment 5 views

Aug 25, 2020

Comments (1)

Add Video Comment



Student F: Hello, my name is Student F, I'm 11 years old. My favorite color is green.

Student J: Hello Student F, my name is Student J. I'm 10 years old, and my favorite color is red. You need to pronounce the word 'years' stronger. Have a nice day.

Figure 2 A students giving a video comment to another student with the transcription



In this situation (figure 2), a student is giving a video comment regarding a submission of another classmate, which is ‘introducing yourself’. Moreover, the same student of the video comment not only introduces to his classmate, however, provides an oral comment in form of small peer-assessment about her performance and response. Situations of interactions can be presented it in any time of the implementation, and it brings extra practice of the target language among the students, and the teacher.

Generally, to qualify the progress of the students, **the note was divided in two notes**. On one hand, the virtual learning objects with the structure of TBL. On the other hand, the speaking tasks in the platform of Flipgrid. Therefore, other notes such as exams or final projects were considered as part of their progress. In this research project, there are four digital resources that the students used during the pedagogical implementation:

EXE-Learning: This resource was used to design the Virtual Learning Objects (VLO), in which videos, tasks, and links were incorporated in every VLO for the learning process of the students, as they work and learn the topics showed in the resources.

The quantities of Junk Food

You are going to watch the following video of Billy talking about aspects of the Junk Food and some facts.

THIS MEANS THAT HAMBURGERS
WILL BE COUNTED.

Mirar en YouTube

Pre-Task: True-False

True-False Question

After watching the video, read the following statements. Mark true if the sentence is correct, or mark false if the sentence is incorrect.

A lot of people think that Junk Food is unhealthy.

☐ True ☐ False

Popular restaurants like McDonald's receives critics for the menus.

Figure 3 A virtual learning object made from EXE-learning program



Moodle: This tool is an LMS (Learning Management System) that has the purpose to be used by teachers to create and manage the pedagogical implementation. For this project, a course was designed with Moodle to deliver content, monitor the students' progress, keep records on their work, and share information on their learning process.

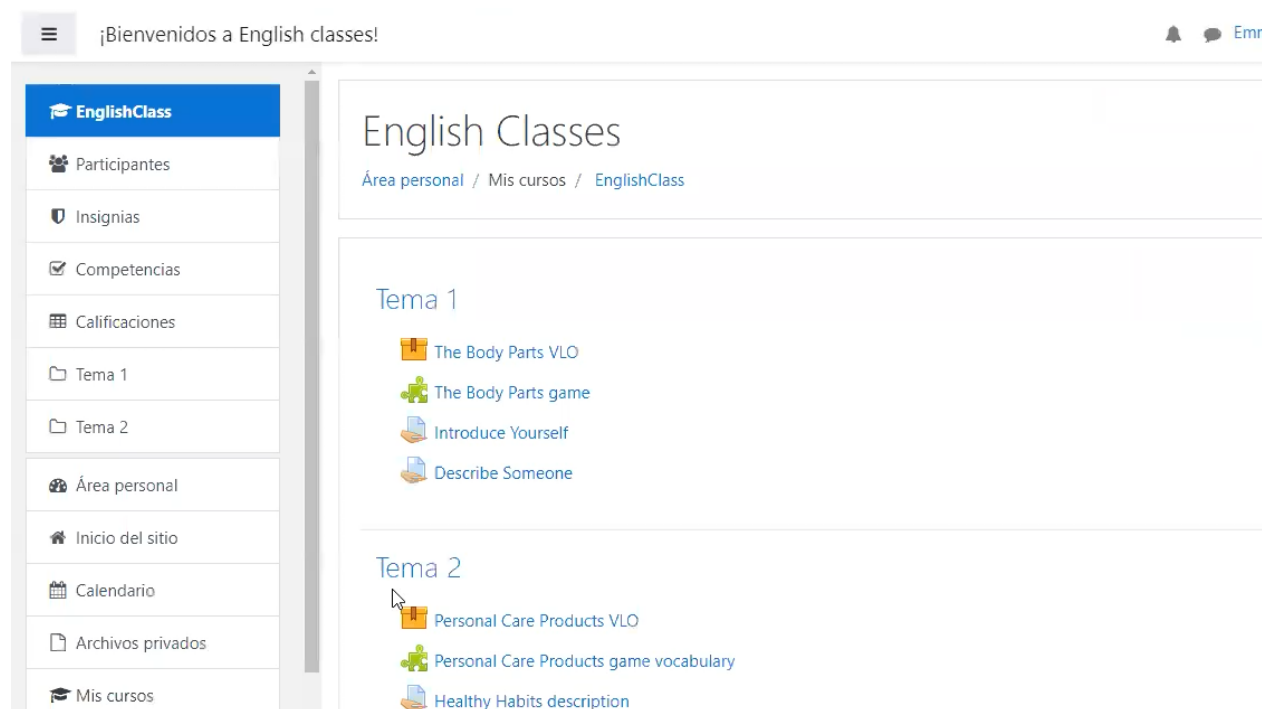


Figure 4 Moodle platform with resources that the students can access (VLO, Educaplay, Speaking tasks at Flipgrid)

Flipgrid: This digital learning tool is used to submit videos and to promote interaction among the students. The teacher creates a question, and the students have to respond by recording themselves answering that question using videos, and giving video comments (sometimes, peer-assessment) to their classmates. This platform was used to receive the students' reports or speaking tasks from the Virtual Learning Objects.

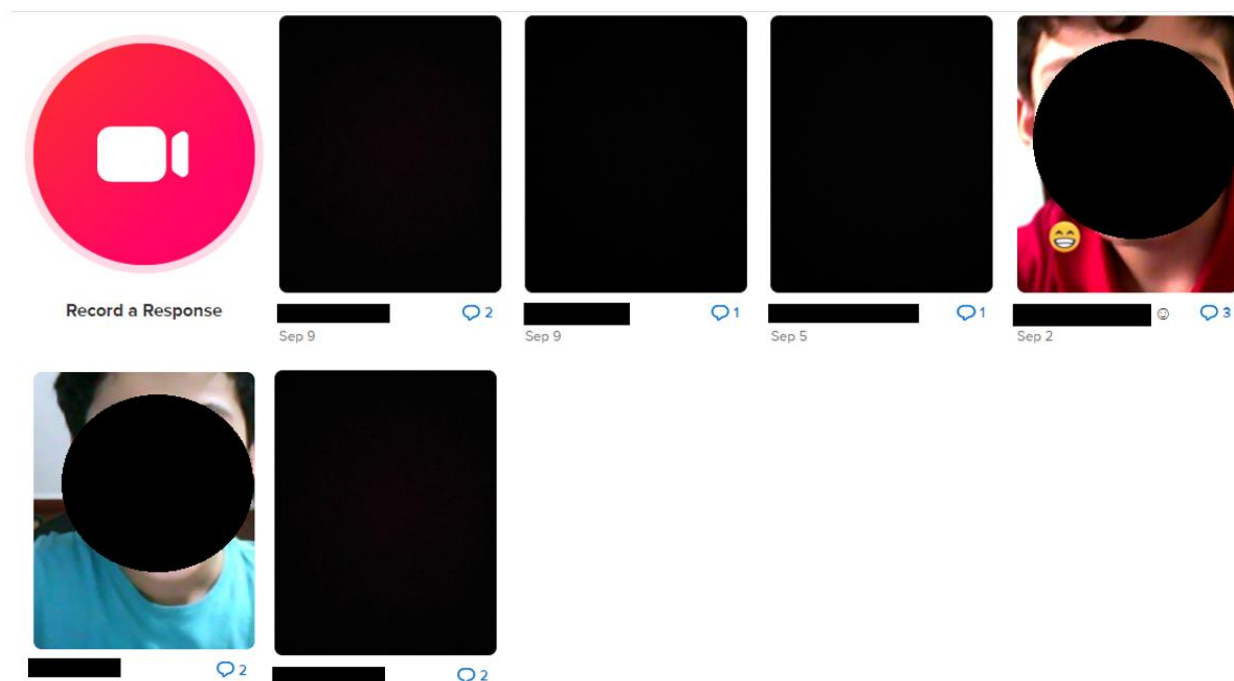


Figure 5 A picture of the Flipgrid platform with speaking tasks (reports)

Educaplay: This digital learning tool is used for teachers to create interactive activities. It can be used to access any content that the teachers are sharing. Educaplay was used to design vocabulary games relevant to the contents selected from the instructional design. Therefore, the games made were incorporated into the VLOs to guarantee direct access, records or participation were tracked as well.

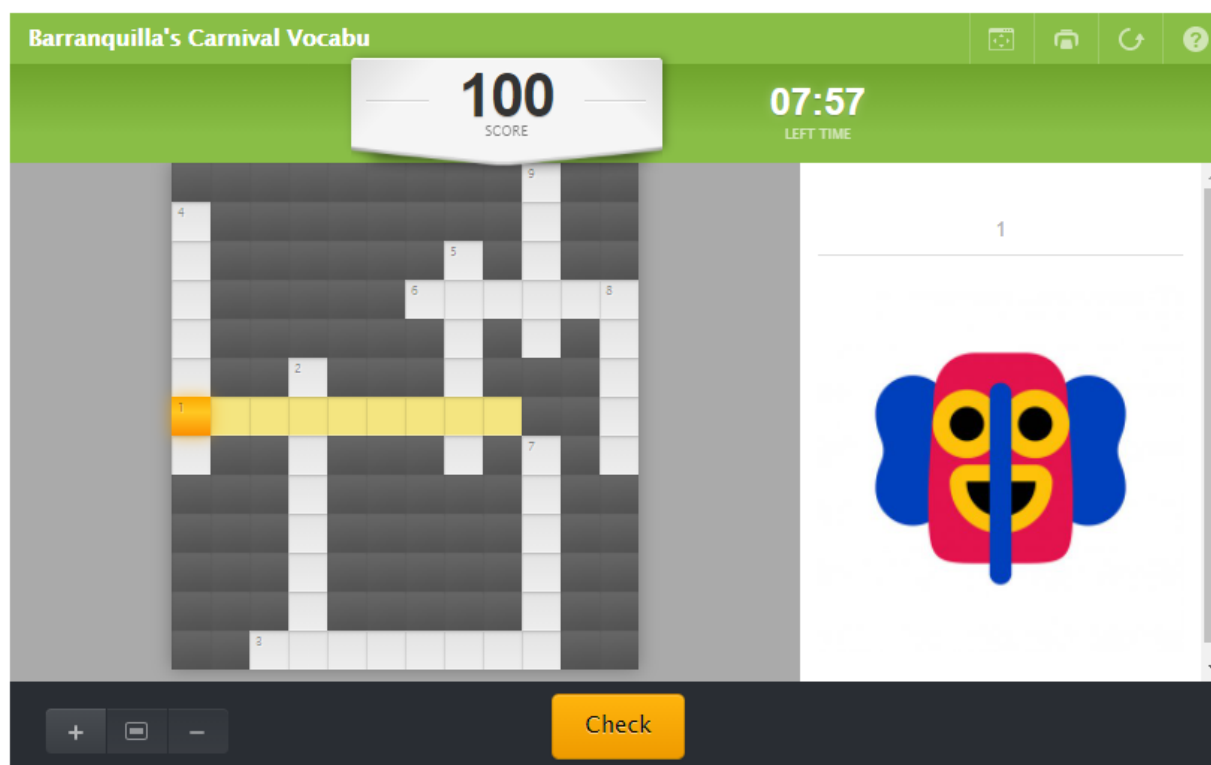


Figure 6 A task made in Educaplay

4.5.2 Teacher Journals

Teacher journals is a data collection instrument that consists of teachers analyzing their daily work, or experiences inside their classes. In every journal, the teacher mentions his strengths and weaknesses during the class, how the class can make him or her improve as a language teacher, and to reflect on his own teaching-learning strategies, teaching techniques, learning strategies, and resources that they used in the classroom. Moreover, teachers can also write about the attitude of the students in the class in characteristics such as how they used the language, how they felt with the activities, what they were their actions with the resources, how they react, and what they think about the class. Pre-service teachers also use teacher journals to talk about their pedagogical practices and to reflect on how they plan a class that they are going to carry out. According to Dörnyei (2007), if researchers want to use their research journal as a data source,



they need to pay attention to some technical details such as the participants', which means, the actions or interactions of the students.

RESEARCHER'S NAME: __Sergio Andrés Lizarazo Rueda__					
CYCLE# __1__					
School and/or community name: __Colegio Niños Alegres__					
Group: __5 th grade__					
Lesson 1					
<i>Writing about my teaching</i>					
Questions I addressed	1	3	4	8	10
I set out the parts of the body from the main topic of the human lifestyle that the students are carrying out through the course of the academic period. This includes why the parts of the body are important to the human body, and our lives. Therefore, how to describe physically a person, or a fictional character by using adjectives and vocabulary to design and describe their own imaginary friend as a final task to see and analyze their progress with the topic and the use of speaking. the beginning of starting a pedagogical implementation in a virtual context that the students are going carry out in terms of tasks, and with the purpose to know their progress and what happened during a session. The teaching materials that I used were all digital resources due to the virtual environment. The materials used were the program Zoom to record the whole session, share the screen or any other content to the class, using the digital board, and asking questions to the students to re-teach as formative assessment to know if they understand or don't understand the topic. Moreover, a PowerPoint presentation was designed to teach the topics of the class and to set					

Figure 7 Teacher's Journal

In this research project, the journals were focused on the pedagogical implementation through the virtual environment. The following model (*figure 7*) was taken from the pedagogical practices at LLEI*. The writing of journals consisted of writing a digital document right after each synchronous session. The researcher had to reflect on his strengths, weaknesses in his teaching practices through the virtual environment, and how the process of creating virtual material helped him improve as a language teacher., The researcher wrote about the students' actions in each session, their progress based on the students' artifacts, the use of virtual resources, the topics they learned throughout the implementation, and their attitudes towards the online resources. The format to write the teacher journals was brought by the program of LLEI*



Thus, all the information from the journals helps the researcher to do comparisons about the progress of the students, and how he can analyze the virtual resources and tasks, therefore, recognize the results and achievements in each cycle of the pedagogical implementation.

4.5.3 Focus Groups

Focus groups is a data collection instrument that brings six or more people in a room, in which the researcher brings different types of questions to the students with the purpose to gather information from them, for instance, throughout the pedagogical implementation. In the conversation, the students reflected about the process in Spanish, while the transcription was translated to English. Moreover, depending on how the conversation is been carrying out, the researcher can ask question that can go deep as seen in the following pictures:

Do you consider that the experience of learning and interaction through virtual tools (Moodle and Flipgrid) can facilitate your English learning?
Student S: Yes, but I consider that we need to interact more with the other people to learn new aspects. In general, yes, the virtual tools, or platforms, facilitated my English learning in general. Student G: Yes, because the content that we have at hand like the virtual learning objects inside the platform and the speaking tasks in Flipgrid facilitated my English learning and comprehension of vocabulary, grammar, and language skills. The topics were determinant to apply what we learned. Student P: Yes, of course, and I consider that there is more interaction in this context due to the pandemic. In the beginning is hard to adapt it. From my point of view, I could adapt it and keep contact with my classmates and you to pay attention to the participation and learn new things to my language skills. Student L: A bit, I mean, there are certain topics of the academic term that I saw before. But yes, the platforms facilitate my English learning. I agree with my classmates in that aspect.
Student F: Yes, because the platforms serve as a medium of communication to teach and reinforce our English learning. For me, I agree that those tools facilitating our learning. But in terms of the topics, I saw some of them previously, especially, the body parts. Student J: Yes teacher, the platforms showed me a new experience of learning English in the virtual context, and to reinforce some topics that I saw before. The interaction was evident in the academic term, and during this pandemic, I consider that it helps to improve our language skills by learning from the others.

Figure 8 A question about the experience of learning and interaction through virtual tools. Most of the students considered that it facilitated their English learning.



Regarding the speaking tasks, do you observe differences before and now, based on the learning experience led by teacher Sergio Lizarazo using digital resources?

Student S: I feel that I keep improving little by little with the tasks. Those resources we have at hand in the moodle platform are important to approach, and in comparison to the face-to-face context, we can use the same virtual learning objects over and over again instead of guides or worksheets that are repetitive in my opinion.

Student G: I consider that before, it was a bit complicated to understand aspects of speaking like pronunciation, but right now, I consider that I can understand more by approaching the digital resources that the proposal gives to practice.

Student P: Before, I didn't have chances to understand my progress at speaking, but right now, I have the opportunity to learn through feedbacks what I need to improve and practice. This is a big difference from my point of view, and this helps me to keep working in learning the language.

