Task-Based Learning and Achievement Motivation among Sixth-Grade EFL Students in Neiva

Daniela Rodríguez Monje

Paola Andrea Rubiano

Project Advisor

Licenciatura en Lenguas Extranjeras Inglés

Facultad de Educación

Decanatura de las Ciencias Sociales y la Educación

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Dedication and acknowledgments

Before starting this project, I had only a vague idea in mind. I wondered what it would be like to conduct research exploring motivation and love for English among high school students. I had no clear plan beyond that—just the word “motivation” and my fascination with designing proposals and activities that reflected a methodology often discussed but uncertain in its execution. I began envisioning six activities in total, divided into two groups: three for students to complete at home and three to be carried out in class. My initial question was precisely that: How do students learn English outside their homes? How do they truly apply it when the teacher isn’t watching? And that’s how it all began.

First and foremost, I want to express my gratitude to Olga Patricia, my Mother and the collaborating teacher who supported me throughout the pedagogical intervention. Without her, the implementation of the TBL methodology would not have been possible. I am deeply thankful for her guidance and advice regarding the methodological and practical relevance of English teaching. She became my mentor throughout this process. While I am passionate about this language, I lack the teaching experience she has gained over many years in the field.

Likewise, I would like to thank the principal of Ángel María Paredes Public School, Mariela, for placing her trust in me and giving me the opportunity to carry out this interesting and dynamic research at the school. She is a person of great principles and values who believed that a subject as important as English should be taught and researched in various

ways, always prioritizing the interests of the students and how these activities contribute to their motivation and future.

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Lastly, but certainly not least, I dedicate this project to my boyfriend and partner, Alejandro. With his characteristic patience and calm demeanor, he supported me throughout this academic and research journey. He gave me the strength and drive to keep moving forward, never allowing me to give up. His words of encouragement and reassurance, combined with his excellent command of the English language, were instrumental in helping me prepare for my oral defense and overcome feelings of nervousness to give my best. For him, my infinite gratitude—for being by my side from the beginning to the end of this process, including my teaching practicum and the development of this project.

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Abstract

This study addressed the research question: What was the impact of a Task-Based Learning (TBL) pedagogical intervention on the achievement motivation of sixth grade students at Ángel María Paredes Public School in Neiva, Colombia? The general objective was to evaluate the impact of an intervention, supported by three specific aims: (a) To diagnose the initial levels and characteristics of achievement motivation prior to the TBL implementation, (b) To monitor students' engagement and task performance, including collaborative work, during the teaching sequence, and (c) To assess post-intervention changes using both quantitative and qualitative measures.

To this end, a mixed-methods design was employed; quantitative data were collected via a ten-item Likert questionnaire administered before and after the intervention, complemented by structured classroom observations and student artifacts. Quantitatively, the group mean shifted from 3.57 to 3.46, and the paired-samples t-test did not indicate a statistically significant effect on achievement motivation ($p > 0.05$).

However, qualitative analysis revealed consistent increases in situational interest, active participation, and communicative risk-taking during authentic, collaborative tasks. Based on triangulated evidence, it was concluded that TBL reliably elicited situational engagement and enhanced opportunities for peer interaction; nevertheless, it was proposed that longer interventions and explicit scaffolding in self-regulated learning (SRL) strategies were required to consolidate sustained persistence and measurable gains in achievement motivation. Furthermore, pedagogical implications for low-resource EFL classrooms were discussed, and recommendations for longitudinal and

comparative follow-up studies were advanced.

Keywords: Task-Based Learning (TBL), Achievement Motivation, Situational Interest, EFL, Mixed-Methods Research.

Resumen

Este estudio abordó la pregunta de investigación: ¿Cuál fue el impacto de una intervención pedagógica basada en el Aprendizaje Basado en Tareas (TBL) en la motivación de logro de los estudiantes de sexto grado de la Institución Educativa Ángel María Paredes, en Neiva, Colombia? El objetivo general fue evaluar el impacto de la intervención, respaldado por tres objetivos específicos: (a) diagnosticar los niveles y características iniciales de la motivación de logro antes de la implementación del TBL, (b) monitorear la participación y el desempeño de los estudiantes en las tareas, incluyendo el trabajo colaborativo, durante la secuencia de enseñanza, y (c) evaluar los cambios posteriores a la intervención utilizando tanto medidas cuantitativas como cualitativas.

Para ello, se empleó un diseño de métodos mixtos. Los datos cuantitativos fueron recogidos mediante un cuestionario Likert de diez ítems administrado antes y después de la intervención, y se complementaron con observaciones estructuradas en aula y artefactos estudiantiles. A nivel cuantitativo, la media grupal pasó de 3.57 a 3.46, y una prueba t para muestras relacionadas no indicó un efecto estadísticamente significativo ($p > .05$).

No obstante, el análisis cualitativo reveló aumentos consistentes en el interés situacional, la participación activa y la disposición a asumir riesgos comunicativos durante tareas auténticas y colaborativas. Sobre la base de la evidencia triangulada, se concluyó que el ABT provocó de manera confiable un mayor compromiso situacional y mejoró las oportunidades de interacción entre pares; sin embargo, se propuso que eran necesarias intervenciones más prolongadas y un andamiaje explícito en estrategias de autorregulación del aprendizaje (ARL) para consolidar la persistencia sostenida y lograr mejoras

medibles en la motivación de logro. Además, se discutieron las implicaciones pedagógicas para contextos EFL con recursos limitados y se recomendaron estudios de seguimiento longitudinales y comparativos.

Palabras Clave: Aprendizaje Basado en Tareas (ABT), Motivación de Logro, Interés Situacional, EFL, Investigación de Métodos Mixtos.

I. Contextualization

The need for English language proficiency in an increasingly globalized world was widely recognized and strongly influenced educational policies in Colombia. National initiatives such as the National Bilingualism Program and the "Colombia Very Well" (Ministerio de Educación Nacional, 2014), National English Program were implemented with the explicit goal of improving citizens' communicative competence in English (Cifuentes et al., 2018; Molina & Fernández, 2023; Correa & González, 2016). Consequently, English proficiency was considered an indicator of educational quality and a means to expand students' academic and professional opportunities.

However, the realities of Colombian public schools often contrasted with national ambitions. Structural limitations, including insufficient resources, uneven program distribution, inadequate teacher training, overcrowded classrooms, and a lack of intercultural materials, hindered effective language acquisition in many public-school contexts (Botero & Galeano, 2022). Persistent gaps in access and achievement between public and private institutions were documented, with many public-school students completing their basic education with proficiency levels closer to A1 than the B1 target outlined in policy documents. This misalignment between policy goals and the structural realities of public schools revealed the challenges of achieving the national B1 target in many contexts.

In addition to structural issues, effective and pedagogical challenges impacted students' engagement. Previous research highlighted low interest in autonomous learning among students in similar contexts (Cruz et al. 2023), while

case studies identified uninspiring teaching practices and a lack of meaningful classroom activities as contributing factors (Arango & Bastar, 2016). As a result, students' motivation and independent study habits were often limited, and these motivational deficits were considered critical obstacles to sustained language learning.

Furthermore, Task-based pedagogics emerged as potential solutions to address motivational and resource constraints in public schools. Task-Based Learning (TBL) was proposed in the literature as an approach that emphasized authentic communication, student autonomy, and collaborative problem-solving (Willis & Willis, 2007; Ellis, 2017). Its ability to make language use meaningful and directly relevant to students' lives was deemed

particularly suitable for contexts where out-of-class practice was scarce and authentic communicative opportunities were limited.

At the same time, theoretical perspectives emphasized that motivation is multifaceted and that short-term engagement does not automatically lead to long-term persistence. Self- Determination Theory (Ryan & Deci, 2020) explained how environments that support relatedness, competence, and autonomy foster higher-quality motivation. Similarly, Self- Regulated Learning models (Panadero, 2017) demonstrated that motivation (the "will") must be paired with regulatory skills (the "skill") to achieve sustained effort. While TBL was expected to stimulate situational interest, the literature suggested that additional scaffolding was necessary to convert momentary engagement into long-term persistence (Duckworth, 2016; Guo & Fryer, 2025).

Considering these theoretical and empirical perspectives, the study was conducted in a Colombian public-school setting characterized by limited

resources and diverse motivational profiles among students, Specifically, the research involved ten sixth-grade students at Ángel María Paredes Public School in Neiva, where socioeconomic inequalities and constrained educational resources affected learning opportunities. Likewise, a needs analysis was carried out prior to the intervention to diagnose students' motivational characteristics, specific difficulties in speaking and writing, and relevant affective factors such as insecurity and fear of failure. The results of this diagnostic work directly informed the design of the subsequent Task-Based Learning sequence.

This contextualization highlighted two complementary imperatives. On one hand, national policies and international standards, underscored the importance of improving English proficiency. On the other hand, localized constraints and the complexity of motivational dynamics required interventions that were both context-sensitive and theoretically grounded. Consequently, a TBL intervention was proposed and implemented with the dual aim of (a) eliciting situational interest through authentic, collaborative tasks and (b) scaffolding self- efficacy and self-regulated behaviors to channel short-term engagement into long-term persistence.

Finally, based on this discussion, the following chapter outlines the research statement, study objectives, and specific methodological decisions made to examine the effects of the TBL

intervention on students' achievement motivation. This transition from contextual analysis to research design ensured coherence between the observed classroom realities and the empirical procedures followed

II. Research Statement

This contextual analysis presented in Chapter I allowed the articulation of a precise research problem to address motivational deficits observed among sixth-grade students in a public- school setting. The study aimed to evaluate whether a pedagogical intervention based on Task- Based Learning (TBL) activated students' latent motivational resources and generated observable changes in achievement motivation within the constraints of the local context.

Achievement motivation was identified a as a key factor for academic performance and personal development, particularly in English language learning. This internal drive to achieve goals and persevere through challenges aligned with educational priorities that emphasized 21t- century skills, empowering students to become confident and persistent learners.

However, cultivating strong achievement motivation in English as a Foreign Language (EFL) remained a persistent challenge in Colombian public schools. Despite national initiatives such as "Colombia Bilingüe" (2014-2018) and the earlier "National Bilingual Program" (2004), students' intrinsic desire to succeed often remained limited in under-resourced settings. This situation pointed out the urgent need for innovative, context-sensitive strategies to enhance motivation effectively. Furthermore, the issue was particularly evident in regions like Neiva, where adolescents, sensitive to success and failure, often lacked the internal drive to fully engage in English learning.

To address this challenge, the study began with a needs analysis to understand the specific learner context, including motivations, learning difficulties (especially in speaking and writing), and affective factors such as

insecurity that influenced participation. The findings from this analysis, detailed in the Methodology section along with participant demographics, directly informed the design of the Task-Based Learning (TBL) approach. This framework was implemented to evaluate its impact on students' achievement motivation. Additionally, before the main intervention, a 10-item open-ended questionnaire was administered to identify students' preferences and interests related to English learning. However, it is worth asking why motivation is often absent in English learning; factors such as lack of meaningful communicative opportunities, limited resources in public-schools, and traditional teacher-centered methods may discourage students from perceiving English as relevant or attainable.

This macro-level challenge was also evident in specific regions like Neiva, Colombia. In this setting, English was increasingly recognized as essential for academic and professional opportunities. However, many public-school students, particularly adolescents, lacked the achievement motivation required to fully engage in English learning. Adolescence added complexity, as students in this developmental stage were especially sensitive to success and failure, factors that directly influenced their motivation and self-concept.

Recent studies in Colombia confirmed this trend. Research identified a lack of student interest and autonomous learning as major obstacles (Avendaño et al., 2024) and demonstrated that uninspiring teaching practices increased disinterest (Arango & Bastar, 2016). While these studies effectively diagnosed the problem, a clear research gap was identified in testing practical, classroom-based interventions designed specifically to target achievement motivation through structured pedagogical frameworks.

Moreover, interventions tailored to the local context demonstrated

transformative potential. A descriptive study conducted in public secondary schools across Huila by Rosero (2024) revealed that ludic and culturally relevant strategies significantly improved students' attitudes and autonomous engagement. This finding emphasized the importance of promoting supportive learning environments to address motivational barriers, providing a strong rationale for the interventionist approach adopted in this study.

Given these considerations, the implementation of Task-Based Learning (TBL) was identified as a promising opportunity. TBL created a learning environment that fostered intrinsic motivation through meaningful, real-life tasks. This study aimed to explore whether TBL, by engaging students in impactful, goal-oriented tasks, activated their internal motivation, encouraged persistence, and instilled a sense of accomplishment in English learning.

This research was relevant as it sought to enhance English language education in public schools by offering a practical, evidence-based approach to understanding and addressing student motivation. The findings aimed to provide perspectives to support teachers in designing and implementing contextually relevant motivational strategies, assist administrators in allocating resources and promoting professional development initiatives and inform policymakers in the formulation or refinement of language education policies tailored to the specific needs of public-school contexts.

Additionally, this research aligned with the institutional research line of the Bachelor's in English as a Foreign Language program at Universidad Santo Tomás—specifically, the "Teaching and Learning of the English Language" line, which focuses on addressing real classroom and community issues through inquiry-driven, contextually grounded pedagogical interventions (Universidad

Santo Tomás, n.d.). The teacher-researcher positioned themselves as an active agent of change who identified a critical reality—low achievement motivation—and proposed a pedagogical intervention to transform it, addressing educational inequities at the classroom level.

Research Question

What was the impact of a Task-Based Learning (TBL) pedagogical intervention on the achievement motivation of sixth-grade students at Ángel María Paredes Public School in Neiva, as measured through pre- and post-intervention questionnaires and structured classroom observations?

Main Objective:

To evaluate the impact of a Task-Based Learning (TBL) pedagogical intervention on the achievement motivation of sixth-grade students at Ángel María Paredes Public School in Neiva.

Specific Objectives:

1. To diagnose the initial levels and characteristics of achievement motivation among sixth- students before implementing the TBL intervention.
2. To implement and monitor students' engagement and task performance, including collaborative work, during the implementation of the teaching sequence.
3. To assess post-intervention changes in students' achievement motivation using both quantitative and qualitative measures.

III. Literature Review

This chapter provides a comprehensive understanding of the context and theory related to the research topic by integrating the literature review with the theoretical framework. The core concepts of the study—Achievement Motivation and Task-Based Learning (TBL)—are clearly defined. This includes an overview of previous research and relevant theories, where key terms are identified and explained, and their relationships within the theoretical framework are outlined. Through this categorization, a solid foundation for the research is established, ensuring coherence and clarity in the interpretation and presentation of the results.

3.1. Achievement Motivation

For this study, Achievement Motivation is defined as the psychological force that energizes and directs students' engagement toward challenging academic tasks, fostering effort, perseverance, and persistence in pursuit of personal mastery and competence. This conceptualization aligns with Hill & O'Dell's (2024) definition of achievement motivation as an internal drive to pursue success and maintain effort despite obstacles.

The cultivation of this intrinsic drive is vital in the context of this study, which focuses on learners in public school settings with limited external support or practice opportunities. In such environments, where external validation or authentic practice were scarce, internal motivation becomes the primary resource for sustained engagement and resilience. Therefore, understanding and enhancing achievement motivation are not only strategies for language acquisition but also a means of empowering students with self-

regulatory skills and confidence to succeed despite contextual limitations.

In *The Achieving Society*, McClelland (1961) identifies, measures, and establishes the societal importance of a psychological factor termed the "Need for Achievement" (nAch). Using a multifaceted methodology, including the Thematic Apperception Test (TAT) and cross-cultural content analysis, McClelland reports two main findings. At the individual level, people with high nAch prefer tasks of moderate difficulty, seek concrete feedback, and take personal responsibility for outcomes. At the societal level, the prevalence of achievement themes in a nation's literature strongly predicts its subsequent economic growth.

This foundational work is indispensable for the present research, as it provides the original theoretical framework for Achievement Motivation. McClelland's primary contribution lies in defining the construct as an internal, measurable drive with specific, observable characteristics. This framework explains the psychological mechanisms that a well-designed TBL intervention seeks to activate, including the stimulation. Intrinsic motivation, reinforcement of goal-oriented behaviors, and promotion of persistence—factors essential for sustained engagement and improved language learning outcomes.

Building on this, Atkinson (1964) refines the theory of achievement motivation by introducing motivational conflict. A mathematical model is proposed to predict behavior based on the interplay of psychological forces. Atkinson emphasizes that the tendency to approach a task depends on the motive for success, the probability of success, and its incentive value. Motivation is highest when tasks are of intermediate difficulty, as this balance offers the greatest challenge and attainable pride.

Furthermore, Atkinson's work is critically important, as it explains the internal conflict students face. The concept of balancing the "hope for success" with the "fear of failure" justifies the need for careful scaffolding and the creation of a supportive, low-anxiety environment, tipping the motivational balance in favor of engagement.

Ryan & Deci's (2020) Self-Determination Theory (SDT) further refines the understanding of internal drivers by presenting robust framework for motivation. According to SDT, human motivation is optimized when three innate psychological needs are satisfied by the environment. Firstly, *relatedness* refers to the sense of belonging and meaningful connection with others. Secondly, competence involves feeling affective and capable of mastering tasks and challenges. Finally, *autonomy* denotes having a sense of choice, control, and self-direction in one's actions. Consequently, learning contexts that support these needs lead to higher-quality motivation and greater engagement.

SDT is highly relevant, as it provides the theoretical rationale for TBL as an effective methodology. TBL aligns three needs: relatedness is strengthened through collaborative tasks, competence is experienced by completing tasks with clear outcomes, and autonomy is promoted by giving students responsibility. Thus, TBL is justified not merely as a technique but as an environment designed to nurture the psychological roots of achievement motivation.

While SDT explains the conditions for immediate motivation, Angela Duckworth's (2016) work on "grit" extends this concept to long-term

persistence. In *Grit: The Power of Passion and Perseveranc*e, Duckworth defines grit as the tendency to sustain passion and perseverance for long-term goals. This construct is distinguished from situational motivation, with findings showing that a stable work ethic is a key predictor of success.