Student L: Yes because I have a specific time to perform the task at Flipgrid. I felt the insecurity to do the tasks, but due to the platform, I could see the mistakes and start to try again and again before submitting my response.

Student F: Before, I got confuse a lot with the word from the vocabulary when I have to perform a speaking task, but right now with the platform, I can correct the issues in speaking and do my best.

Student J: Previously, I didn't speak good and I didn't have a good pronunciation. But right now, with this proposal, I can approach the digital resources to repeat every time and watch myself talking to the screen to see if I did the right thing or not. Of course, I didn't doubt in myself. I could also understand more vocabulary and grammar.

Figure 9 A question regarding the differences before (face-to-face) and now (virtual) regarding the speaking tasks



What strengths and barriers do you find in the interaction in the virtual context? Why?

Student S: In the interaction, more or less speaking is regular for me, but I could improve through the platform because I can interact with the other in this context. For barriers is that I have the problem to form sentences, and it is not the same as face-to-face.

Student G: For strengths I can say that the tasks proposed because it developed different skills for our knowledge, especially, speaking, as we use it to interact and to complete the tasks at the virtual learning object. And for barriers, is that the issues of the platforms can affect our connection and interrupt our learning.

Student P: For strengths there are a lot, but to be clear, is like I mentioned before, we interact because we can keep communication in the platforms and the tasks from the synchronous sessions. While for barriers, I don't find any.

Student L: For strengths is that I could reinforced my knowledge, and for barriers is that we have a session per week, and I consider that to resolve our doubts is to wait for the class to listen to the response because I don't like to send messages, I prefer to ask the question directly.

Student F: For strengths, I can say that we perform different tasks, and is not repetitive like completing worksheets, because learning something new is good for our knowledge to interact and apply in real life. And for barriers, I think that the issues of the platforms affect the learning process by showing errors or when the connection fails.

Student J: For strengths, I find that the platforms are a support to my English learning, and that includes the zoom sessions to perform different tasks, similar to what Student F said. And for barriers, I don't have any.

Figure 10 Another question about strengths and barriers of interaction in the virtual context

In each caption (figures 8, 9, and 10), the researcher has the role of the moderator, and he keeps going deep by asking questions regarding interaction, the pedagogical implementation (proposal of the teacher), the speaking tasks (oral production), and the virtual environment. While the students are the participants in the focus group that answer the questions proposed. Furthermore, a focus group is applied at the end of a cycle after an exam or a final project session. In the virtual environment, like this research project, the focus group is carried out in a synchronous session.

The purpose of this instrument is to gather data from the phenomenon in question, which is spoken interaction. The program used to carry out the focus groups and to record what the students said was Zoom.



4.6 Timetable and Stages:

This is the Timetable of the Pedagogical Intervention planned for The *Niños Alegres School*, in which a continuous cycle was made approximately, a weekly session. Each date has synchronous sessions with the main topics, while it also has the virtual learning object that the teacher displays in the Moodle platform 24/7 so that students can study the topic and explore it in beforehand and be ready for the next session. Moreover, at the end of each cycle, data was collected by applying focus group. These were the dates of the intervention made by the researcher:

Cycle One

Date	Synchronous Session	Virtual Learning Object
August 13th 2020	0 (Introduction to the platforms)	1 (Body parts)
August 20th 2020	1 (Body parts and adjectives)	2 (Personal care products)
August 27th 2020	2 (Personal care products and third person of present continuous)	3 (Physical Activities)
September 4th 2020	3 (Exam)	4 (Healthy Habits)
September 10th 2020	4 (Healthy Habits and first person present continuous)	5 (Junk Food)



September 17th 2020	5 (Junk Food and countable & uncountable) Focus group application	*
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Cycle Two

Date	Synchronous Session	Virtual Learning Object
September 17th 2020	-	1 (Festivals and Celebrations)
October 1st 2020	1 (Festivals and Celebrations, and verb prefer)	2 (St. Patrick's Day)
October 8th 2020	2 (St. Patrick's Day, story parts, and third person of past simple)	3 (Easter Day)
October 15th 2020	3 (Easter Day, second person of past simple, and question form of past simple)	4 (The day of the dead)
October 22nd 2020	4 (The day of the dead, first person of past simple, and Final project)	5 (Barranquilla's Carnival)
October 29th 2020	Focus group application & pedagogical implementation closure	-



Section 5: Implementation and data analysis

5.1 Approach

Communicative Language Teaching (CLT), is the approach that underlines TBL in this research project. This approach emphasizes on communicative competence rather than grammatical structures. According to Ellis (2003), the approach aims to develop the ability of communicating for students to use language in real communication. And that means that the students need to be exposed with activities that involve real-life situations.

CLT considers speaking as primary by making language use as a focus in classroom activities for the students. Moreover, there is a variety of these activities that are selected according to how well they engage the students in language use, which is an aspect that is decided by the teacher. To underline TBL, the Communicative Language Teaching counts with three principles: the meaningful, the true communication, and the task. The last one focus on activities involving completion of tasks that involve real-life situations, which is an aspect that highlights the teaching method of TBL. For this reason, task-based activities can be developed with a focus in communication and interaction with the purpose to engage the students with the target language.

5.2 Design

5.2.1 Syllabus

LEARNING OUTCOMES	
Week 1	<i>Asynchronous Session (Virtual Learning Object 1):</i> Pragmatic learning outcomes: The students will be able to talk and describe the importance of the human body. Linguistic learning outcomes: The students will be able to identify vocabulary related to the parts of the body. The students will be able to use adjectives to describe physical such as short, big, small, etc. - No outcomes from a lesson plan, only an introduction to the platforms



Week 2	<i>Asynchronous Session (Virtual Learning Object 2):</i> Pragmatic learning outcomes: The students will be able to learn the importance about using personal care products. Linguistic learning outcomes: The students will be able to learn vocabulary about the personal care products. The students will be able to use third person of the present continuous to describe actions. <i>Lesson plan (Synchronous Session 1):</i> Pragmatic learning outcomes: The students will be able to talk and describe the importance of the human body. Linguistic learning outcomes: The students will be able to recognize vocabulary related to parts of the body. The students will be able to use adjectives of physical description such as short, big, small, etc.
Week 3	<i>Asynchronous Session (Virtual Learning Object 3):</i> Pragmatic learning outcomes: The students will be able to learn the importance of the physical activities. The students will be able to share what physical activities they can do and what physical activities can't do. Linguistic learning outcomes: The students will be able to learn vocabulary about the physical activities. The students will be able to use the modal verb can/can't to describe physical activities. <i>Lesson plan (Synchronous Session 2):</i> Pragmatic learning outcomes:



	The students will be able to learn the importance about using personal care products. Linguistic learning outcomes: The students will be able to learn vocabulary about the personal care products. The students will be able to use third person of the present continuous to describe actions.
Week 4	<i>Asynchronous Session (Virtual Learning Object 4):</i> Pragmatic learning outcomes: The students will be able to learn and highlight the importance of the healthy habits. Linguistic learning outcomes: The students will be able to learn vocabulary about the Healthy Habits. The students will be to use first person of present continuous to talk and share their Healthy Habits. <i>Lesson plan (Synchronous Session 3):</i> Pragmatic learning outcomes: Determine the achievement of the objectives proposed from the lessons 1 to 3 through tasks that illustrate the linguistic understanding. Linguistic learning outcomes: To show the understanding and the development of communication skills in the virtual learning objects 1 to 3.
Week 5	<i>Asynchronous Session (Virtual Learning Object 5):</i> Pragmatic learning outcomes: The students will be able to talk and describe the types of Junk Food. Linguistic learning outcomes: The students will be able to learn vocabulary about the Junk Food. The students will be able to use countable and uncountable nouns to describe singular or plural.



	<i>Lesson plan (Synchronous Session 4):</i> Pragmatic learning outcomes: The students will be able to learn and highlight the importance of the healthy habits. Linguistic learning outcomes: The students will be able to learn vocabulary about the Healthy Habits. The students will be able to use first person of the present continuous to talk and share their Healthy Habits.
Week 6	<i>Lesson plan (Synchronous Session 5):</i> Pragmatic learning outcomes: The students will be able to talk and describe the types of Junk Food. Linguistic learning outcomes: The students will be able to learn vocabulary about the Junk Food. The students will be able to use countable and uncountable nouns to describe singular or plural.

Figure 11 Table of Learning Outcomes from the Syllabus of Cycle One (Healthy Lifestyle)

The design of the syllabus (figure 9) covers the learning outcomes (or objectives) of the asynchronous lesson task, and the lesson plan from both virtual learning objects, and synchronous sessions, which are part of the students' learning process throughout the implementation.

Due to the COVID-19 outbreak, the syllabus was adapted to the virtual environment to use digital resources that can design teaching-learning strategies to evaluate the students' progress with the target language. Therefore, the methodology is the teaching method of Task-Based Learning (TBL), which was adopted as the one that best fits the students' needs and this research's purposes. For this reason, the syllabus is composed by lessons with diversity of tasks as the bricks that build the learning process that centers on using the target language in real life, considering the limits of the virtual environment. For Prabhu (1987), the syllabus specifies the nature of the tasks to be used in detail to set up conditions and processes to develop a lesson.



The task-based syllabus focuses on words or concepts from the language more frequently used. For instance, if English teachers want to make decisions about the content of the language with students, they can begin with the aspects of the language that they can understand easily, instead of using the most difficult for them. Consequently, the task-based syllabus has an emphasis on pieces of language that fifth graders can understand and can feel comfortable with. The syllabus concentrates on the 'healthy lifestyle' to learn the importance of taking care of their bodies to prevent diseases or viruses. Furthermore, the organization of the content in the syllabus was based on the standards established by the National Minister of Education (2015) from the document *El Reto* with the aim to consider sociolinguistics features that can fit with the student's language level. A total of five synchronous sessions were planned to carry out the topics from the content.

The role of the students is determinant as they can contribute to their own learning with experiences through tasks and spoken interaction. However, in the virtual environment, there are limited options of interaction, for that reason, the students had to adapt to a different environment in which they can use and access digital resources to communicate and interact among them and their teacher using the target language.

Thus, the students' role is to learn from the teacher and from their classmates, and from the digital resources. While the teacher's role involves making decisions on methods such as Task-Based Learning (TBL), monitor the learning process, and support students' performance by using the target language through tasks.

Nevertheless, in the virtual context, the role of the teacher is defined when he adapts to that environment, to be the guide of the learning process in the virtual environment by contributing to the students' progress in the target language, provide content from the syllabus and the materials designed. On the other hand, instructional materials, teaching materials, or digital resources have a leading role in the teaching-learning process for both teachers and students. The role of the digital resources is to bring support to the content of the syllabus and specify the learning outcomes that define the lesson plans. In addition, both teachers and students can interact with the digital resources, share, evaluate and reflect on their own progress. Digital resources can be designed to stimulate speaking skills and implicate students' creativity.



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There were pedagogical objectives that were considered for this implementation as seen in the following table:

Pedagogical Objectives
Students will be able to interact through tasks, means of digital resources.
Students will be able to be exposed at the target language with tasks that involve real-life situations.
Students will be able to communicate through conversations or discussions by using language related to healthy lifestyle and festivals and celebrations.

5.3 Procedure

The procedure is the lesson plan that teachers as researchers do by following the structure of the Action Research Design, which is to observe, to reflect, to plan, and to act, a repetitive cycle presented by John Elliot. The structure of the lesson plan given by the LLEI*, is divided into Warm-Up, Stage 1, Stage 2, Stage 3, the assessment, the evaluation, and the resources, where the pre-service teacher's design to carry out pedagogical practices with the group of students. Nevertheless, the COVID-19 pandemic changed the routine of applying a lesson plan from the face-to-face context to the virtual context. For that reason, in this research project, the way of designing lesson plans was adapted to the virtual environment to work the pedagogical implementation with the focus of Action Research among fifth graders.

The structure of the lesson plan in the research project follows the teaching method, Task-Based Learning (TBL), and this means that, instead of stages, it has the procedure of Pre-Task, Task, and Language Focus, which is the framework that follows the cycle. There are two types of lesson plans for the two cycles of the pedagogical implementation: the asynchronous task lesson (virtual learning object), and the synchronous session (lesson plan).



Asynchronous task lesson 1 – Cycle One

Asynchronous task lesson: _____ 1 (Body Parts) _____
Institution: _____ Colegio Niños Alegres _____
Researcher: _____ Sergio Andrés Lizarazo Rueda _____
Grade: _____ 5th _____
Date of implementation: _____ August 13 th , 2020 _____ Time of the VLO: <u>One week</u>
TOPIC: Body Parts
Learning outcomes:
- Pragmatic: The students will be able to talk and describe the importance of the human body. - Linguistic: The students will be able to recognize vocabulary related to parts of the body. The students will be able to use adjectives of physical description such as short, big, small, etc.

Warm up	
Procedure	Percentage of work
When the students enter to the Virtual Learning Object (Annex 1), they are going to find a small introduction about the topic they are going to see in that unit. Then, they will proceed to the next part, in which they are going to watch a video (Annex 2) about the importance of the human body. After they watch the video, they are going to play a small game (Annex 3) related to the vocabulary from the previous video. The purpose of this warmup is to make the students to remember the parts of the human body.	15%

Pre-Task	
Procedure	Percentage of work
The students will continue in the same VLO by watching a video (Annex 4) of a short story of a girl talking about her family, and then, they are going to complete a small questionnaire (Annex 5) about true or false based in the video. The purpose of this Pre-Task, is to introduce the adjectives of description to the students, as these are their main tools to perform the main Task.	25%

Task Cycle	
Procedure	Percentage of work
Task (Dropdown): The students will read a short text (Annex 6) about the favorite famous people of the same girl. In the same text, the students will complete a dropdown activity as they are going to fill the blanks with the correct vocabulary or adjective.	50%

Figure 12 Asynchronous lesson task Virtual Learning Object

The first type is the construction of how the virtual learning object looks like (*figure 10*), for instance, the warm-up introduces a video of the topic and a game, then, the pre-task has another video that introduces other topics (such as grammar rules) and another game. While the task



shows what the students need to do by considering what they saw in the previous parts. Moreover, they have to prepare a report (speaking task) and record themselves on the Flipgrid platform to submit their answer. Finally, the language focus is the teacher providing the feedback of the activity by recording an answer and checking their progress at the Moodle platform. The percentage of work represents the progress of the students with the virtual learning object. All the resources and the way to do the assessment and evaluation were made by using both platforms. The time to complete a virtual learning object was one week (see appendix 6).

Lesson Number: <u>1</u>	
Institution: <u>Colegio Niños Alegres</u>	
Researcher: <u>Sergio Andrés Lizarazo Rueda</u>	
Grade: <u>5th</u>	
Date of implementation: <u>August 20th, 2020</u> Time of the class: <u>One hour and fifteen minutes</u>	
TOPIC:	
Learning outcomes:	
• Pragmatic: The students will be able to talk and describe the importance of the human body. • Linguistic: The students will be able to recognize vocabulary related to parts of the body. The students will be able to use adjectives of physical description such as short, big, small, etc.	

Warm up	
Procedure	Time
When the students enter to the synchronous session at Zoom. After the greeting, the teacher will invite the students to play the hangman, a game in which the students have to guess vocabulary of a certain topic that the teacher is thinking. The teacher will think of the word, and he is going to ask one by one to give a letter in order to guess the word. The purpose of this Warm Up, is to review the vocabulary about the parts of the body and to introduce some new vocabulary that the students didn't see in the VLO.	10 minutes

Pre-Task	
Procedure	Time
The teacher will show a presentation (Annex 1) about the parts of the body. He will explain why some people have different characteristics like other such as why one person has big ears and the other one not. Then, he will be also showing the use of the adjectives to describe a person. The purpose of this activity is to make a review of the adjectives about description.	25 minutes

Task Cycle	
Procedure	Time
Task: The teacher will show a short text (Annex 2) called 'My imaginary friend', and he will invite the students to read it. Then after reading the text, the students are going to draw their own imaginary friend in a piece of paper.	25 minutes
Planning: The students are going to prepare (Annex 3) their report (oral presentation). They are going to think in the vocabulary and adjectives they are going to use to describe their imaginary friend.	

Figure 13 Lesson plan Synchronous session

The lesson plan of the synchronous session (figure 11) is very different from the previous ones, as this focuses on carrying out a videoconference in which the teacher and the students participate and communicate. The procedure of the session is the same structure from the virtual



learning object, however, during the sessions, the teacher brings another perspective from the virtual resources they used to work. For example, in the warm-up, he leads a small game or shows a short video about the main topic, then in the pre-task, he shows a presentation about the same topic with some language structures, and the task, he proposes what the students need to do after reading a text or doing a game. At last, the language focus is where the teacher talks to the students about the whole routine of the session and provides feedback on the main task to highlight features such as the use of language, intonation, use of vocabulary, etc. All the sessions in both cycles of the pedagogical implementation were made by using the tool zoom (**appendix 7**).