Duckworth's work is relevant for defining the goal of a TBL intervention. Although TBL can spark situational interest, the challenge lies in converting that interest into sustained effort, or "grit". Therefore, the success of TBL should be measured not only by momentary engagement but also by its capacity to cultivate a resilient mindset.

Furthermore, Panadero's (2017) framework of Self-Regulated Learning (SRL) provides an important lens to understand the gap between motivation and sustained effort. Six major models of SRL are analyzed, distinguishing between the "will" to learn (motivation) and the "skill" to manage one's learning process. For example, key phases, such as forethought, performance, and self-reflection, are identified. Successful learning requires not only motivation but also the active use of self-control and metacognitive strategies to translate goals into sustained effort.

The SRL framework is highly relevant, as it explains why students with high initial motivation may falter during task execution. The TBL intervention is conceptualized as a tool to enhance motivation (the "will") while providing a structured environment to scaffold and practice self-regulatory skills (the "skill"), particularly during the performance phase where self-control strategies are most needed.

Understanding the initial spark of motivation is essential for cultivating long-term grit. Guo and Fryer's (2025) work on situational interest a roadmap

for this. Their scoping review synthesizes research on environmental triggers of student interest, identifying six primary sources: utility-value/relevance, novelty, cognitive activation, social interaction, hands-on activity, and choice. These elements are most effective for generating initial motivation.

Moreover, Guo and Fryer's work is exceptionally relevant, as it offers an empirical guide for designing TBL activities. For sixth-learners, TBL tasks must include elements of novelty, relevance, social interaction, and choice. Therefore, a TBL intervention enriched with these evidence-based sources of situational interest is justified.

In addition, in the Latin American context, Arango and Bastar (2016) analyze motivation for learning English among 170 high schools' students in Bogotá, Colombia. Using the EAML (Escala de Motivación hacia el Aprendizaje del Inglés) scale, they find that teacher influence significantly impacts motivation. This study validates the teacher's role as a primary motivating agent, justifying the focus on a teacher-led TBL approach.

This study is highly relevant to the present research, as it provides local, empirical evidence from a Colombian context that remarks the teacher's essential role in fostering student motivation. The study involved 170 high school students and employed a descriptive and correlational methodology, while the current research adopts an intervention-based approach. Despite the methodological differences, its findings establish a critical foundation. The emphasis on a teacher-led pedagogical approach is justified, as Arango and Bastar (2016) identify the teacher as a key motivating agent. Consequently, the methodology implemented by the teacher—in this case, Task-Based Learning—serves as a practical and effective strategy for enhancing students' motivation.

Similarly, Roa, Aguilar & Roa (2022) conducted a study to describe the types of academic achievement motivation among first-semester psychology students. Using a quantitative, non-experimental, descriptive methodology, the researchers applied the Educational Motivation Scale (EME) to a sample of 57 students. The results revealed a predominantly high level of overall motivation (82.46%), with high levels of intrinsic motivation toward knowledge and medium-high levels of intrinsic motivation toward achievement.

Moreover, this study is highly relevant to the present research, as it provides a recent, local snapshot of achievement motivation within the Colombian educational system. Although the study focused on university students and employed a descriptive methodology, its contribution is significant. It establishes a baseline, showing that students often begin their higher education journey with high levels of intrinsic motivation. This finding is important because the challenge for younger learners lies not in creating motivation from scratch but in sustaining their inherent motivation. Consequently, the need for proactive pedagogical strategies like TBL at earlier stages is reinforced.

Furthermore, Chávez (2020) examined the relationship between achievement motivation and entrepreneurial attitudes among university students in PA quantitative, non- experimental, correlational methodology was employed with a sample of 100 students. Two validated instruments were used: the Achievement Motivation Inventory (ML-1) developed by Schuler et al. (2004) and the Entrepreneurial Attitudes Questionnaire (CAE). The study revealed a significant positive correlation between achievement motivation and

entrepreneurial attitudes, indicating that students with a higher drive for achievement demonstrated more favorable attitudes toward entrepreneurship.

Additionally, this Peruvian study is fundamental, as it empirically demonstrates the impact of achievement motivation on practical, goal-oriented within a Latin American context. Although its focus is on entrepreneurial attitudes, its contribution is impactful because it broadens the scope of achievement motivation beyond academic performance. The study validates the idea that enhancing this internal drive can produce "transfer effects." For the current research, this reinforces the argument that interventions designed to improve achievement motivation are not solely about improving grades but about cultivating a important psychological trait.

Lastly, Arreola et al. (2018), compared the levels of academic self-efficacy, psychological well-being, and achievement motivation between high- and low-performing university students in Mexico. Using a quantitative, comparative, non-experimental methodology, the researchers addressed 100 university students with validated scales. The results showed that high-performing students reported significantly higher levels of both academic self-efficacy and achievement motivation compared to their low-performing counterparts.

Therefore, this study is significant, as it provides strong, regional empirical evidence directly linking achievement motivation with academic self-efficacy. Its contribution is crucial because it validates the theoretical argument that these two constructs are key differentiators of academic success. For the present research, this finding supports the hypothesis that TBL tasks can successfully build self-efficacy, leading to a direct, positive impact on overall

achievement motivation. Thus, the empirical justification for targeting self-efficacy as a mechanism to improve motivation is provided by this study.

In summary, these theoretical insights directly inform the design of the TBL intervention, as detailed in the following chapter. By understanding the psychological mechanisms underlying achievement motivation, tasks are designed to activate self-efficacy and promote persistence.

3.2. Task Based Learning

To begin with, Task-Based Learning (TBL) is defined as a dynamic, learner-centered pedagogical methodology that makes language learning purposeful by focusing on the completion of authentic and meaningful tasks. This approach shifts the focus from the passive acquisition of isolated grammar rules to the active use of language as a tool to achieve specific outcomes. In practice, TBL is typically implemented through a three-phase framework: a pre-task stage, a task cycle, and a final language focus stage. Moreover, central to this methodology is the "task" itself —an activity with a clear objective that results in a tangible outcome (Ellis, 2020).

Moreover, the relevance of this approach becomes particularly significant when considering sixth-grade learners in public schools. TBL's emphasis on concrete tasks and collaborative problem-solving directly addresses their developmental need for purpose and social interaction. In contexts where out-of-class practice is limited, TBL simulates real- world communication, serving as a vital tool for educational equity and promoting the achievement motivation this study aims to strengthen.

Additionally, Dörnyei & Ushioda (2021) provide a comprehensive overview of motivation in second language acquisition. Their analysis emphasizes the critical role of the immediate learning environment and group dynamics in shaping student motivation. For learners with low internal motivation, the social context of the classroom can act as a prominent external motivator. Collaborative structures reduce interpersonal risk and pressure associated with individual performance by distributing cognitive and social responsibility.

This perspective is essential for the present research, as it establishes the theoretical link between the pedagogical design of TBL and its motivational impact. The learning environment is emphasized as a key driver of motivation. This justification supports the use of TBL with sixth-grade students, who exhibit varying levels of internal motivation. The collaborative and interactive nature of TBL is not merely a feature of the methodology but a direct application of this principle: a social context is created where motivation is supported externally through group dynamics, reducing anxiety and encouraging participation from all students.

Furthermore, Willis & Willis (2007) present a comprehensive pedagogical framework for TBL implementation in *Doing Task-Based Teaching*. Their work serves as a methodological guide grounded in constructivist principles, offering a structured three-phase model (Pre-task, Task Cycle, Language Focus). The resequencing of the learning process engages learners with communicative tasks that focus on meaning before explicit analysis of linguistic forms. This framework is indispensable for the present research, as it provides a detailed practical blueprint for designing the didactic

sequence and underscores the teacher's role as a facilitator in creating a low-anxiety, supportive classroom environment.

Similarly, Rod Ellis (2017) consolidates the principles of TBL in his work on Task- Based Language Teaching. He clarifies core tenets and advocates for a principled approach, offering a refined set of guiding principles. These include the distinction between focused and unfocused asks and the reaffirmation of the meaning-first principle. These principles serve as the theoretical backbone for the intervention's didactic design.

In addition, East and Wang (2024) examine the role of learners' first language (L1) in TBL, analyzing the between the "monolingual principle" and translanguaging. They argue that strategic use of the L1 can serve as an effective scaffold and that translanguaging aligns with TBL's core tenets. Controlled use of the L1 enhances comprehension and collaboration, reducing cognitive load and anxiety for learners with a high fear of failure. From an equity and pedagogical standpoint, this flexibility is particularly valuable.

Moreover, Saborit et al. (2022) develops a didactic proposal to improve oral expression skills in a Cuban pedagogical design study. Through observations, teacher interviews, and analysis of students' oral performance, the researchers identify recurrent limitations in interactive participation, learner autonomy, and pronunciation. Based on these findings, communicative tasks aimed at promoting cognitive independence toward a B1 level are elaborated. Although the study focuses on task-design rationale rather than empirical measurement, it serves as a methodological precedent for tailoring tasks to diagnosed learner needs.

Additionally, Cabezas (2023) investigates the impact of a Task-Based Language Teaching (TBLT) intervention on the speaking skills of tenth-grade students at a Colombian public school. Using an action-research methodology with pre- and post-testing, the study documents significant speaking performance and increases learner self-confidence. These findings are highly transferable to the present context, supporting the expectation that competence gains produced by TBL positively affect achievement motivation through enhanced self-efficacy.

Furthermore, Zuñiga (2016) implements a TBL approach to integrate the four language skills in a qualitative case study with six first-semester students. The intervention successfully promotes skills integration, communicative competence, and motivation. This success is partially attributed to the focus on a concrete product, which provides visible evidence of progress and demonstrates the relevance and value of English beyond the classroom.

Likewise, Guerrero (2019) conducts a mixed-methods case study in a public school in Medellín with 32 tenth-grade students over two months to examine the impact of TBL on Ownership of Learning. Four authentic tasks are implemented, and data are collected through video recordings, interviews, surveys, and artifacts, which are triangulated within the framework proposed by Conley & French (2014). Improvements are observed across five elements—motivation and engagement, goal orientation and self-direction, self-efficacy and self-confidence, metacognition and self-monitoring, and persistence. However, persistence is found to require extended scaffolding and duration. The study highlights TBL's potential to improve motivation and learning in resource-constrained settings, emphasizing the importance of

sustained, scaffolded practice.

In summary, Task-Based approach and its beneficial effects on English language learning are synthesized across theoretical and empirical sources. Evidence shows that student motivation can be directly impacted when tasks are designed to be authentic, collaborative, and meaningful. Moreover, competence gains produced by TBL are linked to improved self-efficacy and longer-term persistence. Building on these foundations, the methodological architecture designed to empirically test these theoretical connections within the classroom is outlined in the subsequent chapter.

IV. Research Design

The methodological structure of this study was developed to ensure both rigor and contextual relevance. To achieve this, a mixed-methods approach with an embedded quasi- experimental design was adopted to investigate the impact of a Task-Based Learning (TBL) intervention on the achievement motivation of sixth-grade students.

The details of the research design are presented in this chapter, starting with the methodological rationale, followed by participant selection, a description of the intervention, the instruments and procedures for data collection, and concluding with the variables and the data analysis plan.

4.1. Methodological Rationale: Mixed-Methods and Quasi-Experimental Design

A mixed-methods approach was selected, integrating quantitative and qualitative data to leverage the complementary strengths of each strand. According to Creswell and Clark (2018), this integration provides a more comprehensive and robust perspective on complex educational phenomena than a single method could achieve.

- The quantitative component followed one-group pre-test/post-test quasi-experimental design. This design was chosen for its practical applicability in real-world classroom settings, where random assignments to a control group were not feasible. For instance, a group of 10 sixth-grade students with diverse initial characteristics regarding motivation to learning English was selected. Before the intervention, an achievement motivation questionnaire was administered (see Appendix C), which included items such as: *"I make an effort to learn English because I like to improve every day"* and *"Even if the topic is difficult, I keep*

trying until I understand it". The initial results showed an average score of 3.94 on a 1-to-5 scale.

Afterward, the *"Classroom Treasure Hunt"* activity was implemented to promote collaborative interaction and practical use of English. During this activity, students worked in teams to identify objects in the classroom and describe their positions using structures like *"There is/There are."* Following the intervention, the questionnaire was administered again (see Appendix E), and the results showed a change in motivation, with an average score of 3.64. Although the difference was not statistically significant ($p > 0.05$), qualitative observations revealed an increase in situational interest and active participation. As noted by Pacheco et al. (2022), this design often provides clear evidence of an intervention's effect within a single group.

- The qualitative component included structured observations designed to provide depth and context to the quantitative findings. For example, during the "Classroom Treasure Hunt" activity, the collaborating teacher used an observation guide (see Appendix D) to document specific behaviors. One student, identified as Participant N.4, was described as *"exceptionally motivated and focused, demonstrating great effort, persistence, and a consistently positive attitude".* This observation offered insight into how collaborative tasks promoted situational interest and engagement, complementing the quantitative data. By triangulating data from Likert-scale surveys and structured observations, the credibility and validity of the findings were enhanced. Qualitative data were used to contextualize, explain, and enrich the quantitative results.

4.2. Population and sample

The research population consisted of students from a single sixth-grade class (section 601) where a general interest in the English subject had previously been confirmed through a preliminary needs analysis open-questionnaire administered to the entire class (see Appendix B). From this group, a purposive sample of ten (10) students was selected. The participants included six girls and four boys, aged between 11 and 13 years old. All of them belonged to the same sixth-grade section and shared similar socio-economic and educational backgrounds (see Appendix B). Moreover, participants were identified by the collaborating teacher based on two distinct behavioral profiles. Half of the sample consisted of students who enjoyed English but exhibited speaking difficulties and low self-confidence.

The other half included students who also expressed an interest in the language and participated more frequently but often showed low task motivation, perceived activities as overly difficult, and were prone to distraction. This selection strategy ensured representativeness regarding the specific motivational challenges under investigation.

4.3. The Intervention: The Task-Based Learning Sequence

The research intervention consisted of a Task-Based Learning (TBL) sequence implemented through four pedagogical activities: Find Someone Who, Classroom Treasure Hunt, Describing My Room, and My Daily Routine. Each activity followed Ellis et al. (2020) three stages-pre-task, task cycle, and language focus- ensuring consistency in the instructional design. The sequence combined collaborative and individual tasks, balancing peer interaction with personal responsibility. These activities constituted the pedagogical interventions designed

to activate students' motivation by linking authentic communication with meaningful tasks.

In addition, the intervention was carried out across four sessions (one per week, 90 minutes each). Two activities emphasized individual work, supported by at-home preparation, while the other two promoted collaborative engagement in class. This distribution allowed for the development of both autonomy and interaction, addressing different facets of achievement motivation.

To provide clarity, the following chart summarizes the structure of the intervention, including the TBL stages, the pedagogical objectives, and their alignment with the research objectives:

Table 1.

Alignment of TBL Activities with Pedagogical and Research

Activity	TBL Phases	Description	Time	Pedagogical Objective	Research Objectivez
Find Someone Who… (collaborative)	Pre-task → Task cycle → Language focus	Students worked in groups asking and answering questions to identify classmates who matched given statements (e.g., has a pet, can play an instrument)	90 minutes	Foster peer interaction, oral practice, and questioning skills.	To diagnose initial levels of motivation and characteristics of achievement motivation.
Classroom Treasure Hunt (collaborative)	Pre-task → Task cycle → Language focus	Teams solved written clues in English to identify and locate classroom objects, then described their findings	90 minutes	Enhance vocabulary use in context and promote teamwork	To implement and monitor engagement and task performance, including collaborative work.
Describing My Room (individual + oral)	Pre-task → Task cycle → Language focus	Students drew their rooms, wrote descriptions using *there is/there are* and prepositions, and presented orally.	90 minutes	Develop autonomy, written production, and oral accuracy.	To implement and monitor engagement and task performance, including collaborative work.
My Daily Routine (individual + oral)	Pre-task → Task cycle - → Language focus	Students described daily routines using present simple and times, combining written and oral presentation.	90 minutes	Build fluency in everyday language and reinforce consistency.	To assess post-intervention changes in students' achievement motivation using quantitative and qualitative measures.

Note. This table summarizes the four pedagogical interventions designed under the TBL framework. Each activity was structured according to Ellis' (2020) three phases- pre-task, task cycle, and language focus- ensuring consistency between pedagogical objectives and research aims. Source: own creation (2025)

Each of the four activities was not carried out in isolation but followed the three phases of the TBL framework (Ellis et al, 2020). For instance, in *Describing My Room*, students first reviewed vocabulary and examples (pre-task), then drew and wrote about their rooms (task cycle), and finally presented their descriptions with feedback (language focus). Similarly, in *My Daily Routine*, learners brainstormed routines and time expressions (pre-task), wrote and illustrated their routines (task cycle), and presented them with corrective feedback (language focus). Likewise, the collaborative tasks, *Classroom Treasure Hunt* and *Find Someone Who*, also followed this sequence, ensuring that each stage- preparation, active performance, and reflection- was consistently applied.

4.4.Data Collection: Instruments and Procedures

To ensure methodological rigor, two techniques were employed: the survey technique and the structured observation technique. A survey, defined by Cohen, Manion, and Morrison (2018) as a systematic tool to quantify attitudes and perceptions, was applied through pre- and post-intervention Likert-scale questionnaires. Meanwhile, a structured observation, understood as a systematic method for recording behaviors in natural settings (Tarushi & Bushi, 2024), was used to document student engagement and collaboration. These definitions clarify the theoretical support for the instruments employed.

The survey provided standardized self-reported data on students' achievement motivation, while the structured classroom observations offered complementary qualitative insights by documenting engagement, collaboration, and persistence in real time. Taken together, both instruments enriched the analysis by combining subjective perceptions with observable behaviors.

The alignment between research objectives, techniques, and instruments is presented in Table 2.

Table 2.

Objectives, Techniques, and Data collection Instruments.

Objectives	Technique	Instrument
1. To diagnose the initial levels and characteristics of achievement motivation among sixth- students before implementing the TBL intervention.	Survey	Likert Scale Questionnaire (Pre-intervention)
2. To implement and monitor engagement and task performance, including collaborative work.	Non-participant structured observation	Observation guide
3. To assess post-intervention changes in students' achievement motivation using	Survey	Likert Scale Questionnaire (Post-intervention)

quantitative and qualitative measures.		

Note. The table outlines the alignment between the research objectives, the methods employed, and the tools used for data collection. Adapted from the study's methodology section by own creation, 2025.

4.4.1. Pilot Study and Instrument Validation

Before the main intervention, a pilot study was conducted. The Likert scale questionnaires and pedagogical activities were submitted to the collaborating homeroom English teacher for review, who acted as a subject-matter expert. This validation step ensured clarity, comprehensibility, and age-appropriateness of the instruments. Additionally, the alignment of vocabulary and content with the curriculum and the Basics Standards of Competence established by the Colombian Ministry of Education (MEN) was verified under the teacher's supervision, ensuring the contextual validity of the research tools.

4.4.2. Quantitative Instruments: Likert Scale Questionnaire

To diagnose initial levels of motivation (pre-test) and to evaluate changes after the intervention (post-test), two questionnaires based on a 5-point Likert scale were administered. This psychometric approach, originally developed by Rensis Likert (1932), is widely recognized for its ability to quantify subjective attitudes by assigning numerical values to responses. According to Cohen, Manion, and Morrison (2018), Likert-type scales are

particularly effective for measuring psychological dimensions such as motivation in educational contexts.

Both instruments were designed and adapted from validated models of achievement motivation and second language learning motivation. Specifically, the items drew on the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich & De Groot, 1990), the Self-Determination Theory framework (Ryan & Deci, 2020), and the L2 Motivational Self System (Dornyei, 2001). The adaptation process contextualized the items to sixth-grade EFL learners in Neiva, Colombia, ensuring clarity, age-appropriateness, and alignment with the Colombian Ministry of Education standards. This procedure guaranteed both construct validity and local relevance.

- ✓ **Pre-test Questionnaire (Appendix C):** This instrument consisted of ten items designed to establish a quantitative baseline of students' achievement motivation, assessing dimensions such as self-efficacy (e.g., *"I feel capable of getting good grades in English if I work hard"),* effort (e.g., *"Even if the topic is difficult, I keep trying until I understand it"),* and persistence.

- ✓ **Post-test Questionnaire (Appendix E):** This instrument also consisted of ten items, but focused on students' self-reported perceptions of the TBL sequence's impact on their motivation. Moreover, it addressed dimensions such as situational interest (e.g., "The activities increased my interest in learning English"), perceived capability (e.g., "I felt capable of successfully completing the proposed tasks"), collaboration (e.g., "Working

in groups enhanced my motivation to learn"), and usefulness (e.g., "The activities seemed useful for applying what I learned in real-life situations").

Together, these two questionnaires provided complementary evidence of students' achievement motivation, allowing for the comparison of baseline levels with post-intervention perceptions while ensuring both theoretical grounding and contextual adaptation.

4.4.3. Qualitative Instrument: Structured Observation Guide

To monitor student engagement and task performance during the TBL sequence, a structured observation guide (Appendix D) was employed. The instrument consisted of ten predefined criteria in a Yes/No checklist format, complemented by space for descriptive field notes. These criteria targeted observable behaviors such as active participation, comprehension of instructions, sustained focus, respectful interaction in group work, appropriate use of target vocabulary (e.g., *there is/are),* task completion, creativity, clarity in oral presentations, effective use of supporting materials, and overall positive attitudes.

A total of four structured observations were conducted —one for each pedagogical intervention (Find Someone Who, Classroom Treasure Hunt, Describing My Room, and My Daily Routine). Each observation covered a full 90-minute session, documenting student performance through the ten checklist criteria and complementary field notes with specific examples of behavior. The English classroom teacher served as the non-participant observer, in line with institutional policies that restricted external researchers from observing lessons directly. Prior to implementation, the researcher provided guidance to ensure

the consistent application of the instrument.

This procedure ensured systematic and reliable data collection across all intervention sessions. For example, during the Classroom Treasure Hunt, special emphasis was placed on collaborative behaviors such as turn-taking, role-sharing, and negotiation of meaning. As Tarushi & Bushi (2024) highlight, structured observation enhances the reliability of qualitative data by combining standardized indicators with contextualized descriptions, thereby reducing subjectivity and classroom disruption.

Methodological Note. Due to institutional restrictions, only school staff were authorized to conduct classroom observations. Consequently, responsibility for applying the instrument was delegated to the collaborating teacher, under the researcher's supervision.

4.5. Unit of Analysis and Variables

4.5.1. Unit of Analysis

The unit of analysis consisted of the changes and manifestations of achievement motivation exhibited by the participating students. These were examined through quantitative scores from the surveys and qualitative data collected via the observation guide.

4.5.2. Variables

4.5.2.1. **Independent Variable (IV):** The independent variable was the factor intentionally introduced to observe its effect on the outcome and was treated as the presumed "cause" in the cause-and-effect relationship. In this study, the independent variable was the Task-Based

Learning (TBL) intervention, consisting of the four pedagogical activities detailed in Section 4.4.3.

4.5.2.2. **Dependent Variable (DV):** The dependent variable was achievement motivation, which was the outcome measured to assess the impact of the independent variable and was treated as the "effect" in the cause-and-effect relationship. Achievement motivation was defined and measured through scores from the pre- and post-intervention Likert- scale questionnaires and supplemented by behavioral indicators recorded in the structured observation guide.

4.6. Data Analysis Plan

The collected data were analyzed in three stages: quantitative analysis, qualitative analysis, and final integration.

- **Quantitative Analysis:** Numerical data obtained from the pre- and post-test Likert- scale questionnaires were analyzed using descriptive statistics, including the calculation of means and standard deviations to summarize motivation levels. In addition, a paired- samples t-test was performed to determine the statistical significance of differences observed between pre-intervention and post-intervention scores.
- **Qualitative Analysis:** Data derived from the observation guides, including checklist responses and descriptive field notes, were analyzed using thematic analysis. Patterns and themes related to student engagement, persistence, and interaction were identified and reported.
- **Integration of Data:** In the final stage, the quantitative and qualitative findings were integrated. Themes emerging from the

qualitative analysis were used to explain and contextualize the statistical results. For instance, when the paired-samples t-test

indicated a significant increase in motivation, observation notes provided concrete examples of how that change was manifested in student behavior during classroom activities. Therefore, triangulation was employed to provide a comprehensive interpretation of the intervention's impact.

4.7. Ethical Considerations

The ethical integrity of this research was upheld through strict adherence to several core principles: institutional authorization, informed consent and assent, and participant confidentiality.

Firstly, formal authorization was obtained from the School Principal, Ms. Mariela, before the study began. A commitment to adhere to the principles of Colombia's Ley 1581 de 2012 (Habeas Data), which governs the treatment of personal information and guarantees the right to privacy, was included in the authorization process.

Secondly, written informed consent was obtained from the parents or legal guardians of all ten participants, and the consenting process was documented. The consent form explicitly detailed the study's objectives, procedures, and the commitment to protect participants' privacy by refraining from using sensitive media (e.g., photos or videos).

Concurrently, written consent was also provided by the collaborating teacher, Ms. Olga Patricia. Verbal assent (affirmative agreement) was secured from each student before the intervention to confirm understanding of the

activities and voluntary participation.

Finally, unique identifiers ("Participant N.X") were assigned to all participants in research documents and reports (except in the observation guide, where "Student N.X" identifiers were used). This anonymization safeguarded personal data and the integrity of the minors, particularly given that the research was intended to be publicly accessible. This measure mitigated potential risks associated with the disclosure of personal information and reinforced the commitment to participant well-being.

Copies of the School Principal's authorization, the parental consent forms, and the teacher consent form are provided in Appendix A. The following chapter presents the analysis of the data collected and offers perspectives on the impact of the TBL intervention on achievement motivation.

V. Data Analysis and Discussion

This chapter presented the analysis of the data collected to address the research question: “What was the impact of a Task-Based Learning (TBL) pedagogical intervention on the achievement motivation of sixth-grade students at Ángel María Paredes Public School in Neiva?”

The analysis integrated data from three sources:

1. The pre-intervention questionnaire,
2. The observation guide, and
3. The post-intervention questionnaire.

Each data source was examined to provide comprehensive understanding of the intervention’s impact on students’ achievement motivation. The findings are presented in the following sections, organized according to the study’s specific objectives.

5.1. Methodology for Data Analysis

To ensure a comprehensive understanding of the intervention’s impact, the study employed mixed-methods approach with sequential triangulation, integrating quantitative and qualitative strands. Following Creswell and Plano Clark (2018), triangulation strengthens validity by systematically comparing findings from different sources, while Flick (2018) emphasizes that this process allows researchers to uncover convergences and explain discrepancies between datasets. The analysis was structured around the study’s specific objectives:

- ✓ **Objective 1:** Diagnose initial levels and characteristics of achievement motivation using the pre-intervention Likert-scale questionnaire, establishing a quantitative baseline of dimensions such as self-efficacy, effort, and persistence.
- ✓ **Objective 2:** To implement and monitor student's engagement and task performance, including collaborative work, through the structured observation guide, which recorded participation, use of target vocabulary, and interactional behaviors.
- ✓ **Objective 3:** To assess post-intervention changes in achievement motivation using the post-intervention Likert-scale questionnaire, complemented by thematic analysis of qualitative observations, to capture shifts from passive self-efficacy to situational interest.

5.1.1. Quantitative Analysis

Quantitative data from the pre- and post-intervention Likert-scale questionnaires (Appendices C and E) were processed using descriptive statistics (means and standard deviations) to summarize motivational levels before and after the intervention. Additionally, a paired-samples t-test was applied to determine the statistical significance of observed differences in the key motivational dimensions (self-efficacy, effort, and persistence).

Results showed a slight decrease in the group mean score, from 3.94 to 3.64 on

a 5-point scale (see Table 2). This reduction did not indicate a straightforward decline in motivation but rather a restructuring of motivational dynamics, which was later clarified and contextualized through qualitative evidence.

Table 3.

Summary of Pre- and Post-Intervention Mean Scores.

Metric	Pre-Intervention	Post-Intervention
Group Mean Score	3.94	3.64

Note. The table presents the group mean scores obtained from the pre- and post-intervention questionnaire.

5.1.2. Qualitative Analysis

In addition to the quantitative results, qualitative data collected through the structured observation guide (Appendix D) were analyzed using thematic coding and categorization. Specifically, ten predefined criteria were systematically reviewed across all four observed activities (Describing My Room, My Daily Routine, Classroom Treasure Hunt, and Find Someone Who).

As a result, three recurrent themes emerged as central to understanding student motivation. First, engagement was reflected in behaviors such as active participation from the start of activities, sustained focus, and willingness to complete tasks. Second, persistence appeared through evidence of effort when facing

challenges, attempts to clarify doubts, and consistent task completion despite difficulties. Finally, collaborative interaction was highlighted in respectful turn-taking, role-sharing, negotiation of meaning, and constructive peer support, particularly visible during the Classroom Treasure Hunt and Find Someone Who tasks.

For instance, during the Classroom Treasure Hunt, the observer noted that students not only located classroom objects but also engaged in peer scaffolding, helping each other with vocabulary and sentence construction. Therefore, such qualitative evidence supported the interpretation that, while mean scores decreased slightly, students' motivation evolved from passive self-confidence to situational interest grounded in real interaction.

This approach aligns with the guidance of Kushnir (2025), who provide a practical framework for thematic analysis in qualitative research, including generating themes from coded data and ensuring analytical rigor.

5.1.3. Data Triangulation

To consolidate the findings, a sequential triangulation process was carried out, combining quantitative and qualitative strands to ensure a holistic understanding of the intervention's impact. According to Nadelson et al. (2020), triangulation in educational research enhances validity by integrating different perspectives, while Carter et al. (2019) highlights that it allows researchers to confirm, complement, and expand interpretations

through multiple data sources. Following Creswell and Plano Clark (2018) and Flick (2018), this study adopted a transparent and systematic three-step process:

1. **Alignment of instruments with objectives:** Each research objective was associated with a specific instrument: the pre-intervention questionnaire for diagnosing motivational baselines, the structured observation guide for monitoring engagement and collaboration, and the post-intervention questionnaire for identifying motivational changes. This alignment ensured that comparable dimensions (e.g., self-efficacy, effort, persistence, interaction) were analyzed across data sources.

2. **Comparison of quantitative and qualitative findings:** The results from the Likert-scale items were systematically compared with the observational criteria. For example, the quantitative decrease in mean scores from 3.94 to 3.64 (items such as *"I feel capable of getting good grades in English"* or *"Even if the topic is difficult, I keep trying")* was contrasted with qualitative evidence of persistence and engagement observed during tasks. In this way, discrepancies between self-reported motivation and observed behaviors were identified and explained.

3. **Integration and interpretation of themes:** Emergent qualitative themes (engagement, persistence, collaborative interaction) were merged with the statistical outcomes to generate an integrated interpretation. For instance, although the post-test indicated lower scores in self-efficacy, observation data revealed

higher situational interest and active participation in collaborative activities. This integration confirmed that motivation did not simply decrease but shifted in quality—from passive confidence toward context-driven engagement.

Through this process, triangulation clarified how quantitative patterns were manifested in classroom behaviors and how qualitative observations contextualized numerical results. This methodological rigor provided a comprehensive understanding of how the TBL intervention influenced students' achievement motivation, moving beyond isolated datasets to a coherent interpretation of the phenomenon.

5.2.Data Management

The data management process was meticulously planned to ensure the ethical handling, organization, and integrity of all collected information. In addition to systematically processing quantitative and qualitative data, the data obtained from the Task-Based Learning (TBL) intervention, which comprised four pedagogical activities, was carefully integrated into this process. These activities were managed as follows:

- ✓ **Individual Tasks:** For "Describing Your Room" and "Your Daily Routine", responses were collected either in class or at home. Students produced their responses in English, including drawings and written narratives, which were initially recorded on printed forms (see Appendix F). These physical records were subsequently digitized and organized into individual participant files for analysis.

✓ **Collaborative Tasks**: For “Classroom Treasure Hunt" and "Find Someone Who," the regular classroom teacher recorded observational data using the structured observation guide (see Appendix D). Furthermore, checklist responses and descriptive field notes related to student engagement, teamwork, and task performance were transcribed by the researcher into digital format. Each participant’s data was then organized into individual tables and consolidated into a single file for further analysis.

In addition to the TBL-specific procedures, the overall data preparation process was conducted with rigorous ethical and methodological controls:

✓ **Ethical Handling and Anonymization:** Due to the sensitive nature of working with minors, each student was assigned a unique identifier (Participant N.X) in all research documents. This anonymization ensured confidentiality and complied with Colombia’s Ley 1581 de 2012 (Habeas Data), mitigating potential risks of personal information disclosure.

✓ **Quantitative Data:** Data from the pre-and post-intervention Likert scale questionnaires (Appendices C and E) were digitized and organized in spreadsheets. A detailed breakdown of the item-by-item responses was compiled into Appendix G for the pre-intervention phase and Appendix H for the post-intervention phase. All digital files were securely stored.

✓ **Language of Instruments:** To ensure full comprehension and reduce cognitive overload, instructions for all tasks and questionnaires were provided in Spanish. Nevertheless, students were

expected to generate their responses in English. This scaffolding strategy aligned with the participants' A2 proficiency level and the standards established by the Colombian Ministry of National Education (2006)

✓ **Collaborating Observer:** Due to institutional restrictions, classroom observations were conducted by the regular classroom teacher rather than the primary researcher. Although the researcher designed the instruments and the intervention, the teacher managed the implementation and observation. This decision ensured compliance with institutional policies and provided authentic qualitative data.

5.3.Discussion of Findings: Thematic Analysis

From the systematic analysis of the triangulated data, three principal thematic subcategories emerged, forming the overarching finding: the **"Transformation of Passive Self-Efficacy into Situational Interest"**. These subcategories are:

1. Activation of Passive Self-Efficacy
2. A Divergent and Persistent Gap in Sustained Effort
3. Collaboration and Practical Relevance as Motivational Drivers

5.3.1. Transformation of Passive Self-Efficacy into Situational Interest.

This category reflects the central finding of the study: the shift from a latent belief in one's abilities to active engagement and enjoyment in the learning process. This transformation aligns with Guo and Fryer (2025) emphasis on situational interest as a temporary, externally stimulated state that can evolve into long-term engagement

when supported by meaningful tasks. Similarly, East and Wang (2024) highlight the role of Task-Based Learning (TBL) in cultivating both cognitive and emotional involvement, bridging the gap between passive self-efficacy and active situational interest.

Before analyzing the findings, it is essential to understand the theoretical foundation of this category. Situational interest, as defined by Guo and Fryer (2025), refers to a psychological state triggered by external stimuli, such as novelty, relevance, or social interaction, which can lead to deeper engagement and long-term interest. East and Wang (2024) argue that TBL interventions, by incorporating authentic and interactive tasks, create an environment conducive to activating learners' self-efficacy and sustaining their situational interest. This process transforms passive self-efficacy—characterized by a latent belief of "I can do this" —into active participation and enjoyment, where learners shift to "I enjoy doing this".

Regarding case study, Participant No. 10 was described as: **"**An engaged, persistent, and positive student. Completes tasks effectively but could benefit from more creative oral expression**"** (Observation guide field notes, Appendix D). The observation aligns with the data from the table, which notes the student's strengths in task completion (Criterion 6: Yes), focus (Criterion 3: Yes), and active participation (Criterion 1: Yes). These behaviors reflect strong engagement and persistence.