5.4 Cycle One (Implementation and data collection)

The following section describes what happened in synchronous sessions from the first cycle of the pedagogical implementation on how the data collection was.

Week	What happened in the session
1	Instrument applied: Teacher's Journal – Students' artifacts (interactions) Topics: Body parts, and adjectives of physical description Warm – up: Students guessed drawings of vocabulary about the body parts made by the teacher Tasks: <i>Pre-task:</i> Students reviewed the body parts through examples of real-life situations to practice adjectives of physical description. <i>Task Cycle: Task</i> Students read a story about 'My imaginary friend'. <i>Planning:</i> Students wrote descriptions about their own imaginary friends by using adjectives of physical description. <i>Report: (Dual coding):</i> Students presented their drawings with labels (optional) and shared (interact) their imaginary friends with the rest of the class.

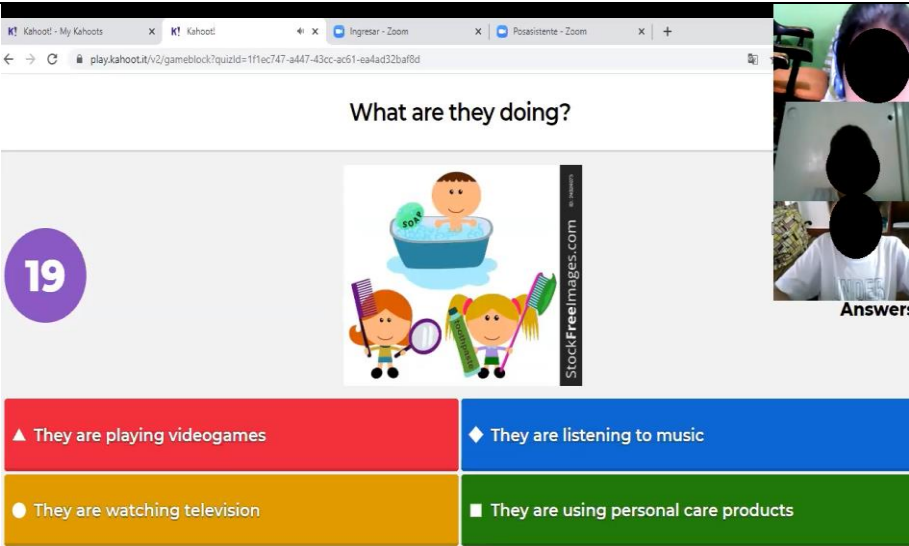


	<i>Language focus:</i> Formative assessment (feedback) made by teacher to the reports of the students.  <i>A student showing his imaginary friend</i>
2	Instrument applied: Teacher's Journal – Students' Artifacts (interactions) Topics: Personal care products, present continuous (third person). Warm-up: (Hangman) The students guessed vocabulary about personal care products Tasks: <i>Pre-task:</i> Students analyzed pictures of people using personal care products to practice the third person of the present continuous. <i>Task Cycle: Task:</i> The students read the fragment of a story to analyze verbs about the present continuous and vocabulary of the personal care products. <i>Planning:</i> The students prepared stories (reports) about them using personal care products in a normal day. <i>Report:</i> The students presented their reports to the rest of the class.



	Language focus: Formative assessment (feedback) made by teacher to the reports of the students. How we use present continuous Present continuous tense ⌘ This tense has two words. be + -ing <table><thead><tr><th>Subject</th><th>Verb (be)</th><th>Main Verb (+ing)</th><th></th></tr></thead><tbody><tr><td>I</td><td>am / 'm</td><td>drawing</td><td>a picture.</td></tr><tr><td>He</td><td></td><td></td><td></td></tr><tr><td>She</td><td>is / 's</td><td>sleeping</td><td>in the room.</td></tr><tr><td>It</td><td></td><td></td><td></td></tr><tr><td>You</td><td></td><td></td><td></td></tr><tr><td>We</td><td>are / 're</td><td>watching</td><td>a film.</td></tr><tr><td>They</td><td></td><td></td><td></td></tr></tbody></table>  Students forming sentences in third person of the present continuous (Pre-task).	Subject	Verb (be)	Main Verb (+ing)		I	am / 'm	drawing	a picture.	He				She	is / 's	sleeping	in the room.	It				You				We	are / 're	watching	a film.	They			
Subject	Verb (be)	Main Verb (+ing)																															
I	am / 'm	drawing	a picture.																														
He																																	
She	is / 's	sleeping	in the room.																														
It																																	
You																																	
We	are / 're	watching	a film.																														
They																																	
3	Instrument applied: Teacher’s Journal – Students’ Artifacts Topics evaluated: Body parts, personal care products, Physical activities, present continuous, and verb can/can’t No tasks applied. Topics from the virtual learning objects were evaluated in an exam that was divided in two parts: Kahoot! and oral production section.																																



	 <i>The first section of the exam</i>
4	Instrument applied: Teacher's Journal Topics: Healthy habits, present simple tense (third person) Warm-up: Students watch a video a routine of healthy habits, and the teacher asked questions based on it. Tasks: <i>Pre-task:</i> Students described examples of comparisons between healthy and unhealthy habits. <i>Task Cycle: Task:</i> Students read texts of situations about people that are healthy and unhealthy to practice vocabulary and the first person of the present continuous tense. <i>Planning:</i> The students prepared reports about the healthy habits they have during quarantine. <i>Report:</i> The students share their healthy habits and therefore, asked questions to their classmates about other healthy habits in quarantine (optional).



	<i>Language focus:</i> Formative assessment (feedback) made by teacher to the reports of the students. Think about your quarantine. Think about the healthy habits you have and the healthy habits you don't have. But, you can also think about a new healthy habits you have in this quearantin Make a list, and then, share it with the class.  <i>Students sharing their healthy habits (Report).</i>
5	Instrument applied: Teacher's Journal – Focus group Topics: Junk Food, countable and uncountable nouns. Warm up: Students guessed pictures about vocabulary from Junk food presented by the teacher. Tasks: Pre- task Jigsaw reading (Facts about Michael Phelps) to practice countable and uncountable nouns – Task: Students described pictures about junk food by using countable and uncountable nouns. Not all the tasks were applied due to the implementation of the focus group instrument. Reflection: The students completed the objectives proposed by the teacher in each session of the implementation



	 <i>Students describing pictures of Junk Food (Task).</i>
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Data Analysis (Cycle One)

The following section describes the data analyzed and the initial exercise from the first cycle.

Initial exercise:

As an initial quantitative data exercise to both teacher's journal and focus group instrument, a digital strategy was used to aid the qualitative data exercise through the use of pie charts to support a series of indicators that define trends. For instance, in the teacher's journal, the trend of

Task-Based Learning is analyzed in the following picture:

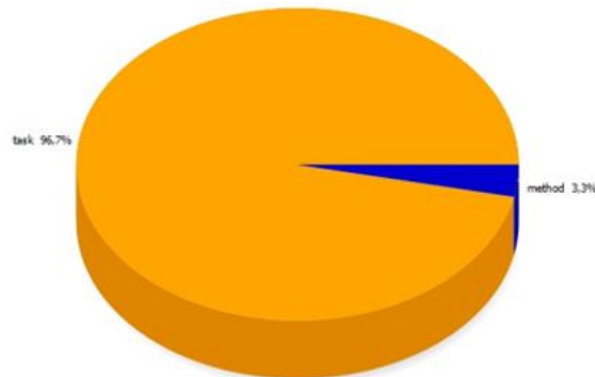


Figure 7 Trend for Task-Based Learning

Data analysis arise indicators such as task and method. The teacher considers that the tasks take a fundamental role in the pedagogical implementation as those were essential in the work of the participants to study the topics, practice and develop their language skills. Furthermore, the method is also important as it represents the procedure of Task-Based Learning (Pre-Task, Task, and Language focus) in the virtual learning objects, and the sessions. The trend of TBL can be identified in the following samples:

Figure 14 Exercise of analyzing the indicators

In this new exercise, the pie chart represents the comparison between the frequency of two indicators such as task and method from the Teacher's Journal, in which task is the strong indicator. For this reason, the researcher proceeds to carry out a qualitative method to support the previous analysis. To do that, the researcher uses captions from the journal as seen in the following pictures:



use of the body parts. And even if they had questions about vocabulary that they didn't understand or questions about the explanation, their participation in the lesson was effective when they perform the final task. For this reason, I consider that they really learned from the lesson in terms of how to describe a person and a fictional character when it comes to the imaginary friend, a psychological and social phenomenon of children in which the friendship takes place in their imagination. Therefore, learning the importance of the body parts aids them to learn what they can do with them, and how to identify them.

What the students liked about the lesson were different types of adjectives to describe physical appearance and parts of the body. Thus, they were curious about the meaning of each of them when they saw that an adjective has a picture to show an illustration. Another thing they liked about was the final task, as some of them were inspired in doing a good drawing about their imaginary friends and to plan the adjectives and vocabulary they were going to use for their report. Finally, the students did respond well in everything in the class when it comes to the tasks that were assigned to them and to follow the instructions. Of course, they were some students that felt shy about activating their microphone to participate it, however, the feedback from their performance will help them to learn and develop their language skills.

In the first fragment, the teacher describes the actions of the participants, what they learned, and how was their performance in the final task. In the second fragment highlighted by the teacher, it mentions that the participants responded well all the tasks, and that the feedback from the tasks will help them to learn and develop their language skills (p. 2 – Teacher's Journal Cycle One).

Figure 15 The researcher analyzing how the teacher describes the students' performance with the final task from a synchronous session

The students contributed more actively to lesson than in the previous one. Since the first part of the class, they showed a curious attitude of what would be the other tasks that the teacher prepared for them. Furthermore, their perform in the tasks was good, and even if they made mistakes, they tried their best to learn vocabulary or the present continuous. I consider that even if some students have knowledge about the topic of the personal care products, they were challenged by the lesson and some tasks because they found difficult to form the sentences of the present continuous. Although, the issue was with the possessive pronouns, as they put 'Your' in a sentence of third person, and no matter if the subject started with the singular he or she, they used the pronoun of the second person. For this reason, a short explanation was given to them to understand the use of the possessive pronouns. I also consider that they really learned from the lesson because their actions and motives of participation since the beginning were remarkable to learn the topics of that session. When a teacher motivates the students, they can enrich the learning process and make the lesson more active.

The teacher describes in another synchronous session (second) the participants' actions, and performance in the tasks. He also considers that even if the participants have knowledge about the topic, they were challenged by the lesson and the tasks (p. 3 – Teacher's Journal Cycle One).

Figure 16 The researcher analyzing how students were challenged by tasks from a synchronous session



The things I did differently from the usual was the use of the notebook in the beginning of the session to engage the students with the topic. Therefore, when teaching them the topic of the present continuous, I invited them to use the chat and write their sentences and to correct them. However, I admire that there were students that correct their classmates or to help them in clarify where is the mistake of a sentence. I can consider that this is one of the most successful parts of the lesson, as there was student-student interaction when they made corrections, and how the students participated and engaged to the topic due to the Warm-Up, and the Pre-Task phase to develop their speaking skills. Nevertheless, the least successful part of the lesson was the main Task, as some students had connection problems, and got confused to the instructions. And when they try to answer, they had interference that made

Again, in this situation from the second synchronous session, the teacher describes interaction student-student about describing some mistakes in the form of a sentence. This is a reason that the teacher considers successful for the lesson and a way for the participants to be engaged with the topic and develop the speaking skills (p. 3 – Teacher's Journal Cycle One).

Figure 17 The researcher analyzing an unexpected situation of interaction through tasks described by the teacher
The same exercise is used with the focus group document as show in the following picture:

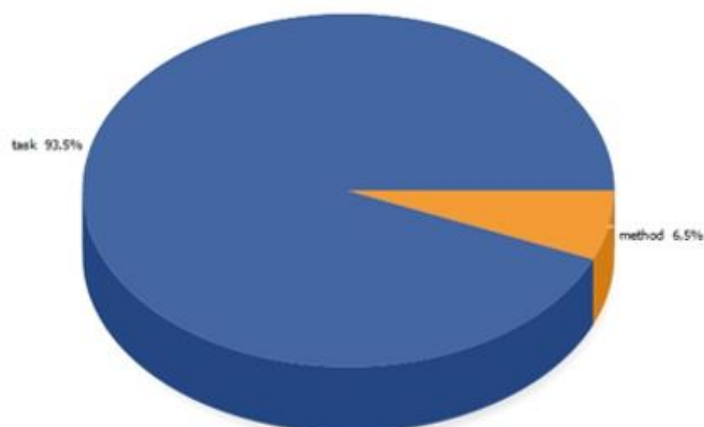


Figure 13 Trend for Task-Based Learning

Analysis emerges with indicators of task and method. What this means is that for the participants, the tasks are determinant to the learning process, as those are fundamental in their progress and work through the pedagogical implementation. Even if the participants don't have knowledge about the Task-Based Learning, the structure of the tasks are based in the methodology and focus to develop the objectives set by the teacher. While the method refers to the procedure of the sessions and virtual learning objects, this implies, that is how TBL is divided (Pre-Task, Task, and Language Focus). Some participants made comments regarding the tasks in general and how were determinant to their learning process, while other mentioned specific tasks, for instance, speaking tasks, while they added that other aspects from the pedagogical implementation in their responses. The trend of TBL can be seen in the following samples:

Figure 18 Qualitative exercise of the TBL trend in Focus Group



Similar to the previous exercise, the researcher explains why task is a strong indicator. And to support that argument, the researcher shows evidence of the transcription as seen in the following captions:

Can you tell me what were the most relevant learnings from the topics and tasks that the teacher proposed to interact and learn English?

Student S: I forgot to mention that I also saw some of the topics of this academic term before. But one of the most relevant learnings from those topics, and the tasks is that I can apply what I learn in real life. It also helped me to reinforce my vocabulary. The only new topic for me was the Junk Food.

Student G: For me the second and fifth topic were essential in my English learning, because right now, I know vocabulary of personal care products and junk food, and what I can do with those, which were the most relevant learnings to interact. The tasks of the virtual learning objects were hard in the beginning, but I could understand it.

Student P: There were a lot of topics that help me to reinforce and improve my language skills. The most relevant learning was the grammar of the present continuous because I can talk about actions or situations that are happening right now.

Student L: Like my classmate Student G, those topics were essential in my English learning, even if in my case I saw most of it previously. The most relevant learning is that we can interact in platforms like Flipgrid through the speaking tasks.

Student F: The topics four and five helped me to learn and improve my skills. I agreed with my classmate Student L that the interaction in platforms like Flipgrid was a relevant learning. I can also add that the tasks were another relevant learning to develop other language skills and not only speaking.

Student J: The third and fifth topic because I learn new things to apply in a future, and I also consider as a relevant learning in this academic term. The speaking tasks at Flipgrid create a communication or interaction between all of us.

The fragment shows the responses of the participants regarding the tasks. Notice that most of them (green) mention the tasks that they can apply in real life and that those are a relevant learning for their language skills. The others (red) represent their responses about a specific task, which is the speaking tasks in terms of interacting. The participant that wasn't highlighted only mentions the topics as a relevant learning (p. 2 – Focus Group Cycle One)

Figure 19 Researcher asks about the most relevant learnings from topics and tasks. He highlights in green the responses about tasks that can be applied and in red, specific tasks such as speaking tasks



What strengths and barriers do you find in the interaction in the virtual context? Why?

Student S: In the interaction, more or less speaking is regular for me, but I could improve through the platform because I can interact with the other in this context. For barriers is that I have the problem to form sentences, and it is not the same as face-to-face.

Student G: For strengths I can say that the tasks proposed because it developed different skills for our knowledge, especially, speaking, as we use it to interact and to complete the tasks at the virtual learning object. And for barriers, is that the issues of the platforms can affect our connection and interrupt our learning.

Student P: For strengths there are a lot, but to be clear, is like I mentioned before, we interact because we can keep communication in the platforms and the tasks from the synchronous sessions. While for barriers, I don't find any.

Student L: For strengths is that I could reinforced my knowledge, and for barriers is that we have a session per week, and I consider that to resolve our doubts is to wait for the class to listen to the response because I don't like to send messages, I prefer to ask the question directly.

Student F: For strengths, I can say that we perform different tasks, and is not repetitive like completing worksheets, because learning something new is good for our knowledge to interact and apply in real life. And for barriers, I think that the issues of the platforms affect the learning process by showing errors or when the connection fails.