However, the students showed limited creativity in preparing materials (Criterion 7: No) and struggled with oral presentation

skills, such as speaking clearly and using supporting materials (Criteria 8 and 9: No). This suggests a need for activities that encourage creativity and self-expression, such as storytelling or role-playing, to enhance their communicative abilities.

This description illustrates how the student transitioned from merely completing tasks to demonstrating a motivated and persistent attitude throughout the learning process. The student's active enjoyment of the activities as a clear indicator of situational interest generated by the TBL intervention.

Furthermore, the transformation observed in Participant No.10 remarks the dynamic interplay between self-efficacy and situational interest. Initially, the student exhibited passive self-efficacy, completing tasks without emotional engagement. Nevertheless, through the TBL intervention, which incorporated important and interactive tasks, the student's confidence was activated, leading to a deeper emotional and cognitive investment in the learning process.

This shift aligns with Guo and Fryer (2025) findings, which emphasize that situational interest is triggered by task novelty, relevance, and social interaction.

Similarly, East and Wang (2024) point out that TBL interventions cultivate authentic learning by encouraging personal experiences and linguistic creativity. This suggests that incorporating tasks promoting creative verbal expression could further enhance the student's engagement and learning experience. Moreover, this change

was evident in the student's ability to participate effectively and maintain a positive attitude, driven by the design of the tasks. These tasks, structured to be meaningful and collaborative, enabled the student to achieve tangible success while nurturing emotional engagement and a deeper connection to the learning process.

The students' positive results stemmed from the balanced design of the tasks, which combined individual and collaborative activities. Individual tasks like "Describing Your Room" and "Your Daily Routine" fostered self-efficacy by allowing personal expression through writing and drawing, making the learning relevant and significant. On the other hand, collaborative tasks like: "Classroom Treasure Hunt" and "Find Someone Who" promoted engagement through teamwork and social interaction, reinforcing language use in a dynamic and interactive way.

This mix of autonomy and collaboration nurtured both confidence and emotional connection, driving the student's effective participation and positive attitude.

This transformation from passive self-efficacy to situational interest aligns with Cabezas' (2023) findings, which emphasize that TBL interventions not only improve students' speaking abilities but also boost their confidence in using the target language. Cabezas argues that achieving tangible success in key skills, like speaking, creates the psychological conditions needed to strengthen overall motivation. Similarly, in this study, the TBL intervention offered authentic tasks and collaborative opportunities, effectively activating

self-efficacy and intrinsic motivation, as students transitioned to actively enjoying the learning process.

To clarify, passive self-efficacy refers to students' belief in their ability to succeed, which is not actively demonstrated during tasks. In contrast, **situational interest** refers to the active motivation and engagement triggered by tasks that connect learning to purposeful experiences (Appendix F). The transformation observed in this study was achieved through the convergence of three key factors:

1. **Authentic Task Design:** The TBL intervention was built on carefully designed tasks that resonated with the real-life experiences of students. Tasks like "Describing Your Room", and "Your Daily Routine" connected academic language with personal contexts, activating latent self-efficacy and shifting it toward an engaged, task-driven mindset.

2. Collaborative Engagement: Group-based activities, such as "Classroom Treasure Hunt" and "Find Someone Who" stimulated social interaction and peer support. These interactions reduced anxiety, fostered a sense of belonging, and encouraged active participation, transforming passive self- efficacy into situational interest.

3. Practical Relevance: Each activity was intentionally linked to real-world applications, making the language learning experience meaningful and purposeful. By mirroring genuine communication scenarios, the tasks generated emotional and cognitive investment, enhancing situational interest.

In conclusion, the strategic combination of authentic task design, collaborative engagement, and practical relevance

successfully transformed passive self-efficacy into active and sustained situational interest. Together, these factors increased students' confidence and performance, cultivating an environment where learning was perceived as both enjoyable and directly connected to their everyday lives.

The central finding was validated through the triangulation of three main data sources, ensuring the reliability and robustness of the results:

1. **Pre- and Post-Intervention Questionnaire:** These reflected changes in students' perceptions, showing a significant increase in situational interest after the intervention.
2. **Teacher's Observation Guide:** This systematically recorded behavioral changes, documenting increased participation, enthusiasm, and creative expression during both individual and group activities.
3. **Designed Tasks:** The practical evidence provided by the tasks demonstrated that the authentic and balanced design fostered active participation and meaningful involvement. This recurrent process of comparison and synthesis ensured the alignment and convergence of information, reinforcing the validity of the findings and offering a well-supported response to the research question.

5.3.1.1. Activation of Passive Self-Efficacy. This subcategory highlights the central process observed in the study: the transformation of students' latent confidence in their abilities into active engagement

and situational interest. Self- efficacy, as defined by Arreola et al. (2018), refers to students' beliefs about their ability to succeed. Their study identified this belief as a key factor distinguishing high-performing students, strongly associated with persistence in academic tasks and a focus on learning. While self-efficacy is an internal belief, it is a powerful predictor of active behaviors such as effort and engagement in an academic context.

Before analyzing the findings, it is important to understand the theoretical foundation of this subcategory. Arreola et al. (2018) describe self-efficacy as an internal belief in one's potential to succeed. Although this belief does not automatically lead to engagement, their findings show a strong positive correlation between high academic self-efficacy and high academic performance. Students with strong self-efficacy are more likely to demonstrate persistence and focus, which are necessary for academic success.

Participant N.7 responded to the statement, "I believe I can understand what is taught in English classes if I set my mind to it" (Pre-Test, Item 2, Appendix G), by selecting a score of 4 (Agree). This response reflects a moderate to high level of self-efficacy, suggesting that the participant felt confident in their ability to understand the material when making an effort.

This item reflects passive self-efficacy, where students rate their belief in their ability without necessarily acting on it. The TBL intervention activated this latent confidence by linking it to meaningful tasks and collaboration, transforming it into active situational interest. This

demonstrates how purposeful tasks can turn internal belief into visible involvement and enjoyment.

As described in the Research Design (Section 4.3), the intervention was implemented through four TBL activities (Describing My Room, My Daily Routine, Classroom Treasure Hunt, and Find Someone Who), each carried out in 90-minute sessions and structured according to Ellis's (2020) three phases: pre-task, task cycle, and language focus. Two of the tasks emphasized individual work, while the other two promoted collaborative engagement. These methodological steps ensured consistency and provided the framework through which passive self-efficacy was transformed into situational interest, as reflected in both the questionnaires and the classroom observations.

Moreover, the collaborating teacher observed that, during some activities, certain participants openly or implicitly (through facial expressions and body language) expressed limited understanding of the task, difficulty structuring sentences, or challenges managing grammar independently. These observations align with responses to the pre-test questionnaire, particularly Item 5, which assessed students' belief in their ability to succeed through effort. For example:

- Participant N.1 rated the statement, "I feel capable of getting good grades in English if I work hard" with a score of 3 (neutral), indicating passive self- efficacy tied to effort but not yet to active engagement.
- Similarly, Participant N.2 also rated this item with a score of 3.0, reflecting a similar perception (see Appendices C and G).

Therefore, these responses highlight the presence of passive self-efficacy, where confidence is linked to effort but not yet to visible

participation. The TBL intervention addressed this gap by connecting effort to relevant and meaningful tasks, promoting situational interest. As a result, students like Participants N.5 and N.7 began translating their latent confidence into active engagement, demonstrating enjoyment and participation during the activities.

These findings align with Chávez's (2020) concept of achievement motivation, which refers to the internal desire to accomplish goals and demonstrate competence, often tied to the belief that effort leads to success. Students' responses revealed foundational confidence in their abilities, which, while initially passive, reflected their willingness to work hard and achieve positive outcomes. Nevertheless, qualitative observations suggested that this confidence often remained unexpressed in terms of initiative.

> For example, Participant N.8 was described as a "Motivated and focused student who completes tasks effectively but shows limited creative initiative" (Observation Guide, Appendix D). The student actively participated (Criterion 1: Yes), understood instructions (Criterion 2: Yes), stayed focused (Criterion 3: Yes), and completed tasks effectively (Criterion 6: Yes). These behaviors reflected strong discipline and commitment.
>
> However, the student showed limited creativity (Criterion 7: No) and struggled with oral presentations, including clarity and the use of supporting materials (Criteria 8 and 9: No). These areas suggested a need for activities that encourage creativity and improve expressive skills.
>
> This observation indicates a student with strong task

commitment and discipline but lacking in creative expression. Although the TBL intervention cultivated motivation and focus, it highlighted the need for tasks that encourage creativity and independent thinking. Incorporating activities that promote open-ended problem-solving, or self-expression could further enhance students' engagement and development.

This aligns with Areola, Sierra, Cuervo, and Quintana (2018) argument that self-efficacy serves as the foundational belief in one's ability to succeed but requires external activation— such as tasks or supportive environments— to evolve into persistence, creativity, and active participation. While the student demonstrated motivation and focus, the limited creative initiative suggests that self-efficacy alone is insufficient without tasks designed to foster higher-order thinking and self- expression. This underscores the importance of integrating activities that challenge students to think independently and creatively, ensuring a more holistic development of their abilities.

Situational Interest **r**efers to students' active motivation and commitment during specific tasks. It reflects how the intervention influenced their willingness to participate and their interest in the learning process, a concept explored within the framework of interest development reviewed by Guo and Fryer (2025). This concept was assessed through the post-intervention questionnaire, with Item 7 illustrating how the intervention enhanced situational interest by emphasizing the practical application of learning in real-life contexts:

"The activities seemed useful for applying what I learned in real-life

situations" (Post-Test, item 7, Appendix E). The responses to this item revealed a generally positive perception of the activities' relevance to real-life situations. For instance, Participants N.3, N.4, N.5, N.6, and N.8 rated this item with a score of 4, indicating that they found the tasks meaningful and applicable to their daily lives. This aligns with Guo and Fryer (2025) assertion that situational interest is often triggered by "utility-value/relevance", which arises when tasks are perceived as beneficial to a student's goals.

However, variability in responses was observed. Participants N.1 and N.9 rated this item with a score of 3 (neutral), suggesting that while they did not find the activities irrelevant, they may not have fully connected them to their personal goals or real-life contexts. This variability highlights the subjective nature of perceived relevance, as individual learners interpret the utility of tasks differently based on their personal experiences, goals, and contexts.

The statement "I felt motivated to actively participate during the activities" (Post-Test, Item 2, Appendix E) reflects the degree to which the intervention successfully fostered situational interest and engagement among students. This item assessed the motivational impact of the activities on students' willingness to participate actively during the intervention. The responses to this item revealed a generally positive outcome. Participants N.3, N.5 and N.8 rated this item with a score of 4 (agree), indicating that the intervention effectively motivated them to engage actively in these tasks. This aligns with the concept of situational interest, as described by Guo and Fryer (2025), which is triggered when tasks are perceived as

meaningful and enjoyable. The collaborative and practical nature of the activities, such as “Find Someone Who” and “Classroom Treasure Hunt,” likely contributed to this heightened motivation by creating an interactive and supportive learning environment.

However, variability in responses was observed. Participants N.1, N.2, N.4 and N.10 rated this item with a score of 2 (Disagree). While they did not feel entirely unmotivated, the activities may not have fully resonated with their personal interests or goals. This variability highlights the subjective nature of motivation, as individual learners respond differently to the same tasks based on their preferences, experiences, and comfort levels with group dynamics.

This item further illustrates how the intervention successfully triggered situational interest by fostering a sense of motivation and engagement. Guo and Fryer (2025) emphasize that situational interest is driven by tasks that capture students’ attention and encourage active involvement, such as *“cognitive activation”* or *“novelty”*. The design of the activities, which emphasized relevance and collaboration, played a key role in transforming passive attitudes into active participation. By connecting tasks to important contexts and promoting interaction, the intervention reinforced students’ commitment to the learning process and increased their willingness to engage actively.

These responses indicated a moderate increase in situational interest, showcasing a shift from abstract self-efficacy to tangible engagement. This transformation was further supported by field

observations:

"*The student actively participates from the beginning of the activity, demonstrates understanding of the instructions and the task's objectives, and shows a positive attitude and willingness to complete the task.***"** (Participant N. 1, Observation Guide for Field Notes, Appendix D).

This observation aligns with the criteria, where the student demonstrated active participation (Criterion 1: Yes), understanding of task objectives (Criterion 2: Yes), and a willingness to complete tasks (Criterion 10: Yes). Additionally, the student interacted respectfully in group tasks (Criterion 4: Yes) and completed required components effectively (Criterion 6: Yes). These behaviors reflected engagement and task-oriented commitment.

However, the student struggled with focus and persistence when tasks became challenging. This was evident in their inability to stay focused (Criterion 3: No) and difficulties with oral presentations and supporting materials (Criteria 8 and 9: No). These areas suggest a need for strategies to build resilience and maintain focus during complex tasks.

This observation demonstrated how the intervention successfully nurtured motivation by engaging the student from the outset. Ellis (2017) emphasizes that tasks grounded in real-world contexts enhance student engagement by making learning more relevant and relatable. This was evident in the intervention, where activities like describing a personal daily routine allowed students to

connect classroom learning to their own experiences, promoting active participation and sustained engagement.

Finally, the third concept is introduced, representing the central idea that encompasses the entire research. This concept serves as the foundation for understanding the motivational dynamics observed during the intervention and offers a framework for interpreting the students' behavioral and attitudinal changes.

Achievement Motivation: Defined as the drive to achieve goals and succeed, is often influenced by intrinsic and extrinsic factors (Chávez, 2020). This concept was explored through both pre- and post-intervention instruments, including the statement:

*"I make an effort to learn English because I like to improve every day" (*Pre-Test, item 1, Appendix C)

The responses to this item revealed varying levels of intrinsic achievement motivation among participants. For instance, Participants N.3, N.7, N.8, N.9 and N.10 rated this item with a score of 4 (agree), indicating a strong personal desire for self-improvement as a motivating factor in their effort to learn English. This aligns with Chávez's (2020) explanation that intrinsic achievement motivation arises from internal factors, such as the satisfaction of learning and the pursuit of personal growth. These participants demonstrated a self-driven commitment to improvement, which served as a foundation for sustained engagement in the learning process.

On the other hand, Participants N.2, N.5, and N.6 rated this item with a score of 3 (Neutral), suggesting a less intrinsic

motivation. While these students may recognize the importance of learning English, their effort may be influenced more by external factors such as grades or teacher expectations, rather than a personal desire for growth. This variability highlights the dual nature of achievement motivation, where intrinsic and extrinsic factors interact differently depending on individual learner profiles.

The following item illustrates the student's intrinsic motivation to achieve, emphasizing their self-driven effort to set and pursue personal learning goals:

- *"The activities helped me set personal learning goals"* (Post-Test, item 9, Appendix E).

The responses to this item revealed a generally positive perception of the intervention's impact on students' ability to establish personal learning objectives. Participants N.3 and N.4 rated this item with a score of 4 (agree), indicating that the activities effectively encouraged them to set clear and meaningful goals for their learning process. This aligns with Chávez's (2020) assertion that goal-setting is a fundamental component of achievement motivation, as it provides students with direction and purpose. These participants demonstrated a strong connection between the intervention's design and their intrinsic drive to improve, suggesting that the activities empowered them to focus on tangible outcomes and maintain commitment to their learning.

Nevertheless, variability in responses was observed. Most participants rated this statement with a score of 3.0 (neutral),

indicating that the activities may not have fully resonated with their personal learning needs or goals. This variability highlights the subjective nature of achievement motivation, as not all students may perceive the same tasks as relevant or impactful for their individual objectives. For these participants, external factors or alternative approaches to goal setting may play a more significant role in driving their motivation.

The analysis of these items revealed how the intervention effectively promoted achievement motivation by connecting tasks to students' personal goals. This connection is supported by the findings of Roa, Aguilar & Roa (2022), who identified high levels of intrinsic motivation as a key factor in the academic success of university students. Their study suggests that when learners are driven by internal goals and interests, their engagement becomes deeper.

Regarding a case study, Participant N.4 was described as: *"exceptionally motivated and focused. Demonstrates great effort, persistence, and a consistently positive attitude during group tasks"* (Observation Guide, Appendix D). This observation aligns with the criteria, where the student actively participated from the beginning (Criterion 1: Yes), understood instructions and objectives (Criterion 2: Yes), interacted respectfully in group tasks (Criterion 4: Yes), and completed required components effectively (Criterion 6: Yes). Additionally, the student demonstrated effort and creativity in preparing materials (Criterion 7: Yes) and maintained a positive attitude throughout (Criterion 10: Yes). These behaviors reflect strong

engagement, collaboration, and persistence.

Despite these strengths, the data also revealed areas for improvement. For example, the student struggled to maintain focus consistently (Criterion 3: No) and faced challenges with oral presentations, such as speaking clearly (Criterion 8: No) and using supporting materials effectively (Criterion 9: No). These gaps suggest that while the student excelled in group dynamics and task completion, they could benefit from targeted support in oral communication and strategies to sustain focus during complex tasks.

This observation suggests that the student possessed strong self-discipline and a genuine desire to achieve her goals. Her dedication and ability to work effectively in a team were evident. Moreover, her persistence in facing challenges with determination could inspire other group members to adopt a similar attitude This behavior indicates that the student was not only committed to their own learning but also contributed positively to the group environment.

Likewise, this observation is coherent with the findings of Saborit et al. (2022), who states the importance of collaborative and communicative tasks in fostering motivation and persistence. Team-based activities enhance linguistic competence and create a supportive environment where students feel encouraged to participate actively and maintain their efforts. For instance, Participant N.4's consistent motivation and positive attitude during group tasks exemplify the positive effects of collaborative learning on

engagement and persistence.

Post-intervention data revealed a noticeable transformation in student motivation and engagement. For example, Participant N.8 reported a relevant increase in situational interest, while Participant N.2, who was initially disengaged, demonstrated marked improvement in motivation through collaborative tasks, and a noticeable enthusiasm for completing assignments. Their engagement was evident in the quality of their contributions, which reflected a deeper understanding and interest in the task content. Therefore, these changes are attributed to the TBL task design, which focused on authenticity, collaboration, and real-world relevance. Ellis (2017) notes that such tasks reduce the abstraction of language learning and help learners connect with the content in meaningful ways.

The central hypothesis for this subcategory was that the intervention would activate latent self-efficacy and transform it into situational interest —not by creating motivation from scratch but by converting a passive belief into active engagement.

- **Average Pre-Intervention Self-Efficacy Score:** 4.2
- **Average Post-Intervention Situational Interest Score: 3.55**

The measurement of these two distinct variables—self-efficacy and situational interest—was intentional and aimed at understanding the motivational transformation triggered by the intervention. Self-efficacy, measured prior to the intervention, reflects students' internal belief in their ability to succeed, which is often passive and does not necessarily translate into active engagement.

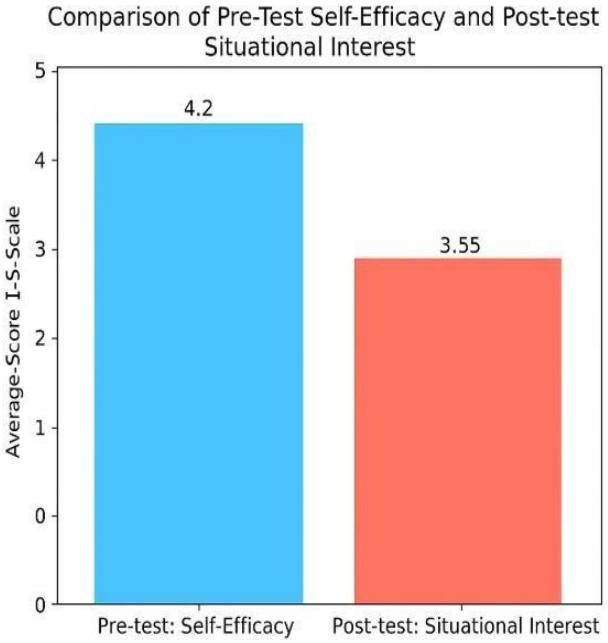
Situational interest, measured post-intervention, captures the active motivation and emotional involvement generated by the designed tasks.

The relationship between these variables lies in the intervention's goal: to transform passive self-efficacy into active situational interest. Therefore, by measuring both, the study demonstrated how the intervention activated students' latent confidence and redirected it toward meaningful participation and engagement.

This data supports the hypothesis. A high pre-intervention score (4.2) reflects strong, yet passive, self-efficacy. Nevertheless, the post-intervention score (3.55), although numerically lower, represents a great level of active situational interest successfully generated by the intervention. The transformation is not measured by comparing the numerical values directly but by demonstrating the successful conversion of a passive belief into tangible, active engagement.

Figure 5.3.1.1

From High Self-Efficacy to Moderate Situational Interest Post-Intervention.



Note. The figure illustrates the shift from high self-efficacy in the pre-test (average score: 4.2) to moderate situational interest in the post-test (average score: 3.55) following the Task-Based Learning (TBL) intervention. This change highlights the transformation in students' motivational dynamics.

Therefore, this motivational shift from passive self-efficacy to active situational interest is supported by a strong theoretical framework that guided the intervention's design. This framework not only provided the foundation for the intervention but also emphasized the importance of connecting theoretical principles to practical applications in the classroom, ensuring that the tasks were both meaningful and impactful for the students.

The TBL approach aligns with Arango & Bastar (2016) findings, which emphasize that meaningful activities designed by teachers are too important in promoting motivation and engagement among students. Their study points out that motivation increases when students feel challenged in ways that are achievable and relevant to their personal goals, which is essential for their academic and personal development. Although their research focused on students from seventh to eleventh grade, the principles of motivation and engagement they identified can also be applied to younger learners.

Chávez (2020) reinforces this by demonstrating a significant positive correlation between achievement motivation and entrepreneurial attitudes like persistence and proactivity. Furthermore, Silva (2019) suggests that goal-oriented tasks improve intrinsic motivation, especially when tasks connect to students' internal drives. Similarly, Roa, Aguilar & Roa (2022) found high levels of "intrinsic motivation toward knowledge" and "intrinsic motivation toward achievement" (p.48). Therefore, their results suggest that motivation deepens when students experience personal satisfaction, and a sense of accomplishment in the learning process itself, making it inherently relevant to them.

Therefore, grounded in this framework, the intervention was designed to assess key motivational components. Post-test feedback confirmed a positive shift, with students reporting increased interest in English and a greater appreciation for collaborative tasks. By aligning

instructional design with motivational theory and the students' developmental needs, the TBL approach proved to be a powerful strategy. The findings confirm that meaningful, real-world tasks, combined with collaboration, enhance not only language learning but also students' overall motivation and attitude toward the subject.

5.3.1.2. The Persistent Gap in sustained Effort. This subcategory remarks the discrepancy observed between students' immediate, task-driven engagement (situational interest) and their ability to maintain high-quality, long-term effort (persistence). The term "Persistent Gap" underscores that while the TBL intervention effectively sparked initial interest, it did not consistently translate into a deeper, more stable work ethic. This distinction is coherent with Duckworth's (2016) concept of "grit," defined as the ability to sustain passion and perseverance for long-term goals, which differs from fleeting, situational motivation.

Prior to the analysis, it is important to recognize that this subcategory explores the limits of the intervention. Despite situational interest can be effectively generated through well-designed tasks, altering a student's underlying capacity for sustained effort is a more complex challenge that often requires more than a short- term pedagogical strategy.

The participant observations reveal the gap between initial engagement and sustained effort, showcasing how students responded differently to the TBL intervention:

Participant N.7: *"Meets the basic requirements of the task but lacks*

focus and does not engage deeply or creatively" **(**Observation guide, Appendix D). This observation indicates that the student struggled with several aspects of the task. They did not actively participate from the beginning, failed to stay focused, and did not demonstrate understanding of the instructions or the task's objectives. Additionally, the student did not show effort or creativity in preparing their materials, nor did they display a positive attitude or willingness to complete the task.

This behavior reflects a superficial level of engagement. Although the intervention ensured participation, it failed to spark deeper curiosity or motivation needed for high-quality effort. The student's effort was minimal and lacked the sustained focus that defines true engagement. Duckworth (2016) would describe this as a low level of "grit" where the student completes tasks but does not persevere to achieve deeper understanding or creative outcomes.

Participant N5: *"very persistent and focused once engaged, though shows initial reluctance to participate."* (Observation guide, Appendix D). This observation points out the students' ability to demonstrate understanding of instructions (Criterion 2: Yes), complete required components effectively (Criterion 6: Yes), and show effort and creativity in preparing materials (Criterion 7: Yes). In addition, the student displayed a positive attitude and willingness to complete tasks (Criterion 10: Yes). These behaviors reflect strong persistence and focus once the student became engaged.

Nevertheless, the student struggled with initial participation (Criterion 1: No) and maintaining focus throughout the activity (Criterion 3:

No). The data also revealed challenges in group interaction (Criterion 4: No) and oral presentation skills, such as speaking clearly and using supporting materials effectively (Criterion 8 and 9: No). These areas suggest that while the students excelled in task completion and persistence, they could benefit from strategies to improve initial engagement and communication skills.

At the same time, Participant N.5's profile illustrates a different facet of the gap. Although the student possessed the internal trait of persistence, they struggled with the initial activation of interest. Their reluctance suggests a barrier to entry, where situational interest was not immediately triggered. However, once the task captured their attention, their natural capacity for sustained effort took over, allowing them to engage deeply and persist in completing the activity.

This behavior contrasts with Participant N.7, who completed tasks superficially without demonstrating deeper involvement or sustained focus. In the case of Participant N.5, the intervention successfully activated situational interest, leading to sustained effort and focus. Nevertheless, the initial hesitation underscores the importance of designing tasks that immediately capture students' attention and reduce barriers to participation.

Duckworth's (2016) model emphasizes that interest is a critical precursor to developing long-term passion and perseverance. While Participant N.5 exhibited grit once engaged, their initial reluctance highlights the need for strategies that foster immediate situational interest to ensure consistent participation from the outset. Even students with high potential for grit require compelling, relevant tasks to overcome initial

disengagement and fully activate their persistence. Participants demonstrated varying levels of engagement and persistence. For instance:

Participant N.7: Their "Describing My Room" activity included basic descriptions like *"There is a lamp on the table"* and *"There is a bed under the window,"* which were accurate but minimal. The drawings lacked additional detail. Similarly, their "My Daily Routine" activity consisted of a basic list of actions and times, such as "I wake up at 4:50 am," without further elaboration (Appendix F). These examples reflect limited engagement and effort.

Participant N. 5: In contrast, this student demonstrated greater detail and creativity. Their "Describing My Room" activity included personalized sentences like "There is a teddy bear in my bed" and *"There are some colors in the glass,"* along with thoughtful drawings. Their "My Daily Routine" activity showed deeper involvement, with actions like *"I help my mother at 5:58 am"* and a detailed illustration of their routine. These examples highlight the importance of task design that not only activates situational interest but also sustains effort, addressing barriers like initial reluctance or superficial engagement.

Furthermore, these observations align with the findings of Arreola et al. (2018), who demonstrate that self-efficacy and achievement motivation are strong predictors of high academic performance. Their results propose that the gap between students with high and low persistence is closely tied to these underlying psychological factors. Consequently, a lack of sustained effort is not merely a behavioral issue but is rooted in weaker beliefs about one's capabilities and a reduced focus on academic

mastery.

The quantitative data from the post-intervention questionnaire provides valuable perspectives into the relationship between situational interest and persistence. For example:

Item 7:"*I prefer English activities that make me think and learn new things"* (Pre-test, see Appendix C). This item measures the appeal of tasks that are novel and cognitively stimulating. The responses revealed a generally positive perception among participants, with an average score of 3.5. Participants N.4, N.5, and N.9 rated this item with a score of 4 (agree), indicating that they were motivated by activities that challenge their thinking and encourage learning. However, Participants N.1, N.2, N.6, N.7 and N.8 rated this item with a score of 3 (Neutral), suggesting that not all students are equally drawn to cognitively engaging tasks. This variability highlights the subjective nature of situational interest, as individual learners respond differently to the same tasks based on their comfort levels, prior knowledge, and learning preferences.

Related to the persistent gap, Item 6 provides evidence: "*Even if the topic is difficult, I keep trying until I understand it"* from the Pre-test (see Appendix C) measures students' self- perceived persistence, a core component of what Duckworth (2016) concept of grit. The responses showed an average score of 3.6, indicating a moderate level of persistence among the group.

Participants N.3, N.4, N.5, N.8 and N.10 rated this item with a score of 4 (agree), suggesting that they perceived themselves as capable of maintaining effort even when the topic becomes difficult. In contrast, Participants N.1, N.2, N.6, N.7 and N.9 rated this item with scores of 2 or 3 (Disagree or Neutral), indicating a lower self-perception of persistence.

This discrepancy highlights "Persistent Gap," where students' willingness to engage does not always translate into the ability to sustain effort through challenges. Guerrero (2019) emphasizes the importance of designing tasks with gradual complexity and clearly defined goals to maintain motivation over time. This strategy can help close the gap between situational interest and sustained effort by providing students with the structure and support needed to persevere through challenges.

The gap between situational interest and sustained effort became more evident when analyzing individual participation data. For example:

Participant N.3: Scored high on effort-related items in the pre- questionnaire, such as:

Item 10: *"I strive to do well in English, even if it is not my favorite subject"* **(**Me esfuerzo por hacerlo bien en inglés, incluso si no es mi materia favorita). (see Appendix C).

The responses to this item revealed a moderate to high level of self-perceived effort among participants, with an average score of 3.7. Participants N.3, N.4, N.5, N.8 and N.10 rated this item with a score of 4 (agree), indicating that they perceived themselves as determined to succeed in English, even if it was not their favorite subject. This aligns with Duckworth's (2016) concept of "grit" which emphasizes perseverance and sustained effort toward long-term goals. These participants demonstrated a strong intention to persist, suggesting that they valued effort as a key factor in their learning process.

In contrast, Participants N.1, N.2, N.6, N.7, and N.9 rated this item

with scores of 2 or 3 (Disagree or Neutral), reflecting a lower self-perception of effort. These responses suggest that some students may not prioritize English as a subject or may lack the intrinsic motivation to strive for success in it. This variability highlights the subjective nature of effort-related self-perception, as individual students interpret their determination differently based on their personal goals, interests, and experiences.

While Participant P5's high score on item 10 reflected their self-perceived effort and determination, the teacher's observations revealed a disconnection between this perception and their actual behavior during challenging tasks. For example, the teacher noted that Participant N.5 was *"very persistent and focused once engaged, though shows initial reluctance to participate".* This suggests that while N.5 perceived themselves as determined, their situational interest required additional activation at the beginning of tasks to fully align with their persistence.

Observation data further supports this interpretation. N.5 did not actively participate from the beginning of the activity (Criterion 1: No) and struggled to stay focused initially (Criterion 3: No). However, once engaged, they demonstrated effort and creativity in preparing their materials (Criterion 7: Yes) and completed the required components of the task (Criterion 6: Yes). This pattern indicated that while N.5 had the capacity to persist, their motivation depended on external factors, such as the relevance or appeal of the task.

This discrepancy between self-perception and observed

behavior highlights the importance of designing tasks that not only sustain effort but also capture students' interest from the outset. Guerrero (2019) suggests that tasks with gradual complexity and clear scaffolding can help students like N.5 overcome initial reluctance and maintain persistence throughout the activity. By addressing both the activation of situational interest and the development of resilience, future interventions can better support students in aligning their self-perceptions with their actual behavior.

In terms of Self-Regulation and the role of SRL, teacher observations revealed that some students struggled with focus and self-regulation. For example, one student *"does not stay focused on the activity, showing distractions"* (Observation Guide, see Appendix D). This observation reveals a critical gap not in the student's motivation but in their self-regulate. This gap can be understood through the framework of Self-Regulated Learning (SRL), as reviewed by Panadero (2017). SRL involves both the will to

Regarding contrasting profiles, Participant N.3 had the **will** (motivation) but lacked the **skill** (self-regulation) to maintain focus. In contrast, **Participant N.6** had the cognitive **skill** (understanding) but lacks the **will** (motivation) to engage. These contrasting profiles remark two distinct reasons for the same outcome: a gap in sustained effort. Tailored interventions are needed to address these differences.

At the group level, post-intervention data revealed a significant increase in situational interest (from an average of 2.0 to 4.0), whereas sustained effort showed a more modest improvement

(from 2.0 to 3.0). This gap underscores the need for strategies that bridge the divide between initial engagement and long-term persistence.

To bridge this gap, educators should design tasks with gradual increases in complexity that scaffold student learning, allowing confidence and skills to develop progressively. Incorporating structured reflection opportunities helps students become aware of their learning processes and challenges, fostering metacognitive skills essential for persistence. In addition, providing supportive feedback and a classroom environment that encourages risk-taking, and resilience can nurture the development of sustained effort beyond initial interest.

Saborit et al. (2022) argue that tasks must be designed with a clear structure and specific objectives that align with the gradual increase in complexity. Clear objectives provide students with a roadmap, helping them understand the purpose of each task and how it connects to their overall learning goals. This structured approach ensures that as tasks become more challenging, students can rely on the clarity of the objectives to maintain engagement and reduce cognitive overload, which is vital for fostering persistence.

This dynamic was visually represented in Figure 5.3.2, which contrasts the trajectories of situational interest and sustained effort. The green line represents situational interest, derived from pre-test items related to enjoyment and participation, such as:

Item 3: *"I'm interested in learning English because it will be*

useful in the future" (Me interesa aprender inglés porque me será útil en el futuro) (Pre- test, Appendix C).

This item measures interest driven by utility value—the perceived future usefulness of learning English. The responses reveal a generally positive perception among participants, with an average score of 4.4. Participants N.1, N.3, N.5 and N.10 rated this item with a score of 5 (strongly agree), indicating that they strongly recognize the long-term benefits of learning English and are motivated by its relevance to their future goals. This aligns with findings of Guo and Fryer's (2025) findings, which identify "utility-value/relevance" as a primary source of situational interest. For these students, the perceived relevance of English to their future aspirations serves as a strong motivator to engage in the learning process.

Likewise, Participants N.4 and N.8 rated this item with a score of 4 (agree), suggesting that they also see the future usefulness of English as a motivator, though perhaps not as strongly as those who rated it a 5. These responses indicate a moderate level of situational interest driven by utility value.

However, Participants N.2, N.6, N.7, and N.9 rated this item with a score of 3 (neutral), reflecting a lower perception of English as relevant to their future goals. This suggests that these students may not yet see a clear connection between learning English and their personal aspirations, or they may prioritize other subjects or skills over English. This variability highlights the subjective nature of utility value, as students' perceptions of relevance are shaped by their

individual experiences, goals, and contexts.

The observation data aligns with the responses to Item 3 and emphasizes both the student's strengths and areas for improvement. Regarding strengths, the student actively participated from the beginning of activities (Criterion 1: Yes) and consistently showed a positive attitude and willingness to complete tasks (Criterion 10: Yes). This is reflected in their detailed and organized work in both the *"Describing My Room"* and *"My Daily Routine"* activities. Furthermore, the student completed all required components of tasks (Criterion 6: Yes) and demonstrated creativity in their drawings, such as the detailed illustrations of her room and daily routine (Criterion 7: Yes). Finally, the student effectively used target vocabulary and grammatical structures, such as *"There is"* and "*There are,"* in the *"Describing My Room"* activity (Criterion 5: Yes).