Student J: For strengths, I find that the platforms are a support to my English learning, and that includes the zoom sessions to perform different tasks, similar to what Student F said. And for barriers, I don't have any.

In this fragment it shows the participants' responses regarding the strengths and barriers of the virtual context. As evidence in the responses, most of the participants (green) mentioned tasks as part of the strengths about interaction in the virtual context. Some of them argued the performing different tasks is a strength, while other said that they can keep communicating in the synchronous sessions (p. 7 and 8 – Focus Group Cycle One).

Figure 20 Researcher asks questions about the strengths and barriers regarding interaction in the virtual context. However, he highlights some responses of the students related to tasks, as they mentioned it as a strength aspect for interaction

Other trends such as context (virtual and face-to-face), learner interaction (interact and participate), oral production (speaking and communicate), teaching process (digital resources and objectives), and learning process (improve and issues) were defined in both documents through the mixed method (quantitative and qualitative).

The next and final exercise was the Students' Artifacts. However, it is different from the previous ones, as it doesn't use pie charts. Instead, the quantitative method is considering how

much the students interact in the Flipgrid platform through the video comments for the speaking tasks:

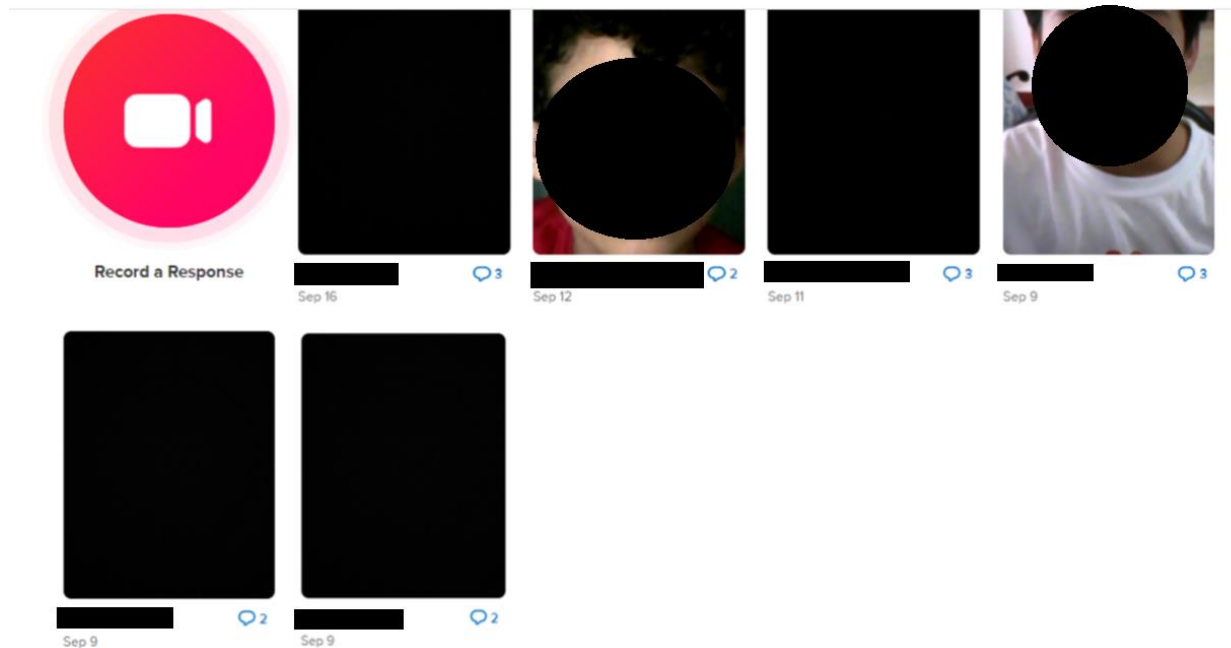


Figure 21 Caption of students participating with the number of video comments in the report 4 (Healthy Habits)

After the quantitative method in the report 4 and to define that it was the speaking task with more video comments, the researcher proceeds to develop the qualitative method to support the statement:



Comments (3)

Add Video Comment



Student J: Hello, my name is Student J, and healthy habits are important to my life. I'm doing exercise to be healthy.



Student G: Hello Student G, good job. Congratulations. But eating fruits are healthy too.



Student L: Hello Student J and Student G, I like playing soccer, it's funny.

Figure 22 Interaction among the students through video comments that evidenced participation in the report 4 (Healthy Habits) with transcription



After all of the exercises, the researcher moves to the next section to reflect about the planning of the second cycle from the pedagogical implementation.

5.5 Planning

According to the results from the analysis of the first cycle of the pedagogical implementation, and by considering the progress of the students in that cycle, the second cycle had similar aspects to carry out the learning process of fifth grade, however, with some changes. During the first cycle, the syllabus unit was focused on the topic of the healthy lifestyle, which had the pedagogical purpose to teach the importance of health in their daily lives. The topics applied were body parts, personal care products, physical activities, healthy habits, and junk food, and the objectives that the students were able to do at the end of each synchronous session was to develop oral production. While the results demonstrated that the majority of the students learned new things from the digital resources and expressed their agreement with the proposal of the teacher. Thus, the following reflection reunites the previous aspects in the development of the second cycle and defines how is going to be carried out.

The content of the syllabus unit of the second cycle introduced a new topic called 'Festivals and Celebrations', in which shows the importance of an event or celebration holiday, and why it has a meaning to the culture that is celebrates an event. Every topic center on a festival or celebration and will explain the history, and the symbolism behind it. For this reason, TBL set tasks that involve real-life situations focus on these topics to expose the students with the target language. Moreover, it used tasks such as dual coding and jigsaw by considering the framework of the teaching method that was developed in the asynchronous task lessons and lesson plans. Hence, the following outcomes were developed weekly:



LEARNING OUTCOMES

Week 7	<i>Asynchronous Session (Virtual Learning Object 1):</i> Pragmatic learning outcomes: The students will be able to learn the importance of a festival and a celebration holiday. The students will be able to learn the difference between a festival and a celebration holiday. Linguistic learning outcomes: The students will be able to recognize vocabulary related to festivals and celebrations. The students will be able to use the verb prefer to talk, ask, and share their preferences. <i>Lesson plan (Synchronous Session 1):</i> Pragmatic learning outcomes: The students will be able to learn the importance of a festival and a celebration holiday. The students will be able to learn the difference between a festival and a celebration holiday. Linguistic learning outcomes: The students are going to learn vocabulary related to festivals and celebrations. The students will be able to use the verb prefer to talk, ask, and share their preferences.
Week 8	<i>Asynchronous Session (Virtual Learning Object 2):</i> Pragmatic learning outcomes: The students will be able to write a short story in past simple. The students will be able to learn the importance of St. Patrick's Day. Linguistic learning outcomes: The students will be able to use vocabulary about St. Patrick's Day.



	The students will be able to identify the parts or the elements of a story. The students will be able to use the third person of the past simple to write a story. <i>Lesson plan (Synchronous Session 2):</i> Pragmatic learning outcomes: The students will be able to write a short ending in past simple. The students will be able to learn the importance of St. Patrick's Day Linguistic learning outcomes: The students will be able to use vocabulary about St. Patrick's Day. The students will be able to identify the parts or the elements of a story. The students will be able to use the third person of the past simple to write and describe an ending.
Week 9	<i>Asynchronous Session (Virtual Learning Object 3):</i> Pragmatic learning outcomes: The students will be able to write a list of tasks for the game Easter Hunt. The students will be able to learn the importance of Easter Day Linguistic learning outcomes: The students will be able to use vocabulary about the Easter Day. The students will be able to use the second person of the past simple tense to describe the tasks that the participants of Easter Hunt completed. <i>Lesson plan (Synchronous Session 3):</i> Pragmatic learning outcomes: The students will be able to write a list of tasks for the game Easter Hunt in past. The students will be able to learn the importance of Easter Day. Linguistic learning outcomes: The students will be able to use vocabulary about the Easter Day and Easter Hunt.



	The students will be able to use the second person of the past simple tense to form questions.
Week 10	<i>Asynchronous Session (Virtual Learning Object 4):</i> Pragmatic learning outcomes: The students will be to learn about the day of the dead. The students will be able to talk and describe the symbols of the day of the dead. Linguistic learning outcomes: The students will be able to learn vocabulary about the day of the dead. The students will be able to use first person of the past simple to talk about what they did in the past. <i>Lesson plan (Synchronous Session 4):</i> Pragmatic learning outcomes: The students will be to learn about the day of the dead. The students will be able to talk and describe the symbols of the day of the dead. Determine the achievement of the objectives proposed from the lessons 1 to 3 through tasks that illustrate the linguistic understanding. Linguistic learning outcomes: The students will be able to learn vocabulary about the day of the dead. The students will be able to use first person of the past simple to talk about what they did in the past. To show the understanding and the development of communication skills in the virtual learning objects 1 to 3.
Week 11	<i>Asynchronous Session (Virtual Learning Object 5):</i> Pragmatic learning outcomes: The students will be able to learn the importance of the Barranquilla's Carnival in the Colombian culture. The students will be able to give suggestions in activities to do in a celebration.



	Linguistic learning outcomes: The students will be able to recognize vocabulary related to the Barranquilla's Carnival. The students will be able to use the modal verb could, to express suggestions. <i>Lesson plan (Synchronous Session 5):</i> Pragmatic learning outcomes: The students will be able to learn the importance of the Barranquilla's Carnival in the Colombian culture. The students will be able to give suggestions in activities to do in a celebration. Linguistic learning outcomes: The students will be able to recognize vocabulary related to the Barranquilla's Carnival. The students will be able to use the modal verb could, to express suggestions.
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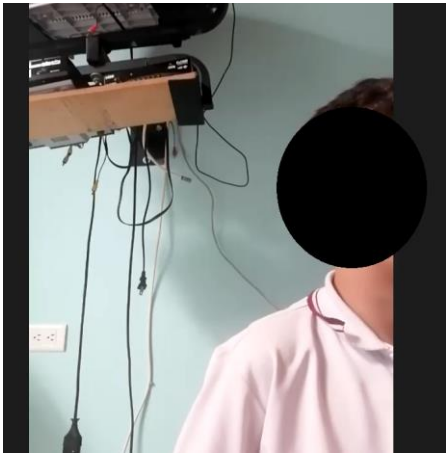
Figure 23 Table of the learning outcome from the syllabus of the cycle two (festivals and celebrations)

5.6 Cycle Two (Implementation and data collection)

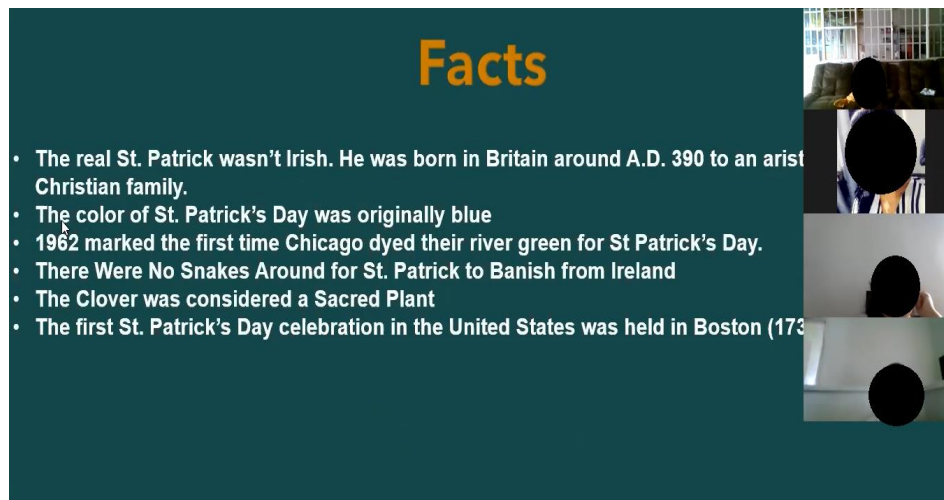
The following section describes what happened in the synchronous sessions from the second cycle of the pedagogical implementation on how the data collection was.

Week	What happened in the session
6	Instrument applied: Teacher's Journal – Students' Artifacts (interactions) Topics: Festivals and Celebrations, use of the verb prefer. Warm-up: Video about a brief look to festivals and celebrations Tasks: <i>Pre-task: (Dual coding):</i> The students organized pictures or illustrations about vocabulary related to festivals and celebrations. Therefore, they practiced the verb prefer by making sentences by using the same vocabulary. <i>Task Cycle: Task:</i> The teacher organized a list of students to put themselves to ask questions and learn preferences in a festival or celebration. For instance:



	Student A asks Student B Student B asks Student C <i>Planning:</i> The students prepared a report about the responses of the classmate they asked. <i>Report:</i> Students presented the report about their classmates' responses about preferences. For instance: Student A reports responses of Student B Student B reports responses of Student A <i>Language focus:</i> Formative assessment (feedback) made by teacher to the reports of the students.  <i>A student sharing his preferences (Report).</i>
7	Instrument applied: Teacher's Journal – Students' Artifacts Topics: St. Patrick's Day, Past simple tense (third person), parts of a story. Warm-up: (Hangman) Students guessed the correct word from vocabulary about St. Patrick's Day. Tasks: <i>Pre-task:</i> (Jigsaw reading): Students organizing of the story 'The Leprechaun and St. Patrick's Day'



	<i>Task Cycle: Task:</i> Students writing their own endings based on the previous story by using vocabulary of St. Patrick's Day and third person of the past simple tense. <i>Report:</i> The students present their own endings about the story of 'The Leprechaun and St. Patrick's Day' <i>Language focus:</i> Formative assessment (feedback) made by teacher to the reports of the students.  Facts • The real St. Patrick wasn't Irish. He was born in Britain around A.D. 390 to an aristocratic Christian family. • The color of St. Patrick's Day was originally blue • 1962 marked the first time Chicago dyed their river green for St Patrick's Day. • There Were No Snakes Around for St. Patrick to Banish from Ireland • The Clover was considered a Sacred Plant • The first St. Patrick's Day celebration in the United States was held in Boston (1739) <i>Students discussing the facts of St. Patrick's Day (unexpected situation from the Pre-task section)</i>
8	Instrument applied: Teacher's Journal – Students' Artifacts (interactions) Topics: Easter day, Past simple tense (second person). Warm-up: The students watched a video about the meaning of the Easter Day. Tasks: Pre-Task: Students practiced the second person of the past simple tense through examples of the Easter Day and the activity of the Easter Hunt game.



	<i>Task Cycle: Task:</i> The students completed a conversation between three people that played Easter Hunt game. The students used verbs of past simple tense and vocabulary of Easter day. <i>Planning:</i> The students designed a list of tasks of Easter Hunt game by using the second person of the past simple tense. <i>Report:</i> Students chose a classmate to ask questions about tasks he or she wrote or included for an Easter Hunt game. <i>Language focus:</i> Formative assessment (feedback) made by teacher to the reports of the students. <i>Students watching the video of Easter Day (Warm-up).</i>
9	Instrument applied: Teacher's Journal – Students' Artifacts (interactions) Topics: The day of the dead, Past simple tense (first person) Warm-Up: The students watched a video about a fragment from the movie Coco, and the teacher asked questions related to vocabulary from the day of the dead.



	Tasks: Pre-Task: The students practiced first person of the past simple tense through examples of the day of the dead such as symbolism and activities. Task Cycle: Task (Jigsaw): The students organized paragraphs from a story about a person who had experiences with his family in the day of the dead. Planning: The students planned their own stories (reports) in past about the day of the dead by using the first person of the past simple. Report: (Dual coding) The students shared their stories in past about their experiences with the day of the dead. They used drawings to describe their stories (optional). Language focus: Formative assessment (feedback) made by teacher to the reports of the students. <i>Students preparing their reports about their past experiences with the day of the dead (Planning).</i>
10	Instrument applied: Teacher's Journal – Focus group Topics: Barranquilla's Carnival, verb could. - Tasks weren't applied due to the focus group instrument. No interactions -



	<i>Reflection:</i> The students completed all the objectives proposed by the teacher throughout the second cycle.
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Data analysis (Cycle Two)

The following section describes the data analyzed and the initial findings from the second cycle.

Initial exercise:

The initial exercise of this cycle was similar to the previous one by using the same mixed method to all the data collection instruments.