Nevertheless, the student struggled to stay focused throughout activities (Criterion 3: No), which may affect their ability to sustain effort during longer or more complex tasks. Similarly, although the student was motivated during group interaction, they did not consistently interact respectfully and constructively with classmates during group tasks (Criterion 4: No). This suggests a need for improvement in collaborative skills. Finally, the students faced challenges in speaking clearly and using supporting materials effectively during presentations (Criteria 8 and 9: No).

The gap between situational interest and sustained effort became more evident when analyzing individual participation data.

For example, while situational interest (measured by items like: *"I'm interested in learning English because it will be useful in the future"*) increased significantly, sustained effort (measured by items like *"Even if the topic is difficult, I keep trying until I understand it"*) showed a slower and less pronounced improvement. This discrepancy highlights the "Persistent Gap," where students' initial engagement does not always translate into the resilience and persistence required for long-term learning.

Guerrero (2019) emphasizes the importance of designing tasks with gradual complexity and clearly defined objectives to maintain motivation over time. This strategy can help close the gap between situational interest and sustained effort by providing students with the structure and support needed to persevere through challenges. Incorporating scaffolding, structured reflection opportunities, and supportive feedback can help students develop the metacognitive skills necessary for persistence. Additionally, fostering a classroom environment that encourages risk-taking and resilience can nurture the development of sustained effort beyond initial interest.

This dynamic is visually represented in Figure 5.3.2, which contrasts the trajectories of situational interest and sustained effort. The green line represents situational interest, derived from pre-test items related to enjoyment and participation, such as:

Item 3: *"I'm interest in learning English because it will be useful in the future"* (Pre-Test, Appendix C).

In contrast, the orange line represents sustained effort, derived from items related to persistence, such as:

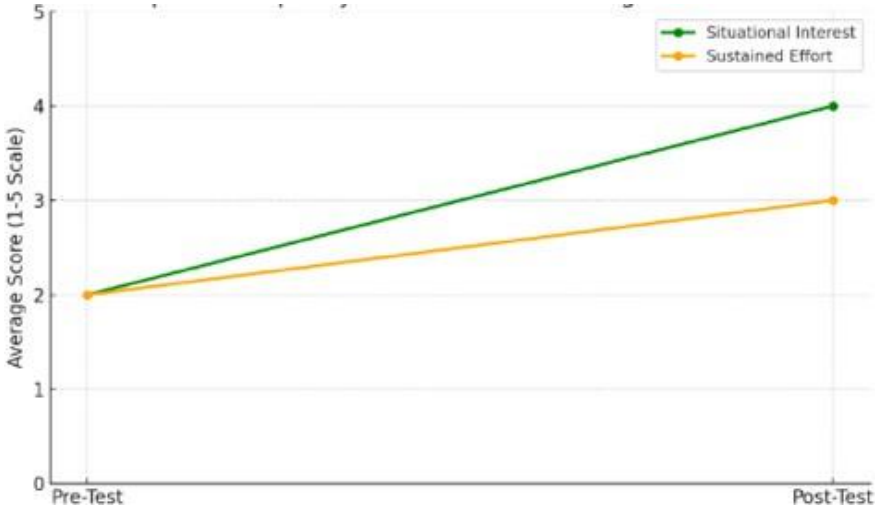
Item 6: *"Even if the topic is difficult, I keep trying until I understand it"* (Appendix C)

Item 10: *"I strive to do well in English, even if it is not my favorite subject"* (Appendix C)

Visually, the figure shows that while situational interest (green line) increased sharply, sustained effort (orange line) illustrated a much slower and less pronounced improvement. This visual discrepancy provides clear evidence of the "Persistent Gap," underscoring the need for pedagogical approaches that not only spark initial interest but also cultivate resilience and persistence required for long- term learning.

Figure 5.3.1.2.

The Persistent Gap – Discrepancy in Motivational Changes between Interest and Sustained Effort.



Note. The figure illustrates the persistent gap between situational interest and sustained effort observed in the pre-test and post-test results. While situational interest increased significantly after the intervention, sustained effort showed a more modest improvement, underscoring the need for strategies to bridge this motivational gap.

Finally, the persistent gap between situational interest and sustained effort underscores the complexity of fostering long-term motivation. While the TBL intervention successfully activated short-term engagement, additional strategies are necessary to cultivate resilience and persistence. By incorporating scaffolding, gradual task complexity, and opportunities for reflection, educators can bridge this gap and better equip students to persevere through challenges. The key takeaway is the need to design interventions that strategically balance the immediate spark of engagement with the deliberate development of long-term resilience.

5.3.1.3. Collaboration and Practical Relevance as drivers.

This subcategory highlights the two most influential pedagogical elements that contributed to the intervention's success: collaboration and practical relevance. These were not merely features of the tasks but were identified as the primary drivers of the observed motivational shift. This naming is supported by Self-Determination Theory (SDT), a prominent framework in motivation research. According to Ryan & Deci (2020), motivation

increases significantly when learning environments satisfy three core psychological needs: relatedness, competence, and autonomy. In this context, collaboration fosters a sense of relatedness; while practical relevance enhances feelings of competence and autonomy by making learning feel purposeful and valuable.

Before analyzing the specific evidence, it is important to recognize that this subcategory moves beyond whether the intervention worked to explore *why* it worked. It isolates the core components that students consistently valued, providing a clear roadmap for designing Task-Based Learning (TBL) interventions that cultivate genuine engagement.

Collaboration emerged as a central factor in fostering situational interest during group-based activities. For example, Item 6 in the post-test questionnaire stated: *"Working in groups during the activities enhanced my motivation to learn"* (Trabajar en grupo durante las actividades mejoró mi motivación para aprender) (see Appendix E).

The responses to this item revealed a range of perceptions regarding the impact of group work on students' motivation. Half of the participants rated this statement positively, with participants N.1, N.2, N.4, N.6 and N.8 assigning a score of 4 (agree). This indicates that for these students, the collaborative nature of the activities successfully enhanced their motivation to learn. These results align with Guo and Fryer's (2025) findings, which emphasize that collaboration cultivates situational interest by creating opportunities

for social interaction and mutual support. For these participants, working in groups likely provided a sense of relatedness and shared purpose, which contributed to their engagement.

In contrast, Participants N.5 and N.7 rated this item with a score of 3 (Neutral), suggesting that while they did not find group work demotivating, it may not have been a significant factor in enhancing their motivation. This could indicate that these students preferred individual tasks or that the group dynamics did not fully align with their learning preferences.

Teacher observations during activities such as *"Find Someone Who"* and *"Classroom Treasure Hunt"* revealed that students were more willing to participate actively when tasks required teamwork. For instance, Participant N.4 was described as *"exceptionally motivated and focused"* during group tasks, demonstrating how collaboration fostered both situational interest and sustained effort (Observation Guide, Appendix D). Similarly, Participant N.8 actively engaged in collaborative activities, identifying classmates and recording additional information, such as "She enjoys reading history books" and "She loves to cook on Sundays." These observations illustrate how peer interaction in collaborative tasks contributed to increased motivation and focus, emphasizing the role of teamwork in improving situational interest.

The average rating for Item 6 was 3.2, indicating a moderately positive perception of group work as a motivational factor. While most students leaned slightly toward agreement, the variability in responses

suggests that collaboration had a modest but noticeable impact on their motivation. This aligns with Panadero's (2017) view on Self-Regulated Learning (SRL), where co-regulation and shared cognitive load in group settings help reduce anxiety and enhance intrinsic motivation, even if not all learners experience it equally.

This item received moderately high ratings from most participants. The collaborative nature of the tasks encouraged a sense of connection and mutual support among students. Teacher observation notes reinforced this conclusion, stressing the positive impact of group activities on student engagement. For example:

Participant N.4: Described as "Exceptionally motivated and focused" during group tasks such as the "Find Someone Who..." activity (Appendix D). In this task, the student actively engaged by asking classmates questions and recording detailed responses, such as "She has a dog named Lupita" and "She can play the clarinet". The teacher's observation noted that N.4 demonstrated effort, persistence, and a consistently positive attitude, completing all required components and contributing constructively to the group dynamic (Observation Guide, see Appendix D).

Participant N.8: Noted as **"**Motivated and focused" *during collaborative activities* **(**Observation Guide, Appendix D). In the "Find Someone Who..." activity, N.8 identified classmates and recorded additional information, such as "She enjoys reading history books" and "She loves to cook on Sundays". Similarly, in the "Classroom Treasure Hunt" activity, the student worked with peers to identify objects based on clues and provided simple descriptions, such as "I sit in my desk" and "The

teacher writes on the board with the marker." While the teacher observed that N.8 completed tasks effectively, their contributions were primarily task-driven rather than exploratory or innovative.

These observations illustrate how peer interaction in collaborative tasks increased motivation and sustained focus, emphasizing the role of teamwork in improving situational interest. Activities like "Find Someone Who..." and "Classroom Treasure Hunt" provided opportunities for students to engage socially, share ideas, and support each other, reducing anxiety and encouraging active participation. Participant N.4 demonstrated exceptional focus and persistence, while Participant N.8 showed consistent engagement, though with limited creative initiative.

The intervention significantly improved situational interest and participation, especially among students with low initial motivation. This aligns with Guerrero's (2019) argument that collaborative environments foster a sense of belonging and shared purpose, essential for activating situational interest and sustaining effort. By leveraging teamwork, the intervention successfully enhanced motivation and participation, complementing the broader findings on the impact of task-based learning.

This aligns with the foundational TBL framework of Willis & Willis (2007), which emphasizes interactive and authentic communication as a driver of student commitment. Tasks like "Find Someone Who..." exemplified this principle by fostering a shared responsibility, enhancing both motivation and focus, particularly for

participants such as N.4 and N.8. Furthermore, this finding supports Dornyei & Ushioda's (2021) assertion that collaborative structures reduce anxiety and promote intrinsic motivation, particularly in students with low initial engagement.

Practical relevance also emerged as a key driver of engagement. Post-test items, such as Item 7, consistently received high ratings:

"The activities seemed useful for applying what I learned in real-life situations" (Appendix E).

As previously explained in the activation of the passive self-efficacy subcategory, this indicates that students value tasks connecting classroom learning to real-world applications. Teacher observation notes reinforced this finding:

Participant N.5: Described as "Very persistent and focused once engaged, though shows initial reluctance to participate" (Observation Guide, Appendix D). The student demonstrated understanding of instructions (Criterion 2: Yes) and successfully completed required components of tasks (Criterion 6: Yes). This was evident in the detailed and accurate descriptions provided in the "Describing My Room" activity, where the student used target vocabulary and grammatical structures such as "There is" and "There are" effectively (Criterion 5: Yes). The accompanying drawings further reflected effort and attention to detail.

Despite initial reluctance (Criterion 1: No), the student showed strong focus and commitment once engaged, as seen in the

"My Dail Routine" activity. The student provided a clear and organized list of daily activities with corresponding times, demonstrating effort and structure. Additionally, the inclusion of drawings in both activities (e.g., the room layout and the depiction of completing homework) showed creativity in task execution (Criterion 7: Yes).

This observation reveals that the student's persistence is conditional, activated by personal relevance. This connects to Self-Determination Theory (SDT), as described by Ryan & Deci (2020). According to SDT, motivation is enhanced when the core psychological need for autonomy is met. For this student, relevance was the key to unlocking their sense of autonomy. When a task is connected to his personal experiences, it transformed from an external requirement into an internally valued activity. This intrinsic value fueled their focus and persistence; without that connection, the motivation switch remained off.

This observation is supported by Chávez (2020) findings, which links high internal achievement motivation with persistence. For Participant N.5, persistence was not generated by the task itself but expressed their underlying achievement motivation, activated when they perceived a task as personally meaningful. This helps explain the variability in ratings for Item 7, as the relevance of a task is subjective and depends on how effectively it connects with an individual student's internal drive to succeed.

The implementation of collaborative tasks proved to be a

powerful motivational driver, especially for highly engaged students. This was supported by post-questionnaire data, where several participants consistently rated Item 6 with high scores of 4.0 (Agree). For instance, Participant N.3 was described in the observation guide as:

"Highly motivated, persistent, and engaged student. Shows a very positive attitude towards learning" during group-based activities **(**Observation Guide, Appendix D).

This observation suggests that the structure of the task fostered an environment conducive to success. The student's persistence and positive attitude can be interpreted as manifestations of high academic self-efficacy. This aligns with Arreola et al. (2018) findings, which established a positive correlation between high self-efficacy, mastery-oriented motivation, and superior academic performance. By providing a structured yet interactive framework, the collaborative activity likely reinforced the student's belief in their ability to complete the task, driving their engagement and effort.

Participant N.4: "Exceptionally motivated and focused. Demonstrates great effort, persistence, and a consistently positive attitude" during the "Find Someone Who activity (Appendix F).

This dynamic is further supported by Saborit et al. (2022), who argue that communicative tasks foster peer interaction and cognitive independence. For instance, the "Find Someone Who" activity established a supportive context where students like Participants N.3 and N.4 demonstrated high levels of motivation,

persistence, and focus. These results validate Saborit's assertion that collaborative tasks play a vital role in driving student commitment and sustained effort in language learning.

The motivational impact of collaboration was evident among students with lower initial engagement. For example, Participant N.2, initially identified as having low motivation and engagement, demonstrated a notable shift. The teacher observed:

"Shows low overall motivation and engagement; seems to struggle with understanding and completing tasks" (Observation Guide, Appendix D).

Nevertheless, during group tasks, the student interacted respectfully and constructively with classmates (Criterion 4: Yes), used target vocabulary and grammatical structures effectively (Criterion 5: Yes) and incorporates supporting materials into his work (Criterion 9: Yes). Therefore, this shift from passive observation to constructive interaction highlights the role of the immediate learning environment and group dynamics in promoting motivation (Dornyei & Ushioda, 2021).

Furthermore, the collaborative task structure distributed cognitive and social responsibility, reducing the interpersonal risk and pressure associated with individual performance. This created a psychologically safe space where the student felt secure enough to participate. The group provided a sense of belonging and shared purpose, fulfilling the fundamental human need for relatedness—a cornerstone of sustained motivation.

This creates a psychologically safe space where the student

feels secure enough to participate. Thus, the group provides a sense of belonging and shared purpose, which fulfills the fundamental human need for relatedness— a cornerstone of sustained motivation. Therefore, the student's shift to "constructive interaction" is not merely a change in behavior, but evidence of a core psychological need being met, which in turn served as a gateway to engagement.

This interpretation of the findings is strongly supported by the self-reported data of the participants. For instance, Participant N.2 rated the statement, *"Working in groups during the activities enhanced my motivation to learn"* with a score of 4 (Agree) (see Appendix E). This result confirms that the structure of tasks such as the "Find Someone Who..." and "Classroom Treasure Hunt" played a crucial role in transforming their classroom experience from one of isolation to one of active and motivated participation.

The findings align with the research of Zuñiga's (2016), which highlights the effectiveness of Team-Based Learning (TBL) in fostering participation and engagement through collaborative elements. Zuñiga's study emphasizes that TBL provides a structured environment where students collaborate to achieve shared goals, promoting accountability and mutual support. This approach proves particularly effective for students with initially low motivation, as the collaborative nature of TBL reduces feelings of isolation and encourages active involvement.

Group tasks, such as problem-solving or peer discussions, not only motivate students through peer interaction but also instill a sense

of responsibility toward the group's success. This dynamic creates a positive feedback loop, where increased participation builds confidence, which in turn enhances motivation. The intervention's use of activities like "Find Someone Who..." and "Classroom Treasure Hunt" reflects these principles, demonstrating how collaborative strategies can transform passive learners into active participants, even among those with limited enthusiasm.

Moreover, the perceived relevance of the tasks also emerged as a important factor influencing engagement. However, data from the post-intervention questionnaire revealed variability in the ratings for Items 6 and 7, indicating that while many participants recognized the importance of these components, they were not universally appreciated.

An analysis of the post-intervention data provides a detailed understanding of the intervention's impact, particularly regarding collaboration and task relevance. The statement, "Working in groups during the activities enhanced by motivation to learn," received varied responses, with ratings ranging from agreement (Participant 1: 4.0) to disagreement (Participant 3: 2.0).

This divergence can be explained using the framework proposed by Zúñiga (2016), who argues that Task-Based Learning (TBLT) fosters a "communicative and collaborative atmosphere" that enhances motivation and reduces anxiety.

Despite this approach proved effective for Participant N.4, who was described as: *"Exceptionally motivated and focused" during the* "Find Someone Who." activity

(Appendices D and F), the mixed survey suggest that the social dynamics of group work do not resonate equally with all learner profiles. For some students, the collaborative environment serves as a powerful motivator, fully supporting Zuñiga's (2016) findings on the benefits of TBLT. For example, the collaborating teacher observed that Participant N.4 thrived in the group setting and actively contributed to discussions, highlighting how group dynamics can energize and sustain engagement for certain learners.

In contrast, other students did not find the social dynamics of group work as motivating. Observations of Participant N.7 revealed difficulties in engaging with group tasks. This student did not actively participate at the beginning of the activity and struggled to maintain focus (Appendix D). Additionally, the student did not interact constructively with classmates or display a positive attitude toward completing the task. These observations suggest that while collaborative strategies align well with Zuñiga's findings for some students, their effectiveness may vary depending on individual learner profiles and comfort with group dynamics.

A similar pattern of variability emerged regarding the perceived relevance of the tasks. Item 7, which assessed whether activities were "useful for applying what I learned in real-life situations" (Las actividades me parecieron útiles para aplicar lo aprendido en situaciones reales), also received mixed ratings. To ensure clarity and comprehension, questionnaire statements and scale were translated into English and Spanish. Although several participants strongly agreed (totalmente de acuerdo) (4.0), others

remained neutral (3.0) (ni de acuerdo ni en desacuerdo) (See Appendices C and G).

Zúñiga (2016) emphasizes that TBLT's effectiveness lies in using "impactful" and "contextualized" real-world tasks that promote "authentic language usage": The data from this study supports this principle but adds a critical layer: the perception of "relevance" is highly subjective.

This subjectivity arises because individual learners' personal goals, experiences, and contexts shape their interpretation of relevance. For example, a student who frequently uses English in professional or social settings might find tasks focused on practical communication highly relevant, while another student with limited exposure to such contexts may view the same tasks as less applicable. Factors such as prior knowledge, cultural background, and future aspirations influence how learners perceive the usefulness of a task, making the concept of "relevance" inherently variable across different profiles.

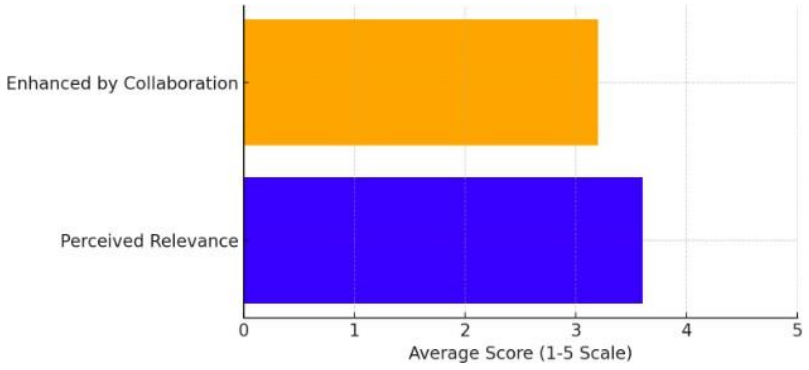
Chávez (2020) provides a valuable framework for understanding this variability, linking persistence directly to a high internal achievement motivation. Chávez identifies persistence not merely as a behavior, but as a core component of an entrepreneurial attitude driven by the desire to meet goals and overcome challenges. This perspective helps explain the focus and persistence demonstrated by Participant N.5 during activities like describing a personal routine. For this participant, the task was not simply a practical exercise but an opportunity for personal rather, it represented an important

opportunity for personal accomplishment, activating their underlying achievement motivation.

The study revealed that collaboration and practical relevance were two key motivational drivers within the TBL intervention. However, the post-intervention questionnaire data indicated variability in how these components were perceived by participants. As shown in Figure 5.3.3, the average scores for Enhanced by Collaboration and Perceived Relevance were 3.2 and 3.6, respectively, on a 1-5 scale. While both components were valued, the data suggests that their impact was not uniform across all participants, highlighting the need for further refinement in task design to address individual differences.

Figure 5.3.1.3.

Core Motivational Drivers Identified Post-Intervention



Note. The figure illustrates the core motivational driver identified post- intervention. "Perceived Relevance" received a slightly higher average score compared Enhanced by Collaboration," indicating that students valued the practical application of tasks more

than the collaborative aspects.

The variability in the scores for Enhanced by Collaboration and Perceived Relevance reflects the subtle impact of these components on student motivation. Collaborative tasks like “Find Someone Who...” fostered engagement and mutual support for participants such as N.4 and N.8, who demonstrated high levels of motivation and focus. However, others, such as Participant 3, rated collaboration lower, indicating that group-based activities may not universally enhance motivation.

This variability also helps explain the mixed ratings for Item 7. The perceived “relevance” of a task is both an objective quality and a subjective experience, contingent upon its ability to align with an individual’s intrinsic drive to succeed. If a task fails to tap into this personal achievement motivation, its practical application alone may not generate high levels of engagement. Therefore, this explains the neutral ratings from some participants and underscores the importance of tailoring task design to individual profiles.

These findings resonate with existing research while adding a critical layer of nuance. The motivational benefits of TBL are strongly supported by Silva (2019), who demonstrated that grounding tasks in collaborative, real-life situations enhance engagement. This study confirms that principle through the positive experiences of participants like N.4 and N.8. However, the divergent ratings from Participant 3 (collaboration) and Participant 10 (relevance) stress a critical reality: the motivational appeal of these elements is not universal. This suggests that although TBL provides a

powerful framework, its effectiveness depends individual learner preferences and dispositions.

This conclusion aligns with the findings of Arango & Bastar (2016), who emphasized the teacher's role in adapting activities to meet diverse student needs. For example, the variability in scores for Item 7 (Appendix G) demonstrates that while some students found the tasks highly relevant, others remained neutral, underscoring the importance of tailoring activities to individual profiles. This study reinforces their conclusion by showing that even well-designed collaborative and practical tasks require careful, individualized implementation to maximize their motivational impact.

The motivational benefits of collaboration and perceived relevance find strong support in Silva (2019) research. Silva demonstrated that a Task-Based Learning (TBL) approach effectively proves students' oral expression and overall engagement. For example, observations of Participant N.8 during the "Classroom Treasure Hunt" activity (see Appendix D) revealed consistent participation and enthusiasm. These findings align with Silva's conclusion that tasks grounded in collaborative, real-life situations promote a more interactive and engaging learning environment. However, the neutral provided by other participants indicate that these benefits are not universal. This observation emphasizes the need for further research to explore how TBL can be adapted to accommodate learner profiles.

The positive impact observed in participants such as N.4 and

N.8 supports this principle. However, the lower rating from Participant 3 highlights an important limitation: the motivational appeal of collaborative work does not resonate equally with all students. This suggests that while TBL offers a robust framework, its effectiveness depends on individual learner preferences and dispositions.

This study demonstrates that collaboration and practical relevance are essential components of a motivating TBL framework, but their impact is not absolute. The analysis shows that asks successfully encouraged interaction and mutual support, while practical relevance connected learning to real-world applications. Nevertheless, the most important finding is the subjective nature of these motivational drivers. The key pedagogical implication is the need for a flexible approach to TBL. Instructors should design a variety of tasks and remain attentive to the individual motivational profiles of their students to ensure that all learners are positioned for success.

VI. **Conclusions and Implications**

This chapter synthesizes the findings of the study. The Task-Based Learning (TBL) intervention's effect on the achievement motivation of sixth-grade students at Ángel María Paredes public school in Neiva are analyzed by triangulating data from pre- and post-intervention questionnaires, structured teacher observations, and student artifacts. The conclusions and practical recommendations are based on convergent quantitative and qualitative evidence, demonstrating that situational interest and classroom participation improved because of the TBL intervention. Specifically, authentic and collaborative tasks generated observable engagement and enjoyment during English lessons, while increases in task-centered interaction were documented in the teacher's field notes and students' outputs.

Latent beliefs about competence (passive self-efficacy) emerge and redirect toward active engagement, as students who reported confidence in the pre-test demonstrated this belief through visible participation when tasks were meaningful and attainable. However, the study also identified a limitation in sustaining long-term effort: although situational interest consistently appeared, persistence (often referred to as "grit") did not develop uniformly within the short duration of the intervention. This suggests that short-term motivational activation does not automatically translate into durable behavioral changes in persistence for all participants.

Furthermore, collaboration and practical relevance emerged as

the primary motivational drivers. Group activities and tasks that connected language use to students' personal experiences satisfied core psychological needs (relatedness, competence, and autonomy), thereby stimulating engagement, although learner responses varied and reveals that these drivers did not affect all students equally. The study also emphasizes pedagogical and professional benefits. On the pedagogical side, student-centered, collaborative, and contextually relevant instruction reinforces itself as a motivating approach that promotes engagement and situational interest.

On the professional side, the teacher-researcher strengthened skills in lesson design aligned with the TBL framework, developed expertise in classroom-based research methods (e.g., use of observation guides and thematic coding), and enhanced reflective practice by systematically analyzing the impact of pedagogical decisions. Moreover, the process fostered greater confidence in integrating quantitative and qualitative evidence for decision-making, which contributes to the teacher's long-term professional growth.

Finally, the study acknowledges methodological trade-offs. The quasi- experimental one-group pre-test/post-test design and mixed-methos triangulation allow for feasible and contextually grounded inquiry. However, the absence group limits causal attribution, and reliance on the collaborating teacher for observations introduces a potential source of interpretative bias.

Implications

Based on the conclusions and limitations of the study, the

following recommendations apply to future research and pedagogical practice:

- ✓ **Longitudinal studies:** Future research assesses the sustained impact of TBL on effort and motivation over time. Follow-up measurements determine whether situational interest evolves into long-term persistence.
- ✓ **Comparative and controlled designs:** To strengthen casual inference, future studies include control groups or alternative pedagogical conditions. This approach isolates the specific effects of TBL.
- ✓ **Personalization of task design:** Task align better with individual interests, goals, and learning profiles. Offering tasks variants and choice mechanisms optimizes motivational drivers for diverse learners, while incorporating principles of differentiated instruction ensures that content, process, and products are adjusted to meet varying levels of readiness, learning styles, and preferences. This approach not only respects individual differences but also maximizes engagement by creating meaningful pathways for all students to participate and succeed.
- ✓ **Adaptation to diverse motivational profiles:** Although collaboration and relevance are strong motivators for many students, their impact varies across individuals. Therefore, instructors should adapt task design to accommodate different motivational profiles by offering a variety of collaborative formats and ensuring tasks connect meaningfully to students' personal goals and contexts. This flexible

approach maximizes engagement by respecting individual differences in how students respond to social interaction and task relevance.

- ✓ **Integration of SRL (self-regulated learning) scaffolding:** To facilitate the transition from short-term interest to sustained effort, explicit instruction in goal setting, strategic planning, monitoring, and reflection is recommended. Graduated tasks complexity should also be incorporated.
- ✓ **Focus on teacher training: E**ffective TBL implementation depends heavily on instructor skill and adaptability. Professional development programs focusing on TBL design, differentiation, and formative assessment are strongly recommended.
- ✓ **Broader replication:** Future studies should replicate the intervention across different age groups, proficiency levels, institutional types, and cultural settings to evaluate the generalizability of the findings and refine contextual tasks principles.
- ✓ **Strengthening of measurement practices:** Future research should report reliability indices, effect sizes, and confidence intervals for future quantitative analyses. Independent observations or intercoder checks are also recommended to increase validity and quantify observer reliability.

Task-Based Learning is identified as a promising approach for increasing situational interest and momentary engagement in low-resource EFL classroom settings. Nevertheless, additional and sustained support is necessary to achieve consistent gains in long-term persistence. Future implementations are encouraged to combine TBL with SRL scaffolding,

differentiated task options, and longer intervention timelines. This combination would ensure that the immediate motivational benefits of TBL are more reliably converted into enduring learning habits and outcomes.

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VIII. Appendices

Appendix A. Signed Informed Consents: School Principal, Parents Of Selected Students, Collaborating Teacher.

1. School Principal

INSTITUCIÓN EDUCATIVA "ANGEL MARIA PAREDES"
Resolución de Reconocimiento Oficial No.0068 del 25 de marzo de 2003
"Nuestro Himno de Paz y de Amor– Semillero de Hombres Ilustres"
NIT 813.006.524-4 - DANE 141001002557

Neiva – Huila, mayo 08 de 2025

Señor (a):
DANIELA RODRÍGUEZ MONJE
Estudiante Investigador (a)
Universidad Santo Tomás
La ciudad.

Asunto: Autorización para realización de estudio investigativo con estudiantes

Por medio de la presente, Yo Yaneth García Sánchez, identificada con cédula de ciudadanía No. 36.069.130, en calidad de Rectora de la Institución Educativa **ÁNGEL MARÍA PAREDES**, de la ciudad de Neiva, me permito autorizar la ejecución del proyecto de investigación que usted adelanta como parte de sus estudios de licenciatura en Lengua Extranjera - Inglés, en la **UNIVERSIDAD SANTO TOMÁS**, y cuyo objeto principal consiste en analizar cómo la implementación de la metodología de aprendizaje basado en tareas (TBL) influye en la motivación de logro de los estudiantes. En particular, buscando entender cómo las tareas significativas y participativas en el área de inglés, pueden mejorar la motivación de los estudiantes para alcanzar sus metas académicas. Para este propósito, se seleccionará una muestra representativa de diez (10) estudiantes del grado Sexto, con la colaboración y apoyo de la docente de inglés, Olga Patricia Monje Montealegre, quienes participarán en conjunto, de forma activa en este Proyecto que cuenta con las siguientes consideraciones de trabajo:

1. Selección de participantes y criterios éticos: Declaro que he sido informada de que la selección de los estudiantes participantes se realizará de acuerdo con criterios claramente definidos, garantizando la libre voluntad y el consentimiento previo de los padres y/o acudientes de cada estudiante, conforme a lo dispuesto en la Ley 1581 de 2012 sobre la protección de datos personales. Además, se asegura que cada participante tendrá el derecho a retirarse en cualquier momento de la investigación, sin que esto genere repercusiones en su relación con la institución universitaria.

2. Desarrollo de la investigación y metodologías empleadas: Se me ha informado que la investigación incluirá la aplicación de instrumentos de recolección de información como encuestas con preguntas abiertas y cerradas, del tipo LIKERT, dirigidas a diagnosticar el interés y la motivación de los estudiantes hacia el aprendizaje del inglés, así como servir de etapa de post-intervención para evaluar el impacto de las estrategias previamente implementadas. Además, se desarrollarán actividades pedagógicas estratégicas, tanto en clase como en casa, en el marco de la participación. Todas estas técnicas, en conjunto, no son invasivas y están diseñadas pensando en no afectar el bienestar físico ni emocional de los estudiantes participantes. Las actividades de aula, así mismo, serán realizadas directamente por el investigador o con la colaboración del precitado docente de inglés.

3. Confidencialidad y protección de datos: También declaro que se me ha asegurado que toda la información recopilada será tratada con estricta confidencialidad, almacenada de forma segura y utilizada únicamente con fines académicos e investigativos. Este proceso se llevará a cabo conforme a los lineamientos de la Ley 1581 de 2012 sobre protección de datos personales. Además, se garantizará que la información recopilada permanecerá bajo custodia del investigador responsable y/o de la Universidad Santo Tomás durante el tiempo estipulado.

4. Costos de la investigación y beneficios para los participantes: Se me ha indicado que la investigación no implicará ningún costo económico para los estudiantes ni para la Institución Educativa. Por lo tanto, cualquier beneficio derivado de la investigación será estrictamente de carácter formativo o académico, tanto para el investigador como para los participantes.

5. Resultados de la investigación: Al finalizar el estudio, se brindará la posibilidad de conocer los resultados obtenidos, siempre que lo solicitemos, con el fin de asegurarnos de que la comunidad educativa se beneficie del conocimiento generado.

6. Dudas, consultas o reclamaciones: Finalmente, he sido informada de que, si se tienen inquietudes adicionales, comentarios o reclamaciones durante el desarrollo de la investigación, podremos contactar al investigador responsable. En caso de ser necesario, también se podrá dirigir cualquier duda o queja al Comité de Ética Científico de la Universidad Santo Tomás, garantizando la atención adecuada a cada situación.

Por lo anterior, expreso formalmente mi consentimiento institucional para el desarrollo de la investigación en las condiciones aquí descritas, con el cumplimiento de las disposiciones legales y éticas pertinentes.

Cordialmente,

YANETH GARCÍA SANCHEZ
Rectora

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2. **Parents/Legal guardians**

Neiva - Huila, mayo 12 de 2025

Señores
PADRES DE FAMILIA GRADO SEXTO
Institución Educativa Ángel María Paredes
La ciudad.

Asunto: Autorización para participación en proyecto de investigación escolar.

Cordial saludo:

Por medio de la presente, me permito solicitar su autorización para que su hijo (a) participe, de manera voluntaria, en el proyecto de investigación titulado: *"Proyecto basado en tareas para mejorar la motivación en el aprendizaje del inglés"*, desarrollado por la estudiante Daniela Rodríguez M., adscrita al programa académico de Licenciatura en Lengua Extranjera Inglés, de la Universidad Santo Tomás, en colaboración con la docente de la institución **Olga Patricia Monje Montenegro.**

Este Proyecto tiene como objetivo implementar actividades significativas y participativas en el aula que fomenten el interés y la motivación de los estudiantes por el aprendizaje del idioma inglés, con el fin de potenciar sus metas académicas y logros personales.

La participación de su hijo (a) consistirá en la realización de diversas tareas y dinámicas diseñadas para integrarse en el desarrollo habitual de las clases de inglés, sin interferir con el currículo establecido. Se garantiza que todas las actividades serán apropiadas para su edad y nivel educativo.

Es importante destacar que la participación es completamente voluntaria y que usted tiene el derecho de retirar su consentimiento en cualquier momento, sin que ello implique perjuicio alguno para su hijo (a). Asimismo, se asegura la confidencialidad de la información recopilada, la cual será utilizada exclusivamente con fines académicos y de investigación, conforme a las normativas éticas y legales vigentes.

Agradecemos de antemano su colaboración y quedamos atentos a cualquier inquietud que pueda surgir respecto a este Proyecto.

Atentamente,

DANIELA RODRÍGUEZ M.
C.C. 1075320949 expedida en Neiva.
Estudiante de Licenciatura en Lengua Extranjera Inglés
Universidad Santo Tomás

CONSENTIMIENTO INFORMADO

Quienes suscribimos la presente autorización en calidad de padre/madre o acudiente legal del grado sexto de la Institución Educativa Ángel María Paredes, de la ciudad de Neiva, manifestamos que:

- Hemos sido informados (as) de manera clara y suficiente sobre los objetivos, procedimientos y alcances del proyecto de investigación mencionado anteriormente.
- Comprendemos que la participación de nuestro hijo (a) es voluntaria y que podemos revocar este consentimiento en cualquier momento.
- Autorizamos la participación de nuestro hijo (a) en las actividades propuestas dentro del marco de este proyecto, entendiendo que se respetarán los principios de confidencialidad y ética profesional.

En constancia de lo anterior, los firmantes:

Firma:
Nombre: Paola Molina Franco
C.C. No.: 36305519

Firma: Victor Alfonso
Nombre: Victor Gdona
C.C. No.: 1075213235

Firma: Matilda cabrera C
Nombre: Matilda C
C.C. No.: 26 424 765 N

Firma: Gloria Esteffani Chany Aya
Nombre: Gloria Esteffanni Chany Aya
C.C. No.: 1003811086

Firma:
Nombre: Yaneth Vargas
C.C. No.: 36309004

Firma: Nabis orobio
Nombre: nabis nilidy orobio ortiz
C.C. No.: 1093214601

Firma:
Nombre: Jimena Montaño Matoma
C.C. No.: 1075302941.