This time, the new exercise was made by considering the trends of both cycles, and the three instruments used throughout the pedagogical implementation. This new exercise of data analysis is qualitative, and it consists of triangulate the three instruments in each trend by creating statements. Furthermore, those statements for each trend would have a color for a final exercise as see in the following table:

Trends Cycle 1 &2	Teacher's journal	Focus group	Students' artifacts
Context	Recognition of differences between the learning spaces is evident.	Awareness of differences and commonalities between the learning spaces.	Adaptation of the students in the teacher's proposal.
		Agreement from the students regarding the teacher's proposal.	
	- Students can adapt to different learning spaces with the proper resources and instructional design (commonalities) - Students can interact in different learning spaces with the help of the teacher based of their needs to talk about meaningful topics such as healthy lifestyle and, festival and celebrations (commonalities). - Physical resources are limited whereas digital resources are more flexible and easier to distribute (differences) - Students can learn with tasks that aim to different learning styles such as visual and auditory with the help of the teacher (commonalities).		
Learner interaction	Perception regarding the participants' exposition at the target language is clear.	Exposure at the target language is visible.	Contact among the students through the platforms.
	- Students communicate and interact in synchronous and asynchronous tasks using the target language when the teacher and resources support learning. - Students raised awareness on collaboration, formative assessment, peer-assessment, and feedback as part of their learning process.		
Learning process	Consciousness regarding the students' performance is noticeable.	Perception about the students' progress in the learning space is comprehensible.	Progress of the students with the topics and the target language.
	The progress in spoken interaction through Task-Based Learning in a virtual environment brought the students closer to the expected skills for level A1.		



	Students achieved pedagogical objectives that can apply for both in-person and virtual environments.		
Oral production	Awareness regarding the use of the spoken interaction in the learning process.	Acknowledgement about the importance of the spoken interaction in the learning space.	Improvement of the students with the spoken interaction
	Students' results evidenced significant improvement in spoken interaction when students engage in meaningful tasks using digital resources and the teacher's support.		
Task-Based Learning	Recognition of the effects about Task-Based Learning in the learning process.	Awareness about the effects of the tasks in the students' learning process.	Students approaching the tasks to learn the topics and the target language.
	Through speaking tasks adjusted to the pedagogical objectives, the students developed spoken interaction along with virtual learning objects, synchronous sessions and the orientation of the teacher.		
Teaching process	Identification of the most effective tasks.	The digital resources aid learning process	Use of digital resources to practice and learn the target language.
		Perception about the tasks.	
	- Dual coding and jigsaw are the most effective tasks to learn the target language in the virtual environment. - Digital resources supported students' learning and helped them achieve the linguistic and learning objectives proposed in every lesson for virtual learning objects and synchronous sessions.		

Figure 24 Table of trends with the exercise of color coding

After the triangulation, the researcher proceeds to the next report:

5.7 Data Analysis report

By considering the context of the research project:

Research question: How spoken interaction occurs in a virtual Task-based language learning environment?

Research objective: To identify how spoken interaction occurs in a virtual Task-based language learning environment in a group of fifth graders

Specific research objectives:

- To design digital learning materials for TBL
- To recognize effects of TBL on spoken interaction in a virtual learning environment

The following table of categories make evidence of the results found through the data analysis:

Category 1: Digital resources supported students' learning and helped them achieve the linguistic and pragmatic objectives proposed in every lesson for virtual learning objects and synchronous sessions.

Category 2: The progress in spoken interaction through Task-Based Learning in a virtual environment brought the students closer to the expected speaking skills for level A1.

- Sub category 1: Digital resources are more flexible and easier to distribute than classroom materials
- Sub category 1: There's significant improvement in spoken interaction when students engage in meaningful tasks using digital resources and the teacher's support.
- Sub category 2: **Dual coding and jigsaw** are the most effective tasks to learn the target language in the virtual environment.

The categories are supported with the following evidence:

Category 1: Digital resources supported students' learning and helped them achieve the linguistic and pragmatic objectives proposed in every lesson for virtual learning objects and synchronous sessions.



*Flipgrid platform is one of the digital resources that supported the students' learning and helped them to achieve the objectives of the pedagogical implementation (**Flipgrid – Report 10 Barranquilla's Carnival**).*

The teaching materials that I used were all digital resources due to the virtual environment. The materials used were the program Zoom to record the whole session, share the screen or any other content to the class, using the digital board, and asking questions to the students to re-teach as formative assessment to know if they understand or don't understand the topic. Moreover, a PowerPoint presentation was designed to teach the topics of the class and to set tasks that the students can carry out by considering what they saw previously in the class. Both materials were effective in the session since Zoom helps to bring connection and to keep contact between the students and the teacher from distance. All the options that the program brings, is a good support to teach the topics that were planned previously, while the PowerPoint presentation gives more details about the topic, I taught such as pictures, and examples that the students can see and learn more.

Teacher mentions the digital resources used in the session and how these supports the topics and give examples for the students' learning process (p. 1 – Teacher's Journal Cycle One).



To approach the virtual context, I made group arrangements for this synchronous sessions by setting groups of two people. Of course, the purpose was to create a conversation between the two of them by asking questions in past related to the Easter Hunt. And even if there were some issues in speaking, their performance was generally good. Consequently, there was interaction throughout the lesson, as sometimes the students called for my help to correct them in any form of the sentence or the use of a verb. Therefore, I participated in the task

In this caption, the teacher mentions that to approach the virtual context, he made group arrangements to create conversation among the participants with the purpose to know their performance. Group arrangements was adapted from face-to-face to the virtual context as part of the third synchronous session (p. 4 – Teacher’s Journal Cycle Two).

Do you think you were able to achieve the objectives of the speaking tasks? Did you have any difficulties?
Student S: My issues with speaking are the same I mentioned before, I have to take my time to think in the form of the sentence before expressing it. But I consider that I was able to achieve the objectives at the speaking tasks in both Flipgrid and the sessions. I consider that you don't need to answer fast. Student G: Yes, I consider that I achieved the objectives of the speaking tasks in this academic term. Even if I had difficulties at achieving it, I could improve and learn from your feedback at Flipgrid, especially, through the videos you made. Student P: I agree with Student G, the feedback you made at Flipgrid served as a method to study more and improve speaking. One of my difficulties with the objectives was that I confused some vocabulary and pronunciation of some words. Student L: I know that I mentioned before that I achieved all the objectives during the academic term, but for speaking, I consider that more or less, because when I developed a speaking task, I felt that no one would understand my pronunciation. In general, my progress of achieving the objectives are more or less. But, in comparison to previous years, I could reinforce vocabulary and grammar. I also want to add that the pictures or visuals helped me to learn new vocabulary to study and learn the topics and the objectives too. Student F: Yes, I consider that I achieved the speaking objectives, even if I was insecure of what I respond in the speaking tasks, especially, during the sessions. And I can also say that the pictures in each session were important to learn the topics and achieve those goals. In the end, it helps me to improve my pronunciation and vocabulary of that skill. Student J: Yes, I also consider that I could achieve the objectives. Of course, I had difficulties along the way, like not understanding certain vocabulary of some topics. But the virtual learning objects and the session itself helped me to reinforce that part.

In this other caption, the students are responding a question related to the objectives of the speaking tasks. They mentioned digital resources such as the Flipgrid platform to refer to the



speaking tasks. While other participants (red) describe aspects related to pictures or visuals (videos) to refer about tasks, for instance, dual coding (p. 5 – Focus Group Cycle One).

Regarding speaking skills, do you observe differences before and now, based on the learning experience led by the teacher Sergio Lizarazo using digital resources during the two academic terms?

Student S: In comparison to the previous academic term, I improved a lot, and as I said before, is more exigent. I can confirm that I improved much more than face-to-face.

Student P: My speaking skills have changed due to the topics and tasks of the academic term, and in comparison to the previous academic term, the vocabulary was more extended and the grammar allowed me to improve my English skills. The digital resources or virtual tools were effective and determinant in my learning, especially, to achieve the objectives.

Student L: Sincerely, I improved more in this academic term than the previous, especially, speaking because I mentioned before that it was more or less. But, even if it was exigent, it made me reflect to work more and do my best.

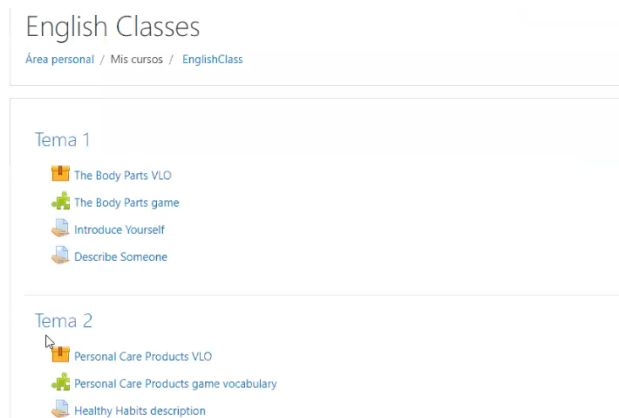
Student G: Yes, I improved more in this academic term in a lot of aspects like vocabulary, grammar, and skills. It was difficult in each virtual learning object and class, but I could adapt it. I agree that the digital resources were effective and determinant in my learning. Also, those were important to achieve the objectives at class.

Student J: Yes, I also improved in this academic term. In general, I learned a lot of new things from festivals and celebrations. I can also say that the digital resources were important to achieve the objectives of the class, and determinant in my learning.

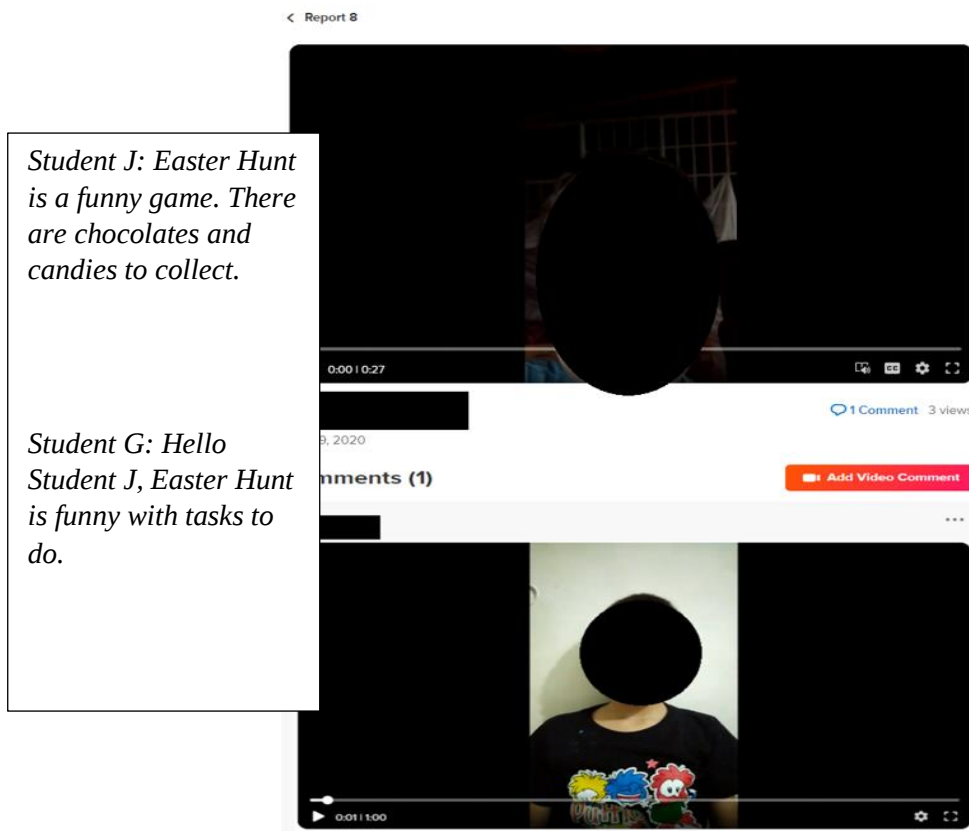
Student F: Yes, I definitively improve my knowledge in this academic term. To be specific, I improved my vocabulary, grammar, and skills. I consider that the digital resources were very important on what the teacher teaches.

In this other caption, the participants give their responses regarding differences before and now about the speaking skills in the two academic terms. Half of the participants (green), consider that the digital resources were effective and determinant to achieve the objectives (speaking objectives) (p. 6 – Focus Group Cycle Two).

Subcategory 1: Digital resources are more flexible and easier to distribute than classroom materials



Digital resources available in the Moodle platform



Students using and engaging digital resources to participate and interact in a speaking task with transcription (Report 8 – Easter Hunt)



I am helping my students in this process by showing them tutorials of how to use the moodle and Flipgrid platforms in case that they have difficulties in finding the resources to work. And when it comes to the synchronous sessions, I share my screen with the zoom program to show the PowerPoint presentation, explain the topics, and assign the tasks to the students. If they have doubts, they can contact me in the platform, or they use a button to rise their hand to have the word. All of those, are part from the digital resources, an important key for the pedagogical implementation, and to explain the objectives.

The teacher explains how he is helping the students in their learning process. In that fragment, he mentions the platforms and the materials that are part from the digital resources and to explain the objectives as evidenced in the first synchronous session (p. 2 – Teacher’s Journal Cycle One).

Do you consider that the experience of learning English and developing speaking skills has been facilitated through virtual tools and tasks? Why?

Student S: Yes, because we by approaching the virtual tools for tasks to practice speaking and participate in the tasks proposed by the teacher in the zoom sessions.

Student P: I also agree with my classmate Student S The experience of learning and developing speaking skills in both tasks and classes could facilitate our learning through the practice and participation.

Student L: Yes, this time, I consider that it has been facilitated through virtual tools and tasks, because in the past academic term, I already know some of the topics and it was more or less that I developed and improved my speaking skills. But, in this academic term, the situation was different, and I can say that my skills are much better than before.

Student G: Yes, and I consider that this not only facilitate me in this academic term, but in general through the proposal. The virtual tools have been a resource to approach and meet our strengths and weaknesses.

Student J: I consider that my speaking skills has been improving through the virtual tools and the tasks you did through the proposal in both academic terms. In the classes I could learn more and learn my mistakes at those skills.

Student F: Yes, I consider that my speaking skills were facilitated due to the virtual tools and the tasks that we worked in both academic terms. I could learn interesting things from the topics and learn what can we do with those.

In this fragment, there is evidenced that all the students consider that the learning of English and development of speaking skills has been facilitated through virtual tools and tasks. Notice that some of the participants give some details or examples (p. 4 – Focus Group Cycle Two).



Category 2: The progress in spoken interaction through Task-Based Learning in a virtual environment brought the students closer to the expected speaking skills for level A1.

In the synchronous session, I **set out** to teach the topic of the healthy habits to the students. The importance of this topic in the unit of the healthy lifestyle, is what are healthy habits, what are bad habits, and what new healthy habits can people develop through the course of their lives. Thus, the tasks of the session were focused on another topic, which was the use of the first person of the present continuous to describe their habits. Therefore, the students in this sessions had to resolve the task by thinking about what their healthy habits are right now, and which new healthy habits they made during the quarantine during the COVID-19 pandemic. While the goals of the lesson were accomplished at the end of the lesson, there were some issues evidenced in the report phase in terms of the use of the present continuous, since there are cases in which the students speak in present simple and not in the progressive form. However, the students were more participative than in the previous sessions, and their effort to learn and improve their speaking skills (from the tasks and the speaking objectives), is a result of their progression throughout the pedagogical implementation in this virtual environment.

In this situation from the synchronous session four, the teacher remarks issues from the participants with the topics even if the goals (objectives) were accomplished. Nevertheless, the teacher highlights the progression that the students had to learn and develop the speaking skills. The teacher also makes a parenthesis to make clear that the tasks and the speaking objectives were part from that progression (p. 6 – Teacher’s Journal Cycle One).

lesson. While terms of student-teacher interaction, there was a particular situation that occurred during the session, and that happened during the main Task, in which the students had to use the verb prefer to share their preferences about certain things about festivals and celebrations, however, they had to use the questions form to carry out the Task. In the same part, the students asked me some questions to me, even if I started to ask first in order to start the Task. Although, that interaction between the students and me in the Task enrich the learning process of them, and their performance in the final part of the Task made them to create a conversation with the target language, and to improve their speaking skills.

The teacher mentions a situation that happened during the main Task of the first session. In the same fragment, he mentions that there was both student-student and teacher-student interaction that enrich the learning process, especially, for the participants through conversations (p. 1 – Teacher’s Journal Cycle Two).



Regarding the speaking tasks, do you observe differences before and now, based on the learning experience led by teacher Sergio Lizarazo using digital resources?

Student S: I feel that I keep improving little by little with the tasks. Those resources we have at hand in the moodle platform are important to approach, and in comparison to the face-to-face context, we can use the same virtual learning objects over and over again instead of guides or worksheets that are repetitive in my opinion.

Student G: I consider that before, it was a bit complicated to understand aspects of speaking like pronunciation, but right now, I consider that I can understand more by approaching the digital resources that the proposal gives to practice.

Student P: Before, I didn't have chances to understand my progress at speaking, but right now, I have the opportunity to learn through feedbacks what I need to improve and practice. This is a big difference from my point of view, and this helps me to keep working in learning the language.

Student L: Yes because I have a specific time to perform the task at Flipgrid. I felt the insecurity to do the tasks, but due to the platform, I could see the mistakes and start to try again and again before submitting my response.

Student F: Before, I got confuse a lot with the word from the vocabulary when I have to perform a speaking task, but right now with the platform, I can correct the issues in speaking and do my best.

Student J: Previously, I didn't speak good and I didn't have a good pronunciation. But right now, with this proposal, I can approach the digital resources to repeat every time and watch myself talking to the screen to see if I did the right thing or not. Of course, I didn't doubt in myself. I could also understand more vocabulary and grammar.

The caption shows the students' answers regarding the speaking tasks, which is an important aspect regarding the speaking skills from the pedagogical implementation. Most of the participants (green) consider that due to the digital resources or feedback made by the teacher, in which they could understand or help them to work in learning the language. While the others (yellow) consider that they improved little by little (p. 7 – Focus Group Cycle One).



Could you improve your learning of English with the virtual proposal of the teacher Sergio Lizarazo?
Compared to the face-to-face classes, what was negative, positive or the same?

Student S: I could improve in the virtual context through your proposal, and in comparison, to the face-to-face, is not the same. But that's not the negative part, because the proposal shows an alternative and a significant way to learn the language. What is negative is that we can't interact more. And what it remains the same is that we don't stop learning.

Student P: I could improve English with that proposal, and even if it is not the same as face-to-face, we can keep learning. In other words, I agree with my classmate Student S. I add that we can approach this space to learn more.

Student L: Well, the proposal helped me a lot to learn new things in both academic terms. What was negative is that we can't interact, and the learning is not the same. What is positive is that we have alternatives. And what was the same, I found anything, because face-to-face and virtual are very different.

Student G: Yes, I consider that I could improve my learning with the proposal, as I agree that is effective. What was positive is that I could learn in an alternative way with programs or resources that the teacher created to develop my language skills. While negative is that we didn't see each other in person, and in the same is that I could not only continue to study English after the pandemic, but I could also improve my knowledge and skills like in face-to-face, the difference is that I learned more.

Student J: Yes, I could improve my English as a positive thing, more than face-to-face. While in negative, I don't see anything bad, and in the same, is that all of us can still learn something new, the thing is, that the virtual context presents more alternative ways through the virtual tools.

Student F: The proposal was effective; I agree with that with my classmates. What was positive is that we could continue our English learning, and that we approached the resources to accomplish the goals, and the tasks in both academic terms. Negative, that there were limits in the virtual context like bad internet connection or errors in the platforms, something that affected our learning. And the same, was that we can learn with materials like face-to-face. The difference is that those materials are digital.

In this other caption, most of the students express their agreement towards the teacher's proposal. However, notice that they also confirmed that they could improve their English learning in the same context. While yellow represents only one student that consider that it improves more or less (p. 5 – Focus Group Cycle Two).

Subcategory 1: There's significant improvement in spoken interaction when students engage in meaningful tasks using digital resources and the teacher's support.



Students interacting in the Flipgrid platform by engaging a speaking task (Report 4 – Describing Healthy Habits through present continuous)

During the session, the students contributed to their performance through the phases of the lesson. They followed each of the instructions and express their doubts when there was the time to do it. While in terms of challenge, the students didn't have any problem in forming the sentence to use the verb prefer at the Pre-Task phase, and the same happened with the report at the speaking section in the main task, in which they didn't have problems in asking questions between themselves, and answering. For that reason, this is an improvement to their learning process in their speaking skills. All of their participation is based in what they liked, which was everything of the lesson. This means, that their performance was based in



The teacher describes the situation (what happened) in the session, in which he focuses on how the tasks weren't a challenge to the students in the course of that session. Thus, he highlights an improvement based on their performance (p. 1 – Teacher's Journal Cycle Two).

Do you consider that the experience of learning and interaction through virtual tools (Moodle and Flipgrid) facilitate your English learning?

Student S: Yes, but I consider that we need to interact more with the other people to learn new aspects. In general, yes, the virtual tools, or platforms, facilitated my English learning in general.

Student G: Yes, because the content that we have at hand like the virtual learning objects inside the platform and the speaking tasks in Flipgrid facilitated my English learning and comprehension of vocabulary, grammar, language skills. The topics were determinant to apply what we learned.

Student P: Yes, of course, and I consider that there is more interaction in this context due to the pandemic. In the beginning is hard to adapt it. From my point of view, I could adapt it and keep contact with my classmates and you to pay attention to the participation and learn new things to my language skills.

Student L: A bit, I mean, there are certain topics of the academic term that I saw before. But yes, the platform facilitate my English learning. I agree with my classmates in that aspect.

Student F: Yes because the platforms serve as a medium of communication to teach and reinforce our English learning. For me, I agree that those tools facilitating our learning. But in terms of the topics, I saw some of the previously, especially, the body parts.

Student J: Yes teacher, the platforms showed me a new experience of learning English in the virtual context, to reinforce some topics that I saw before. The interaction was evident in the academic term, and during this pandemic, I consider that it helps to improve our language skills by learning from the others.

Green represents the students that consider that interaction and learning through the platforms (virtual tools) facilitate their English learning. While yellow represents only one student that considers more or less (p. 1 and 2 – Focus Group Cycle One).



Do you consider that the experience of interaction through virtual tools could facilitate your learning in English?

Student S: The virtual tools or platforms could facilitate my English learning because we have resources like the virtual learning objects that we can use anytime for study. But, for the zoom classes, I consider this resource very important to approach, to interact, to resolve doubts, and to participate.

Student P: Yes, the virtual tools like the virtual learning objects were very important in both academic terms, and those could facilitate our English learning. In general, we had to adapt in this context to learn in a better way and to have a good communication when we participate in the lessons.

Student L: Sincerely, I disagree with my classmates, because even if I could learn in this virtual context, I consider that I understand much better at the school. The videos are a good support to facilitate my English learning but is not the same to be in person.

Student G: I agree with my classmates Student S and Student P. The virtual tools can be use in anytime for our study. In my case, I consider those resources very important to develop the tasks that the teacher proposed for our learning. In general, those resource could facilitate my learning in English and interaction with my classmates.

Student J: Yes sir, I consider that the virtual tools facilitate my English learning. In both academic terms it serves as a support to the exam and the final project. The also serve to learn parts of a topic that we later explore in the classes.

Student F: For me, I also consider that the virtual tools facilitate my English learning like most of my classmates. And the videos and games corporate in the virtual learning objects are a good support to the study.

This fragment illustrates the responses of the students about the experience of interacting through virtual tools (digital resources). Most of the participants (green) express their agreement about how the experience of interacting through virtual tools facilitate their learning with the target language. Notice that they give details on how was that experience of interaction through the virtual tools, while red express a disagreement regarding one participant's answer by saying that learning English is much better at school (p.3 – Focus Group Cycle Two).



Subcategory 2: *Dual coding and jigsaw* are the most effective tasks to learn the target language in the virtual environment.

vocabulary related to the St. Patrick's day. While in terms of teacher dominated, the students followed the instructions, and when they had questions about new vocabulary they see in the course of the lesson, they requested my aid. I highlighted that the students are improving their speaking skills, and when they find a new word, they try their best to pronounce the word. This happened when they read the facts about St. Patrick's Day, because the facts came with new words from the vocabulary or related to the verbs of the past simple. I also highlight that the virtual learning object they worked on, especially, by completing tasks such as jigsaw reading (organizing a story) to learn how to order a story fragment by fragment, which make them to create their own stories in past simple, and engage with the topic of St. Patrick's Day.

The teacher describes the students' performance regarding the tasks of the second synchronous session. He highlights that the students learned and engaged the topic by completing previously the task of jigsaw reading from the virtual learning object, which is a reason why they can create their own stories by using the past simple (p. 2 – Teacher's Journal Cycle Two).

The lesson was teacher dominated, as I could respond to all the students doubts and apply the formative assessment when it was necessary to re-explain any part of the topics that the students couldn't understand. Moreover, they could correct themselves when they noted an issue they made during the practice from the Pre-task, and their performance in the main task. What something amusing occurred in the lesson is that, by using examples of the Pixar movie Coco (dual coding), the students could learn meaningfully to understand the topic with no problem. Using children movies can be a good support to teach topics, since I could associate the main topic of the class with a movie that focuses on the same theme. In the end, the main accomplishment of the lesson was that the students could understand the past simple tense first person to describe their own experiences in that celebration in past.

The teacher describes how was the fourth synchronous session about the day of the dead. There, the teacher focused on dual coding, as it was determinant to give examples of that celebration by suing movies, which is a reason that the students learned meaningfully to understand that topic and use the first person of the past simple tense to talk about experiences in that celebration in past (p.6 – Teacher's Journal Cycle Two).



Do you consider that you achieved the objectives proposed (speaking skills) in class by the teacher Sergio Lizarazo? What could you improve on the previous unit (in relation to the last cycle)?

Student S: Yes, I consider that I could achieve some of the objective proposed in class, and in terms of the past academic term, I improved how to perform a sentence because that was an issue that affected my performance in speaking skills. In general, I improved more that skill.

Student P: First of all, I highlight the learning imparted with English, like how to see the didactic very interactive, and how that facilitate my learning with the objectives proposed. This includes that each one of us has a different way of learning and developing speaking. In my case, I improve a lot in comparison to the previous academic term in aspects like the vocabulary, grammar, speaking skills, and to achieve the objectives proposed in class.

Student L: In comparison to the previous unit, in which my progress was better and I could understand the topics, this one was very complicated to me, but I don't consider that I got worsen, instead, the exigence of the topics and tasks helped me to achieve the objectives proposed, and to improve my speaking skills. I can also say that pictures and videos helped me to learn new vocabulary that I couldn't understand before and achieve the objectives.

Student G: Yes, I consider that I achieved the objectives proposed in class in this academic term. While in aspects regarding of what I improve were the reading, speaking, and listening skills, because the tasks in the virtual learning object allowed me to surpass my limits. Like Student L, the pictures and videos helped me in that aspect of vocabulary, especially, in the sessions.

Student J: I also consider that I achieved those objectives in class through the academic term. Regarding on what I improved were the reading and speaking skills, because the tasks were different and more difficult.

Student F: Yes, I consider that I improved the speaking skills in this academic term and I also consider that I achieved the objectives proposed. In this unit, I believe that my performance was much better than the previous one, because the tasks were the most exigent to our learning. Videos were also important to my learning and to achieve the objectives.

Generally, all the participants express agreement towards considering if they achieved the objectives proposed by the teacher. The majority of them give details by comparing the previous unit (or previous cycle) to argue their response, while other mention the tasks from the virtual learning objects (digital resources) or describe aspects of tasks (dual coding) as part to achieve the objectives (p.1 – Focus Group Cycle Two).



Section 6 Conclusions and Implications

6.1 Conclusions

The analysis and the interpretation of the data collected allowed the researcher to better understand what happened during the course of the pedagogical implementation led him to reach the following conclusions:

The design of the implementation could have been different if the researcher had planned a virtual implementation from the beginning, however, due to all the changes, interruptions and difficulties from the COVID-19 situation, the researcher was able to adapt to carry out the implementation.

Those turned into challenges for the researcher to face in terms of applying TBL, using and designing the digital resources, also collecting data. From the analysis of data collected, the researcher could discover new realities and recognize the context from the participants along with the results arising from the triangulation and the transformation of the data. Therefore, it was possible to identify how spoken interaction occurs in a virtual Task-based language learning environment in a group of fifth graders.

From the analysis, it was possible to identify that the students engage in meaningful tasks using digital resources and the teacher's support to improve spoken interaction throughout the pedagogical implementation as they communicate and interact in conversations or discussions. Consequently, there are tasks that have more impact to develop spoken interaction such as dual coding and jigsaw, since both can be used to illustrate real-life situations for the students to learn the target language in the virtual environment.

The data analysis allowed the researcher to determine that at the end of the implementation, the students could be brought closer to the expected skills for level A1 from the Common European Framework of Reference for Languages (CEFRL) as they achieved linguistic and pragmatic objectives proposed in every lesson for virtual learning objects and synchronous



sessions due to their progress in spoken interaction through Task-Based Learning and the support of digital resources in their learning process.

Digital resources have an important role in the pedagogical implementation according to the analysis, since it was identified that those are more flexible and easier to distribute than classroom materials due to the access that the students have in the platforms to practice and learn the target language in a synchronous and asynchronous mode. Hence, they are exposed to tasks that evidenced their oral production and learner interaction.

Spoken interaction is identified in a virtual task-based language environment when there is a presence of a TBL framework that sets the students in tasks about real-life situations with the aid of digital resources to perform and communicate throughout the environment as they learn topics based on their needs to practice and learn the language. In addition, in order to get the best results in oral production and learner interaction, the teacher has to define the TBL framework and the resources that promote spoken interaction and facilitate students' learning process. Therefore, the framework has to be adapted at the language level to the students to develop tasks that they can understand and carry out without the teacher's guidance.

Reflecting is very important, as any researcher can discover new realities from the students and their context according to his or her research purposes. Moreover, making the right decisions is determinant, because when any researcher plans the lessons, decides how the participants are going to achieve the pedagogical objectives and develop language skills, which can take students closer to the expected results in terms of learning, ability to communicate, and as well as pragmatic and linguistic achievements in the target language.

The impact of this study also reveals that it is possible that students can adapt to a virtual learning environment through aspects such as the instructional design, the digital resources, and applying tasks to promote spoken interaction along with meaningful topics from their background (needs). Furthermore, students find new alternatives in the virtual environment to practice and learn English as they meet new experiences with technology and digital resources for learning.

And for me, it serves as an important experience to update my methodology on teaching English, developing teaching techniques and learning strategies for the next generation of



students since the evolution of society demands new challenges that English teachers have to face in the future. Hence, teachers like me need to learn from their experiences in any teaching context such as face-to-face or virtual with the purpose to bring new pedagogical backgrounds to any student.

6.2 Implications

This study comes with implications for both teachers' practice, and the microproject from the researcher over the subproject that oriented it. Moreover, it comes with recommendations for further research.

Teacher's practice:

Digital resources are important tools for both teaching and learning process of English as a foreign language since it serves as material to support and carry out teaching techniques, learning strategies, and to design exams. Implementing different speaking tasks through digital resources by incorporating videos, audio, slides, pictures, or interactive games can engage the students in the topics that were set out to teach. Moreover, having good use of the platforms or programs that set in the virtual learning environment allows the teacher a better implementation of the TBL framework.

The framework of TBL can be effective throughout the lessons if the tasks are adapted to the students' needs and interests as those are the basis for research. And that means that even if the teacher has a pedagogical background, it does not ensure an implementation, as other skills are required such as those related to digital material design, otherwise, the implementation would have had issues or limitations.

Recommendations:

By considering the characteristics of the TBL method in teaching English as a foreign language, it has brought research projects with different topics and skills on certain problems that the researchers have found in contexts such as face-to-face and virtual. Although, due to the COVID-19 pandemic, everything has to be adapted in the virtual context, and that includes the



research projects like this. Hence, there are some recommendations for further research in similar scenarios.

Firstly, the researcher needs to understand the problem in the context and the population of his or her research with the purpose of knowing what the appropriate digital resources can be applied to interact with the students and to implement what has been planned in the instructional design. Furthermore, the needs and interests of the students are very important to know, as those are important to carry out the implementation and to apply the digital resources according to the students' age.

Secondly, there is a wide variety of digital resources that any researcher or teacher can access, however, he or she needs to have the ability to decide what to do with it and develop the ability to select those, and the skills to use it correctly. Consequently, any researcher or teacher has to give orientation to the students when they use digital resources, as not all of them have the same understanding of how to use those digital resources.

And thirdly, the pandemic revealed the social inequality in different places around the world and the context of this implementation, in terms of internet access, which brings difficulties and limitations to students' learning. For this reason, any researcher or teacher has to find other alternatives to facilitate the access of the digital resources to the participants, for instance, sending files or documents that the participant can download and complete to facilitate learning.

Microproject:

This project or microproject started with a focus on a face-to-face context, which means, it was oriented on the subproject 'Pedagogical innovations in EFL learning and teaching contexts' with the same population and place. However, due to the COVID-19 pandemic, the project had a change in aspects such as the context, the Needs Analysis, the data collection instruments, and the development of material. Consequently, the microproject changed the direction and was oriented on the subproject 'Pedagogical innovations that incorporated ICT in EFL teaching and learning contexts', which implies a big focus on the digital resources.

Due to the results of the microproject, it is evident that virtual implementations are possible, and these can also contribute to pedagogical innovation, because teachers have the possibility to



learn the different uses of digital resources to carry out their own instructional designs and apply teaching methods, for instance, TBL. Therefore, it does not affect the action research design since teachers can observe and interact with the students using online tools, plan the lessons through the digital resources, reflect in their own process in terms of applying tasks, or designing material throughout the implementation, and act to see the results. And they can also approach the digital resources to use them as data collection instruments to analyze details in each lesson such as the performance of the students or what they said.

ICT has been evolving in the last years, and that means, that teachers need to updated their methodologies since the learning spaces of education bring new generations of students with their own needs and interests. Thus, the teachers have the opportunity to design meaningful learning strategies to engage the students with the target language by exploring the possibilities of the digital resources to incorporate visuals, tasks, or exams. Therefore, the teachers have to guide the students in using the digital resources, as not all of them have the opportunity to use them before.



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Appendices

Appendix 1 – Resolution



COLEGIO NIÑOS ALEGRES

Aprobación Oficial No.8458 del 9 de Diciembre de 1993.

Aprobación Oficial No.2832 del 28 de agosto de 2017.

RESOLUCIÓN RECTORAL No.009 del 28 de Junio de 2020.

La Directora del Colegio Niños Alegres de la ciudad de Bucaramanga, Institución de educación Formal con aprobación oficial para impartir educación en los niveles de PREESCOLAR y PRIMARIA y haciendo uso de sus facultades y

CONSIDERANDO:

1. Que toda la comunidad educativa debe estar al tanto de las disposiciones que he tenido que ir tomando por la situación que generó la pandemia del covid 19 a nivel financiero a nuestra Institución.
2. Que en el grado párvulos del nivel preescolar se encontraban matriculados 3 niños.
3. Que en el grado pre jardín del nivel preescolar se encontraban matriculados 4 niños.
4. Que hasta el día de hoy 26 de junio solo queda vinculado un estudiante de estos 7 mencionados.
5. Que según la encuesta realizada a los padres de familia de nuestro colegio Niños Alegres sobre el volver a las aulas en lo que falta del año escolar 2020, cuyo registro me dio un 99% de respuesta negativa, para evitar que algún niño, niña, docente o padre de familia resultare contagiado por Covid 19.

RESUELVE:

1. Cerrar los grados de párvulos y pre jardín del nivel preescolar en el periodo 2020.
2. Informar, lamentablemente, a toda la comunidad que debido al cierre de estos dos grados, la profesora LILIA MAGALY JAIMES DUARTE, titular de estos dos grupos, quedará desvinculada de nuestra Institución como Docente titular a partir del día 30 de junio de 2020, ya que no hay niños a quien enseñar y los ingresos de uno solo no soportan financieramente los pagos obligatorios y legales de la docente.
3. Continuar con las clases virtuales tanto en el nivel preescolar como primaria hasta noviembre de 2020, mes que finaliza el año escolar en curso.

Dado en Bucaramanga, a los veintiocho (28) días del mes de Junio de 2020. Comuníquese y cúmplase.

HORLENY ACEVEDO RUEDA
DIRECTORA.



Appendix 2 – Consent participation



CONSENTIMIENTO

TÍTULO DEL ESTUDIO: Interacción hablada en un entorno virtual de aprendizaje basado en tareas.

INVESTIGADOR: Sergio Andrés Lizarazo Rueda

- Por favor, lea cuidadosamente esta información.
- Siéntase en completa libertad de preguntar al investigador todo aquello que no entienda.
- Una vez haya comprendido la información, se le preguntará si desea participar en el estudio. En caso afirmativo, deberá firmar este documento y recibirá una copia.

PROPÓSITO: Por medio de la presente se está requiriendo su participación en un estudio investigativo, que está siendo llevado a cabo como parte fundamental de la **Licenciatura en lengua Extranjera Inglés** de la **Universidad Santo Tomás de Bucaramanga**. El propósito de este estudio es el de obtener más información con respecto a un problema investigativo que fue observado por el mismo investigador y su colaboración es importante para desarrollar dicho estudio investigativo en relación al aprendizaje de la lengua extranjera inglés dentro del Colegio Niños Alegres. El fin de este estudio es buscar factores que afecten dicho proceso de aprendizaje y causen un bajo rendimiento en las habilidades comunicativas y la interacción en lengua extranjera inglés.

PROCEDIMIENTOS: Para este estudio se llevará a cabo diferentes sesiones de inglés en las que se aplicarán actividades de implementación pedagógica del método de enseñanza/aprendizaje Basado en Tareas.

Para la recolección de información relacionada con este estudio se solicitará a los participantes completar encuestas acerca de la clase de inglés, donde se pretende saber sus opiniones, intereses y necesidades respecto su proceso de aprendizaje dentro del ambiente virtual con el fin de establecer las estrategias de aprendizaje que se incluirán en la implementación pedagógica para su desarrollo y para la creación recursos didácticos que se usarán dentro del proceso. La aplicación de los cuestionarios solo será una vez.

CONFIDENCIALIDAD: Los nombres de los participantes serán confidenciales y no serán publicados a menos que ellos mismos así lo requiriesen. Por ende, la identidad de los participantes no se verá en riesgo ni se hará mal uso de sus nombres. Por favor, recuerde que usted no está obligado a contestar ninguna pregunta que considere incomoda. Toda la información que se obtenga de este estudio de investigación se utilizará únicamente con el propósito anteriormente mencionado. El investigador es el único autorizado para acceder a los datos que usted suministre. Por lo tanto, no será proporcionada a ninguna persona diferente a usted bajo ninguna circunstancia.



DIMISION DE PARTICIPACION: Usted puede comunicar en cualquier momento su decisión de no continuar como participante del estudio y esta decisión será aceptada sin ningún prejuicio o consecuencia.

COSTOS Y BENEFICIOS PARA EL PARTICIPANTE: La participación en este estudio no tiene ningún costo, lo único que se requiere es un poco de tiempo de parte de los participantes para la implementación pedagógica. Recuerde que su participación contribuye no solo al desarrollo del campo y el conocimiento de la enseñanza de la lengua extranjera inglés y la comprensión de los factores que inciden en el bajo rendimiento del aprendizaje de la lengua extranjera inglés.

MAYOR INFORMACIÓN: Si usted requiere más información con respecto a este estudio, puede contactar en cualquier momento al investigador para saber más a fondo sobre este proyecto investigativo. El padre de familia también puede acudir del investigador para que este resuelva alguna duda que tenga respecto a este estudio investigativo.

CONTACTO:

Correo electrónico: sergio_lizarazo@ustadistancia.edu.co

Teléfono: 3153878253

FIRMA: Confirme que el propósito del estudio, sus procedimientos, confidencialidad, riesgos y costos así mismo como sus beneficios, han sido claramente explicados por el investigador. Todas sus preguntas han sido respondidas y acepta participar en el estudio.

Confirmando que el investigador ha explicado los contenidos de este consentimiento y reconozco que mi participación es voluntaria y hasta el punto donde yo considere suficiente. Así mismo, conozco los costos, beneficios y confidencialidad del estudio al igual que sus procedimientos y propósito.

Nombre del participante _____ Fecha: _____

Firma del padre de familia _____



Appendix 3 – Needs Analysis Results

Analysis Sample Semi_Structured Questions

Topic and question	Student A Question and Response	Student B Question and response	Sponsor Teacher Question and response	Stakeholder Question and response
English Classes / Context * interaction (communication with the target language)	How often do you use english to talk about you, your context or topics you study in class? Answer: Rarely (X) To talk about me, it is as easy and difficult for me at the same time, because I cannot formulate my ideas well when using speaking. On the other hand, if it is writing, if I can do a short text expressing myself. How often do you interact with your teacher and classmates in English? Answer: Rarely (x) Because I only use it for activities. Already to frequent my classmates or ask my teacher something, I use Spanish. I don't use English in those cases.	How often do you use english to talk about you, your context or topics you study in class? Answer: Sometimes (x) I sometimes use it for classes and assessments. I'm not that good at learning it well, I only use it in those cases. How often do you interact with your teacher and classmates in English? Answer: Rarely (x) Just like Student A, I also use it only in activities. In other situations, if I prefer to use Spanish to ask my teacher something.	How do you consider the participants of fifth graded will benefit from using activities that promote interaction? Answer: Well, the students can get benefit from the activities that promote interaction as they are the ones who carry it out, feel, and live this interaction process since we are speaking English as a foreign language in which they have to experience to learn it, and when we are doing classroom activities, they benefit from 100% of meaningful learning in English.	How do you consider the participants of fifth graded will benefit from the interaction teacher-student? Answer: I consider the interaction between the teacher and the student is something fundamental because if there's empathy, and there's a reception from the activities that come from what the student does, the teacher would be pleased to give the class. However, if this relationship is not progressing and there are differences between the teacher and the student in situations like the teacher not being charismatic or making the student demotivate, or the student sabotaging the class, the things would be worse. When there is a good relationship, the class gives many results, like better learning of the students.



Analysis: When asking to the students about how often they use English, Student A responded that he uses English rarely, while Student B uses English sometimes. Student A cannot formulate his ideas when he uses speaking. Student B uses English only for assessments. When asking about interaction to both students, they agreed that they rarely interact only with their teacher and classmates in English. They mentioned that they use English in this situation only for activities. However, when they need to request something, they use the mother tongue.

When asking about how fifth graders will benefit from interaction, the sponsor teacher responded that she considers that the students can get benefit as they carry out, feel, and live the that process as they are speaking the foreign language, in which they have to experience to learn it. This means, that speaking is a way that the students can get benefit from interaction to experience English and learn it. Moreover, the stakeholder responded that fifth graders will benefit from the student-teacher interaction is fundamental, because both student and teacher have to be equivalent with each other. For instance, the teacher has to be charismatic and to motivate the student with the activities, while the student has to show reception from the activities he/she does. If there is no progression in this relationship, is for differences such as the teacher making the student demotivate or the student sabotaging the class. However, if the relationship is good, the class can give good results and a benefit to the learning process of the students.

Learning process	How important is interaction to facilitate your learning?	How important is interaction to facilitate your learning?	What difficulties do you find in the English learning process with fifth grade?	What difficulties do you find in the learning process of fifth grade?
	Answer: Important (x) Important, because the exercises facilitate our ability to improve the language, interact with others, have a better understanding of the subject, and have new learning and knowledge of the subject.	Answer: Important (x) Important because when the teacher explains, one begins by understanding, or when one does not understand, the teacher needs to re-explain the topic. Interacting with our classmates makes us learn to improve our way of speaking, such as pronunciation.	Answer: Fifth graders are smart, very hairy, very disciplined. However, one difficulty I find in the learning process that I'm taking with them is the oral production part (speaking), or communication. They are withdrawn in that part, as they are afraid that things will look bad or wrong so they have to be thinking and structuring the answers, and then, expressing it. What aspects do you consider are important to help to improve the	Answer: In what I consider, I have always thought that it takes a long time for the process of learning a foreign language to remain optimally at the primary level, as in the case of fifth grade, is that, there is a need of reinforcement at home, but we know that there is nothing of this. The children have what they see and learn at school and no more because at home their parents don't have their same English level to provide them feedback or to help them to improve. I consider that is a



			English learning process with fifth grade? Answer: Regarding the aspects, I consider that I am a very didactic teacher. I bring them the tools that they can use as I try to make the class different because the idea is that since they are children, the activities are more interactive that they can feel like they are learning a foreign language. So, I think there is no important aspect to improve, you just have to guide them more. I can also bring images or pictures to improve their speaking.	difficult that affects their learning process with English. What aspects do you consider are important to help to improve the English learning process with fifth grade? Answer: Two things: First: The feedback in the house, as I told you in the previous question. Second: That they all have the same conditions, that they can count on ICT, and to have a good classroom program, which is essential to improve.
Analysis: The topic of this section is the learning process at the context, and when the students were asked about how important is interaction to facilitate their learning, they responded important by using the Likert scale. Student A says that is important since the exercises (especially, group exercises), facilitate their ability to improve the target language, have a better understanding of the English subject, interacting between themselves (classmates), and to have new learnings and knowledges. While student B says that by interacting with their classmates make them to improve their way of speaking, for instance, pronunciation. Therefore, he also said that the teacher's explanation is important to understand a topic. In terms of difficulties found in the learning process with fifth grade, the sponsor English teacher highlighted that the students are smart, very hairy, and very disciplined. Nevertheless, she mentioned that she found oral production (speaking) as a difficulty in their learning process, as they are afraid that things will look bad or wrong, so they have to think, structure the answers, and then, expressing it. On the other hand, the stakeholder stated that a difficulty that fifth graders have in the learning process, is that there is no reinforcement at home, which means, that the students only study and learn what they see at school and no more. Moreover, their parents do not have their level to provide them feedback or to help them to improve.				



While asking about the aspects they consider important to help students to improve their English learning process, the sponsor English teacher answered that there is no important aspect to improve, as she mentioned that she is didactic and she bring tools to the class to make it different, because the idea is that since they are children, the activities are more interactive, so they feel like they are learning a foreign language. For the stakeholder, she mentions two important aspects: the feedback at the house that she mentioned before, and that all the students have the same conditions such as counting with ICT, and a good classroom program, which is essential to improve.

Language Skills	Name from 1 to 5 which skill is the most difficult for you? 1=most difficult / 5=least difficult ____ Listening ____ Reading ____ Speaking ____ Writing ____ Grammar Answer: 1. Speaking 2. Listening 3. Reading 4. Grammar 5. Writing Speaking is the most difficult for me because it got nervous speaking all the time during the class, I like to take the time to think in an answer. Listening is hard for me to hear someone speaking fast or to listen to a long instruction. While reading, I can understand short texts, but not long	Name from 1 to 5 which skill is the most difficult for you? 1=most difficult / 5=least difficult ____ Listening ____ Reading ____ Speaking ____ Writing ____ Grammar Answer: 1. Speaking 2. Listening 3. Reading 4. Writing 5. Grammar Like Student A, speaking is difficult for me. I feel nervous when I speak the language, and I prefer to take my time to organize my ideas to form a sentence, especially, in an oral presentation. In listening, I like when the audios are slow, but if they are fast, I just can't understand anything. In reading, I can understand short texts, but long texts are something strange for	Which language skill is the most difficult for your students? Name from 1 to 5 Answer: _2_ Listening _3_ Reading _1_ Speaking _4_ Writing _5_ Grammar Because speaking is very difficult for them as they need a lot of help to speak fluently. Listening because it is not being clear on how to say a word after a listening activity, which they get confused and they require explanation. Reading goes to the pronunciation of words when they read something like texts. And writing and grammar, they already have very clear structures of all time (present and past) and the things they need. And when they write, it is not so challenging.	N/A
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texts as I can be confused. I can use the verb to be to introduce myself to the teacher and my classmates: ☐ I can do this with a lot of help from my teacher. ☐ I can do this with a little help. ☐ I can do this fairly well. (x) – Student A ☐ I can do this really well. ☐ I can do this almost perfectly. Student A: I can understand, and I used it when it is necessary during the activities of the class. I can understand short texts in present simple: ☐ I can do this with a lot of help from my teacher. ☐ I can do this with a little help. – (x) Both students A and B ☐ I can do this fairly well.	me, so, I take my time reading slowly. Both writing and grammar are easy for me because I can produce sentences and feel free to express myself. I can use the verb to be to introduce myself to the teacher and my classmates: ☐ I can do this with a lot of help from my teacher. ☐ I can do this with a little help. (x) – Student B ☐ I can do this fairly well. ☐ I can do this really well. ☐ I can do this almost perfectly. Student B: I have difficulties in forming a sentences and to understand a word. If I have doubts, I talk to the teacher, or any of my classmates. I can understand short texts in present simple: ☐ I can do this with a lot of help from my teacher.	They can communicate in present simple and routine tasks requiring exchange of information on familiar and routine matters. ☒ (1) They can do this with a lot of help from the teacher. ☐ (2) They can do this with a little help. ☐ (3) They can do this fairly well. ☐ (4) They can do this really well. ☐ (5) They can do this almost perfectly. T: When they express themselves, they need a lot of help from the teacher. Especially, in communication. They understand sentences and frequently expressions related to areas of most immediate relevance (shopping, employment, etc) ☐ (1) They can do this with a lot of help from the teacher. ☐ (2) They can do this with a little help. ☒ (3) They can do this fairly well. ☐ (4) They can do this	
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☐ I can do this really well. ☐ I can do this almost perfectly. Student A: It depends because I can understand some short texts if I know the vocabulary. But if there is new vocabulary, I need help to understand the meaning. If the text is long, is very difficult to me. I can recognize vocabulary from a house based in short descriptions: ☐ I can do this with a lot of help from my teacher. ☐ I can do this with a little help. ☐ I can do this fairly well. ☐ I can do this really well. (x) – Student A ☐ I can do this almost perfectly. Student A: I don't have problems in understanding the descriptions. It is basic vocabulary that we	☐ I can do this with a little help. – (x) Both students A and B ☐ I can do this fairly well. ☐ I can do this really well. ☐ I can do this almost perfectly. Student B: Like Student A, I can understand short text if I know the vocabulary. If I don't understand something, I ask to the teacher or any classmate to help me. I can recognize vocabulary from a house based in short descriptions: ☐ I can do this with a lot of help from my teacher. ☐ I can do this with a little help. ☐ I can do this fairly well. (x) – Student B ☐ I can do this really well. ☐ I can do this almost perfectly. Student B: In the previous workshop, I felt that I can understand something short with no	really well. ☐ (5)They can do this almost perfectly. T: When they listened something that they need to write, they understand it. However, when it comes to speaking, it is difficult for them. They describe the aspects of a background, immediate environment and matters in areas of immediate need. ☐ 1)They can do this with a lot of help from the teacher. ☒ (2) They can do this with a little help. ☐ (3)They can do this fairly well. ☐ (4)They can do this really well. ☐ (5)They can do this almost perfectly. T: Because when they communicate to describe, they have in mind the structure. But they need to avoid the fear of failing when they participate in speaking. Instead, they take time to think of their answer.	
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	can practice in our homes. I can understand what a notice says: ☐ I can do this with a lot of help from my teacher. ☐ I can do this with a little help. ☐ I can do this fairly well. (x) – Student A ☐ I can do this really well. ☐ I can do this almost perfectly. Student A: In the workshop, the notices were a kind of difficult to understand. But I just remembered that I could see this kind of things in the real life.	problem. I consider that we can practice short descriptions with games like riddles. Something fun for me. I can understand what a notice says: ☐ I can do this with a lot of help from my teacher. ☐ I can do this with a little help. ☐ I can do this fairly well. ☐ I can do this really well. (x) – Student B ☐ I can do this almost perfectly. Student B: I don't have problems. In the workshop, these kind of activities remind me the real life. No doubts about that.		
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Analysis: In this theme about language skills, the students and teacher were asked about the number the most and least difficult skill for them, and they both agree that speaking is the most difficult skill. Moreover, when they argued about why speaking is the most difficult, they both conceived that they like and prefer to take time to think in an answer or to organize their ideas by using the speaking skill. Furthermore, they also agreed that both writing and grammar are the least difficult skills as they can produce sentences, express themselves, or they know a lot of vocabulary.

When the teacher was asked about the most difficult and least difficult skill, she also conceived that speaking is the most difficult skill for her students as they need a lot of help to speak fluently, while the least difficult skills for her,



similar to the students, are writing and grammar because the students already have very clear structures, and writing is not challenging for them.

When asking to the students about the use of the verb to be to introduce themselves to the teacher and classmates, student A responded that he can do that fairly well and by arguing that he can understand and used it when is necessary in the activities of a class. While student B answered that can do that with a little help, as he mentioned that he has difficulties forming a sentences and to understand a word. If he has doubts, he talks to the teacher or one of his classmates. Therefore, when asking if they can understand short texts in present simple, they both agreed that they can do that with little help. On one hand, student A says that it depends of the text he is reading, because if he knows vocabulary, he can understand, however, if he finds new vocabulary, he needs help to understand it. On the other hand, student B says that he has the same situation of student A, in which he can understand short texts if he knows the vocabulary. Although, he asks the teacher if he can't understand new vocabulary from a text.

In other topics such as recognizing vocabulary from a house based in short descriptions, student A answered that he can do this really well and arguing that he doesn't have problems in understanding descriptions, and that it is basic vocabulary that they practice at their homes. Student B responded that he can do this fairly well while justifying that in the previous workshop (from the same semi-structured interview), that he felt that he can understand something short with no problem, as he can practice short descriptions with games like riddles. Then, by asking if they can understand a notice like the one from the workshop, student A said that he can do that fairly well and argued that in the workshop, the notices were a kind of difficult to understand, however, he said that he just remembered that he could see these kind of notices in real life. While student B responded that he can do this really well, and argued that he doesn't have problems, as in the workshop these kind of activities reminded him the real life.

When asking to the sponsor teacher if her students can communicate in present simple and routine tasks requiring exchange of information on familiar and routine manners, she responded that they can do this with a lot of help from her as when they need to express themselves, they need assistance from her, especially, in the communication. Moreover, when she was asked if they understand sentences and frequently expressions related to areas of most immediate relevance, she answered that they can do fairly well and arguing that they can do this with a lot of help from her as when they listen something that they need to write, they can understand it. However, when it comes to speaking, they have difficulties. Therefore, when asking if they can describe aspects of a background, immediate environment and matters in areas of immediate need, she says that they can do this with a little help because when they communicate to describe, they have in mind the structure. Although, she also said that they need to avoid the fear of failing when they participate, and instead, they take the time to think of their answer.



Appendix 4 – Asynchronous lesson task - Sample

Asynchronous lesson task 1

Lesson Number: <u>1</u> Institution: <u>Colegio Niños Alegres</u> Researcher: <u>Sergio Andrés Lizarazo Rueda</u> Grade: <u>5th</u> Date of implementation: <u>August 13th, 2020</u> Time of the VLO: <u>One week</u>
TOPIC: Learning outcomes: - Pragmatic: The students will be able to talk and describe the importance of the human body. - Linguistic: The students will be able to recognize vocabulary related to parts of the body. The students will be able to use adjectives of physical description such as short, big, small, etc.

Warm up	
Procedure	Percentage of work
When the students enter to the Virtual Learning Object (Annex 1), they are going to find a small introduction about the topic they are going to see in that unit. Then, they will proceed to the next part, in which they are going to watch a video (Annex 2) about the importance of the human body. After they watch the video, they are going to play a small game (Annex 3) related to the vocabulary from the previous video. The purpose of this warmup is to make the students to remember the parts of the human body.	15%

Pre-Task	
Procedure	Percentage of work
The students will continue in the same VLO by watching a video (Annex 4) of a short story of a girl talking about her family, and then, they are going to complete a small questionnaire (Annex 5) about true or false based in the video. The purpose of this Pre-Task, is to introduce the adjectives of description to the students, as these are their main tools to perform the main Task.	25%

Task Cycle	
Procedure	Percentage of work
Task (Dropdown): The students will read a short text (Annex 6) about the favorite famous people of the same girl. In the same text, the students will complete a dropdown activity as they are going to fill the blanks with the correct vocabulary or adjective.	50%



Planning: In the next section, the students will find three pictures (Annex 7) of five famous people of Colombia. What the students are going to do is to choose one picture and they are going to describe it by using vocabulary and adjectives previously seen in the virtual object. They are going to practice and to prepare their report. Report: The students are going to enter in the link (Annex 8) below of the section that will lead them to the platform Flip grid, and they are going to record their report (Oral presentation). The students are going to describe the picture by using vocabulary and adjectives seen previously.	
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Language Focus	
Procedure	Percentage of work
Analysis: After the students submit all their reports at Flip grid, the teacher will analyze aspects such as pronunciation, intonation, use of vocabulary, adjectives, etc. Practice: The teacher will record a video for every students in which he will highlight the aspects in which the students did good or they need to improve with the purpose to motivate them to keep practicing.	10%
Assessment and evaluation	
Formative assessment: In the virtual environment, the teachers can elicit evidence of student learning by using digital tools, apps, or programs to collect. Moodle: In this platform is where the students are carrying out the virtual learning objects that are sharing by the teacher. After they finish a resource, they receive their qualification. Flip grid: In this platform, students and teacher can record videos to answer questions. The teacher will use it to provide feedback to speaking tasks.	

Resources	
Annex 1: Virtual Learning Object	Link : https://cutt.ly/xfqFaL9



Annex 2: The Human Body

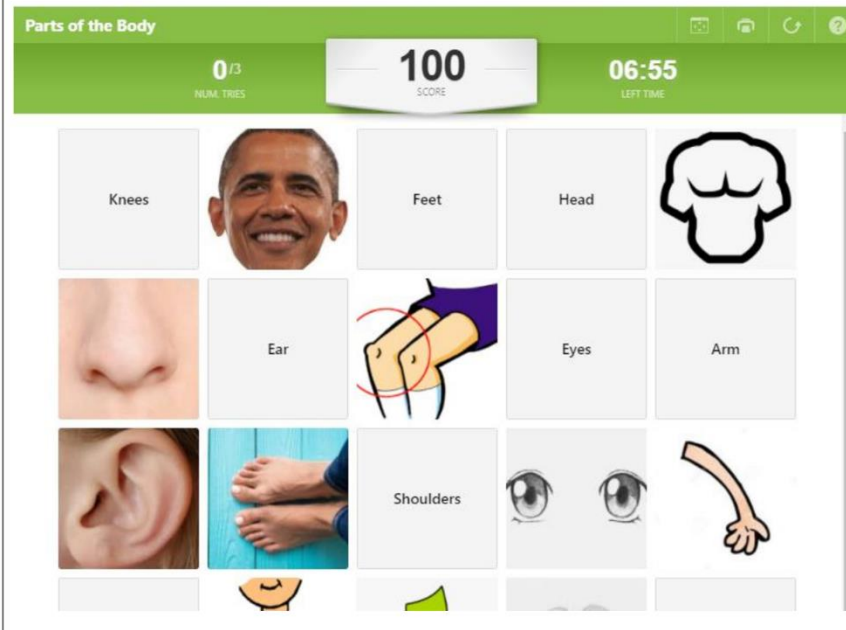
Link:

https://www.youtube.com/watch?v=1QfGTUctsEk&feature=emb_title



The Human Body

Annex 3: Parts of the Body Vocabulary **Link:** https://es.educaplay.com/recursos-educativos/6356159-parts_of_the_body.html





Annex 4: Describing Someone Link:

https://www.youtube.com/watch?v=l7Hp85LDevw&feature=emb_title



Describing someone

Annex 5: True or False questionnaire Link : <https://cutt.ly/xfqFaL9>

True or False?

Pre-Task: True-False Question

After watching the video, answer the following questions by selecting true or false if the statement is correct or incorrect./Después de mirar el video, responde las siguientes preguntas seleccionando verdadero o falso, si la declaración es correcta o incorrecta.

You use verbs to describe parts of the body.

☐ True ☐ False

Sally describes the hair of her mother as blond and beautiful.

☐ True ☐ False

Annex 6: Famous People

Link : <https://cutt.ly/xfqFaL9>



? DropDown Activity: Famous People

Read a short text about Sally describing one of her favorite famous people and fill the missing blanks/Lee un texto corto acerca de Sally describiendo uno de sus personas famosas favoritas y llena los espacios en blanco que faltan.

Hello again. I want to present you one of my favorite famous people. His name is Maluma.

Maluma is a singer, and he is famous for his music. He is and . He makes reggaeton music and likes to share time with his fans at the social media. His is black and . He also has a beard that covers his chin. He also has a big tattoo around his . He also has a nose with a piercing. Finally, he has brown .



Check

Annex 7 and 8: Choose a famous person Link: <https://cutt.ly/xfqFaL9>

Choose a famous person

Choose one of the following famous people. And then, go to the link below that will lead you to Flipgrid. Follow the instructions/Elije una de las siguientes personas famosas. Y luego, ve al enlace de abajo que te llevará a Flipgrid. Sigue las instrucciones.



Falcao



Shakira



Juanes



Egan Bernal



Mariana Pajón



Appendix 5 – Lesson plan (Synchronous session) – Sample

Lesson Plan 1 – Synchronous Session

Lesson Number: <u>1</u> Institution: <u>Colegio Niños Alegres</u> Researcher: <u>Sergio Andrés Lizarazo Rueda</u> Grade: <u>5th</u> Date of implementation: <u>August 20th, 2020</u> Time of the class: <u>One hour and fifteen minutes</u>
TOPIC: Learning outcomes: • Pragmatic: The students will be able to talk and describe the importance of the human body. • Linguistic: The students will be able to recognize vocabulary related to parts of the body. The students will be able to use adjectives of physical description such as short, big, small, etc.

Warm up	
Procedure	Time
When the students enter to the synchronous session at Zoom. After the greeting, the teacher will invite the students to play the hangman, a game in which the students have to guess vocabulary of a certain topic that the teacher is thinking. The teacher will think of the word, and he is going to ask one by one to give a letter in order to guess the word. The purpose of this Warm Up, is to review the vocabulary about the parts of the body and to introduce some new vocabulary that the students didn't see in the VLO.	10 minutes

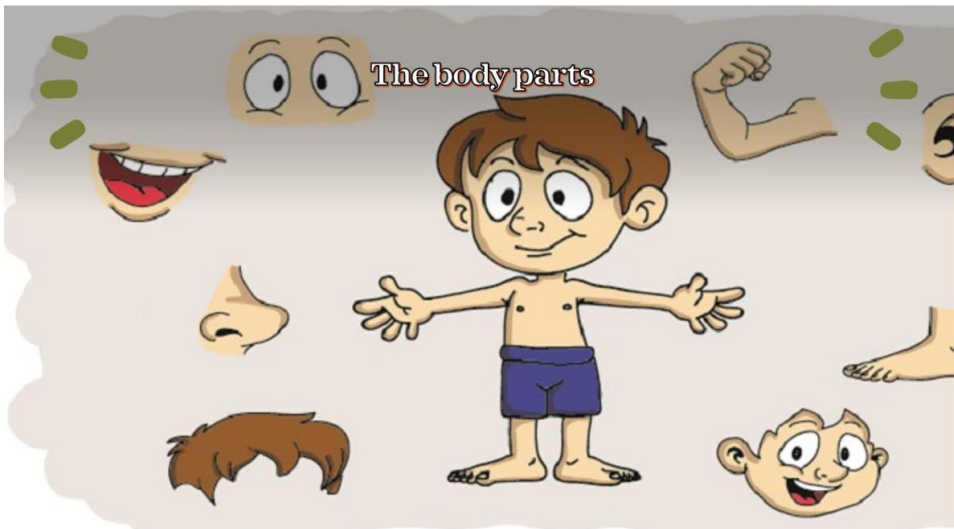
Pre-Task	
Procedure	Time
The teacher will show a presentation (Annex 1) about the parts of the body. He will explain why some people have different characteristics like other such as why one person has big ears and the other one not. Then, he will be also showing the use of the adjectives to describe a person. The purpose of this activity is to make a review of the adjectives about description.	25 minutes

Task Cycle	
Procedure	Time
Task: The teacher will show a short text (Annex 2) called 'My imaginary friend', and he will invite the students to read it. Then after reading the text, the students are going to draw their own imaginary friend in a piece of paper. Planning: The students are going to prepare (Annex 3) their report (oral presentation). They are going to think in the vocabulary and adjectives they are going to use to describe their imaginary friend.	25 minutes



Report: The students are going to activate their front camera and microphone to participate in the oral presentation. They are going to show their drawing and describe their imaginary friend by using aspects that were previously seen in the session.	
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Language Focus	
Procedure	Time
Analysis: After the reports, the teacher will read what they said in their reports with the purpose to highlight aspects such as pronunciation, use of adjectives, vocabulary, etc. Practice: The teacher is going to conduct the practice based on any new word or vocabulary that the students didn't understand during the progress of the Task. The teacher will do some review and practice with the students with the purpose to improve any issue that the students had from the Analysis.	15 minutes
Assessment and evaluation	
Formative assessment: In the virtual environment, the teachers can elicit evidence of student learning by using digital tools, apps, or programs to collect. Zoom: The teacher will use the program not only to carry out the synchronous session, but to do assessment to the students, or re-teach something they don't understand. Polls: In Zoom there is an option about doing polls. The purpose in this context is that the students can vote and let the teacher know if they understand or don't understand the explanation. Polls in Zoom can be downloaded. The polls are going to be applied during the Pre-Task phase, and the Language Focus phase.	

Resources
Annex 1: PowerPoint presentation Link: N/A 



Annex 2: My imaginary friend Link: N/A

My imaginary friend



Do you have any imaginary friend? Well, today I want to describe who is my imaginary friend.

My imaginary friend has 12 years old. He has long arms and small hands. He is tall and young. His hair is short and black. He also has big ears, but he prefers to cover them with his hair. He is cute and slim. He has long legs because he likes to train. He is a good friend with me.

Annex 3: Report Link: N/A

Draw your own imaginary friend

- Take out a piece of paper and a pencil.
- Draw a person, a Monster, anything.
- Think of how it is going to look like.
- Prepare your presentation
- You have 10 minutes to prepare your presentation.