Firma:
Nombre: Adriana Morales
C.C. No.: 26431611 Neiva

Firma: Jasbleidy Perdomo Noguera
Nombre: Jasbleidy Perdomo Noguera
C.C. No.: 33750202

Firma: Eldyn M. M.
Nombre: Eldyn M.M.
C.C. No.: 36300706

3.The collaborating teacher

DECLARACIÓN DE CONSENTIMIENTO
AVAL PEDAGÓGICO DEL DOCENTE COLABORADOR

Yo, **OLGA PATRICIA MONJE MONTENEGRO**, identificada con Cédula de Ciudadanía No. 51.666.305, en mi calidad de docente titular del área de Inglés para el grado Sexto 01 (601) en la Institución Educativa (I.E.) ÁNGEL MARÍA PAREDES, de la ciudad de Neiva, por medio del presente documento manifiesto mi pleno consentimiento informado para la ejecución del proyecto de investigación presentado por la estudiante **DANIELA RODRÍGUEZ MONJE**, identificada con Cédula de Ciudadanía No. 1075320949 y adscrita al programa de licenciatura en Lengua Extranjera: Inglés, de la Facultad de Educación de la Universidad Santo Tomás.

Comprendo que el propósito central del estudio consiste en implementar estrategias didácticas orientadas a reforzar la motivación de logro de los estudiantes en la asignatura de inglés. En este sentido, mi colaboración será activa y multifacética, abarcando desde la fase diagnóstica hasta la supervisión de los instrumentos y estrategias.

Que mi participación incluirá:

1. Para la fase diagnóstica, facilitar la información institucional requerida para la elaboración del "Need Analysis" (Análisis de Necesidades), permitiendo una caracterización precisa de la población estudiantil.

2. Mi rol será oportuno en la adaptación y validación de los instrumentos de recolección de datos. En este orden de ideas, considerando el nivel de competencia lingüística de los estudiantes, resultará importante orientar a la estudiante investigadora para que realice las siguientes adecuaciones metodológicas teniendo en cuenta que:

    - El cuestionario de preguntas abiertas será formulado íntegramente en idioma español para garantizar la expresión genuina de los estudiantes.

    - Los cuestionarios de pre y post-intervención (escala Likert) requerirán ser presentados en formato bilingüe (inglés-español) para asegurar su total comprensión.

- Es necesaria la supervisión de la implementación de dichos instrumentos en el aula.

3. Adicionalmente, es necesario un pilotaje previo de las actividades didácticas para verificar su pertinencia, la claridad de las instrucciones y su viabilidad de ejecución. Por lo tanto, se acuerda que dichas actividades mantengan sus instrucciones en idioma español, aunque las respuestas se esperan en idioma inglés, siendo su desarrollo completamente orientado y observado por mí como docente colaborador.

En virtud de este proceso colaborativo, certificaré que las estrategias e instrumentos diseñados sean pedagógicamente idóneos y se encuentren de conformidad con el currículo institucional, los lineamientos del Ministerio de Educación (MEN) y los Estándares Básicos de Competencias de Inglés para el grado Sexto de Educación Básica Secundaria.

Finalmente, confirmaré que tanto mi participación como la de los padres de familia, en calidad de representantes legales de los estudiantes, sea completamente voluntaria. Todas las preguntas que, en consecuencia, surjan serán respondidas satisfactoriamente antes de iniciar el presente proyecto.

Dado en Neiva – Huila, en mayo 13 de 2025.

Cordialmente,

Olga Patricia Monje M.

OLGA PATRICIA MONJE MONTENEGRO
Docente colaborador

Appendix B.

Need Analysis Template And Open-Ended Questionnaire Given To Students Prior To The Activities.

NEEDS ANALYSIS

Course Teacher´s Name: Olga Patricia Monje Montenegro
City: Neiva

INSTITUTION NAME
Ángel María Paredes
INSTITUTIONAL CHARACTERISTICS
Where is located?: Neiva city, Huila **Private or public school:** public school **Resources used for English classes:** Markers, blackboard, dictionaries, tape recorder **Methodology implemented at the school:** Workshops and homework based on learning activities **Is it a Bilingual school?:** No **Number of teachers:** 14
LEARNERS CHARACTERISTICS AND NEEDS
Number of students: 36 **Age:** 11 – 13 years old **English level:** A1 **Special needs:** none **Number of boys and girls:** 16 boys, 20 girls **Resources used in the classroom:** Photocopies, dictionaries, and occasionally the tape recorder. **Socioeconomic Stratum:** • 5.6% Stratum 1 • 80.5% Stratum 2 • 13.9% Stratum 3

Student attitudes toward English:

- 60% like the English subject.
- 20% like English but don't understand it.
- 20% don't like English.

Challenge I encounter as an English teacher

Lack of classroom resources for teaching lessons, such as computers for English activities.

Challenges to cope with:

- Students are not always able to pay attention in class.
- They get distracted very easily.
- They often get distracted by talking to classmates or playing around.
- They don't know how to manage themselves properly in an English conversation.
- They don't know how to write in English.
- The biggest challenge is their lack of motivation.
- Some students don't participate because they feel embarrassed to speak and/or write in English for fear of being mocked.

CUESTIONARIO PRELIMINAR
ÁREA DE INGLÉS
GRADO SEXTO (6)

Participant 1

A continuación, resuelve el cuestionario:

1. ¿Qué lo motiva a aprender Inglés? Si la respuesta es Negativa, entonces explíquela brevemente.
2. ¿Aprende el Inglés a partir de las tareas dejadas en clase? Si o No, ¿Explique por qué?
3. ¿Qué tipo de actividades le motivan más a aprender el idioma?
4. ¿Sus Padres se preocupan por su buen desempeño en el área de Inglés?
5. ¿Se motiva usted a través de las tareas asignadas, las pone en práctica?
6. ¿Qué habilidad del Inglés se le dificulta más aprender? (Habla, escucha, escritura, lectura)
7. ¿Qué dificultades se presentan para sentirse motivado en el aprendizaje del idioma inglés?
8. ¿Qué clase de material lo ayuda a participar más activamente en las actividades basadas en tareas?
9. ¿Cómo cree usted que el profesor de Inglés podría mejorar el desarrollo de las actividades asignadas en casa para aumentar su motivación?
10. ¿Usa la tecnología en su casa para aprender Inglés o para hacer sus tareas? ¿De qué forma cree que esto le ayuda a su motivación?, ¿Le ha funcionado el método de estudio escogido?

Respuestas:

1. me motiva a Prender el ingles para mejorar mis calificaciones y poder viajar
2. Sí V NO ___ **Explicación:** Porque cada dia aprendo mas del ingles con las tareas dejadas
3. me motiva aprender ingles Porque puedo viajal y tener un trabajo que gane mucho dinero
4. Si Porque me sirve para mas adelante como futbolista
5. Si me motivo Por aprender y mejorar mis notas
6. la escritura y el habla
7. No tengo ninguna dificulta Porque me gusta aprender ingles
8. el diccionario español y ingles
9. no Porque la Profesora de ingles explica muy bien el tema
10. yo lo utilizo para aprender ingles me ayuda por que es divertido duolingo si e aprendido mas ingles

CUESTIONARIO PRELIMINAR
ÁREA DE INGLÉS
GRADO SEXTO (6)

Participant 2

A continuación, resuelve el cuestionario:

1. ¿Qué lo motiva a aprender Inglés? Si la respuesta es Negativa, entonces explíquela brevemente.
2. ¿Aprende el Inglés a partir de las tareas dejadas en clase? Si o No, ¿Explique por qué?
3. ¿Qué tipo de actividades le motivan más a aprender el idioma?
4. ¿Sus Padres se preocupan por su buen desempeño en el área de Inglés?
5. ¿Se motiva usted a través de las tareas asignadas, las pone en práctica?
6. ¿Qué habilidad del Inglés se le dificulta más aprender? (Habla, escucha, escritura, lectura)
7. ¿Qué dificultades se presentan para sentirse motivado en el aprendizaje del idioma inglés?
8. ¿Qué clase de material lo ayuda a participar más activamente en las actividades basadas en tareas?
9. ¿Cómo cree usted que el profesor de Inglés podría mejorar el desarrollo de las actividades asignadas en casa para aumentar su motivación?
10. ¿Usa la tecnología en su casa para aprender Inglés o para hacer sus tareas? ¿De qué forma cree que esto le ayuda a su motivación?, ¿Le ha funcionado el método de estudio escogido?

Respuestas:

1. Para En un futuro ir a otro Pais que hable ingles o un empleo ya estare listo
2. Sí X NO ___ **Explicación:** Porque gracias a las tareas conocemos Palabras que no sabiamos
3. ir a otro pais, me motiva a saber mas de ese idioma O un empleo con el idioma
4. Si, Porque me quieren ver triunfar
5. Si, me motivo a aprender mas del idioma
6. escucha, porque hay Palabras que no se entienden
7. a fallar en el idioma y sentir que no se el idioma
8. el diccionario y el cerebro
9. A dejarnos mas trabajos y a reforsarnos
10. uso la tecnologia para clases de ingles, me ayuda a aprender mas, si me a funcionado y mucho para aprender

CUESTIONARIO PRELIMINAR
ÁREA DE INGLÉS
GRADO SEXTO (6)

Participant 3

A continuación, resuelve el cuestionario:

1. ¿Qué lo motiva a aprender Inglés? Si la respuesta es Negativa, entonces explíquela brevemente.
2. ¿Aprende el Inglés a partir de las tareas dejadas en clase? Si o No, ¿Explique por qué?
3. ¿Qué tipo de actividades le motivan más a aprender el idioma?
4. ¿Sus Padres se preocupan por su buen desempeño en el área de Inglés?
5. ¿Se motiva usted a través de las tareas asignadas, las pone en práctica?
6. ¿Qué habilidad del Inglés se le dificulta más aprender? (Habla, escucha, escritura, lectura)
7. ¿Qué dificultades se presentan para sentirse motivado en el aprendizaje del idioma inglés?
8. ¿Qué clase de material lo ayuda a participar más activamente en las actividades basadas en tareas?
9. ¿Cómo cree usted que el profesor de Inglés podría mejorar el desarrollo de las actividades asignadas en casa para aumentar su motivación?
10. ¿Usa la tecnología en su casa para aprender Inglés o para hacer sus tareas? ¿De qué forma cree que esto le ayuda a su motivación?, ¿Le ha funcionado el método de estudio escogido?

Respuestas:

1. A mi me motiva aprender ingles porque eso me ayudaria a viajar por el mundo y a poder comunicarme
2. Si X NO ___ **Explicación:** porque me requiere y entiendo más los temas vistos en clase
3. las actividades que me motivan a aprender son cuando toca escribir y dibujar
4. No solo cuando veo que me va mal
5. Yo me motivo y me gusta
6. lectura, habla escuchar, escritura
7. Ninguna solo me gusta
8. A mi me ayuda el diccionario porque me ayuda a entender las palabras
9. Aprendo trabajos con dibujos
10. Si

CUESTIONARIO PRELIMINAR
ÁREA DE INGLÉS
GRADO SEXTO (6)

Participant 4

A continuación, resuelve el cuestionario:

1. ¿Qué lo motiva a aprender Inglés? Si la respuesta es Negativa, entonces explíquela brevemente.
2. ¿Aprende el Inglés a partir de las tareas dejadas en clase? Si o No, ¿Explique por qué?
3. ¿Qué tipo de actividades le motivan más a aprender el idioma?
4. ¿Sus Padres se preocupan por su buen desempeño en el área de Inglés?
5. ¿Se motiva usted a través de las tareas asignadas, las pone en práctica?
6. ¿Qué habilidad del Inglés se le dificulta más aprender? (Habla, escucha, escritura, lectura)
7. ¿Qué dificultades se presentan para sentirse motivado en el aprendizaje del idioma inglés?
8. ¿Qué clase de material lo ayuda a participar más activamente en las actividades basadas en tareas?
9. ¿Cómo cree usted que el profesor de Inglés podría mejorar el desarrollo de las actividades asignadas en casa para aumentar su motivación?
10. ¿Usa la tecnología en su casa para aprender Inglés o para hacer sus tareas? ¿De qué forma cree que esto le ayuda a su motivación?, ¿Le ha funcionado el método de estudio escogido?

Respuestas:

1. Me motiva por que me ayudara en un futuro cuando viaje a paises y me puede comunicar
2. Si ___ NO X **Explicación:** Porque hay veces que usan traductor y me gusta hacerlo con diccionario
3. me motiva por que quiero viajar a todos los estados de estados unidos
4. Si se preocupan bastante
5. Si y en la casa practico el hable
6. el habla y la lectura
7. Cuando me saco un 10 hay toda para sacarme un 50
8. el diccionario
9. yo diria que a traves de esposiciones, sopas de letras juegos en papel reciclave de ingles.
10. Si utilizo Duolingo y para mis tareas el diccionario me ayuda a motivarme ya que por parte de Duolingo puedo participar mas en clase. Si me ha funcionado bastante

CUESTIONARIO PRELIMINAR
ÁREA DE INGLÉS
GRADO SEXTO (6)

Participant 5

A continuación, resuelve el cuestionario:

1. ¿Qué lo motiva a aprender Inglés? Si la respuesta es Negativa, entonces explíquela brevemente.
2. ¿Aprende el Inglés a partir de las tareas dejadas en clase? Si o No, ¿Explique por qué?
3. ¿Qué tipo de actividades le motivan más a aprender el idioma?
4. ¿Sus Padres se preocupan por su buen desempeño en el área de Inglés?
5. ¿Se motiva usted a través de las tareas asignadas, las pone en práctica?
6. ¿Qué habilidad del Inglés se le dificulta más aprender? (Habla, escucha, escritura, lectura)
7. ¿Qué dificultades se presentan para sentirse motivado en el aprendizaje del idioma inglés?
8. ¿Qué clase de material lo ayuda a participar más activamente en las actividades basadas en tareas?
9. ¿Cómo cree usted que el profesor de Inglés podría mejorar el desarrollo de las actividades asignadas en casa para aumentar su motivación?
10. ¿Usa la tecnología en su casa para aprender Inglés o para hacer sus tareas? ¿De qué forma cree que esto le ayuda a su motivación?, ¿Le ha funcionado el método de estudio escogido?

Respuestas:

1. para potencial mis estudios y saber mucho
2. Si ___ NO NO Explicación: porque al aser las tareas no tengo guia me explique
3. de que al aprender inglés no tendre dificultades para biajar a estados unidos
4. si porque ellos me apollan
5. me motivo a aserlas para no tener malas calificaciones.
6. Hablar, escuchar, escribir, leer.
7. deque al no saber ingles me deprimo
8. el traductor del celular
9. la pronunciacion en las tareas
10. uso la aplication duolingo y el traductor para las tareas

CUESTIONARIO PRELIMINAR
ÁREA DE INGLÉS
GRADO SEXTO (6)

Participant 6

A continuación, resuelve el cuestionario:

1. ¿Qué lo motiva a aprender Inglés? Si la respuesta es Negativa, entonces explíquela brevemente.
2. ¿Aprende el Inglés a partir de las tareas dejadas en clase? Si o No, ¿Explique por qué?
3. ¿Qué tipo de actividades le motivan más a aprender el idioma?
4. ¿Sus Padres se preocupan por su buen desempeño en el área de Inglés?
5. ¿Se motiva usted a través de las tareas asignadas, las pone en práctica?
6. ¿Qué habilidad del Inglés se le dificulta más aprender? (Habla, escucha, escritura, lectura)
7. ¿Qué dificultades se presentan para sentirse motivado en el aprendizaje del idioma inglés?
8. ¿Qué clase de material lo ayuda a participar más activamente en las actividades basadas en tareas?
9. ¿Cómo cree usted que el profesor de Inglés podría mejorar el desarrollo de las actividades asignadas en casa para aumentar su motivación?
10. ¿Usa la tecnología en su casa para aprender Inglés o para hacer sus tareas? ¿De qué forma cree que esto le ayuda a su motivación?, ¿Le ha funcionado el método de estudio escogido?

Respuestas:

1. Ami me motiva porque en un futuro yo quiero ame a estados unidos para tener una Carrera de actor
2. Si ✓ NO ___ Explicación: Si porque poco en poquito voy aprendiendo el idioma
3. Aprendiendo en duolingo
4. Ahí veces si debido a lo super bien que voy
5. Ahí veces si Ahí veces no
6. no no se me dificulta nada
7. terminar las otras tareas
8. El cuaderno para yo repasar las actividades
9. la profe no necesita nada que mejorar ella enseña perfectamente
10. si hay veces que utilizo la tecnología para terminar de aprender mi ingles

CUESTIONARIO PRELIMINAR
ÁREA DE INGLÉS
GRADO SEXTO (6)

Participant 7

A continuación, resuelve el cuestionario:

1. ¿Qué lo motiva a aprender Inglés? Si la respuesta es Negativa, entonces explíquela brevemente.
2. ¿Aprende el Inglés a partir de las tareas dejadas en clase? Si o No, ¿Explique por qué?
3. ¿Qué tipo de actividades le motivan más a aprender el idioma?
4. ¿Sus Padres se preocupan por su buen desempeño en el área de Inglés?
5. ¿Se motiva usted a través de las tareas asignadas, las pone en práctica?
6. ¿Qué habilidad del Inglés se le dificulta más aprender? (Habla, escucha, escritura, lectura)
7. ¿Qué dificultades se presentan para sentirse motivado en el aprendizaje del idioma inglés?
8. ¿Qué clase de material lo ayuda a participar más activamente en las actividades basadas en tareas?
9. ¿Cómo cree usted que el profesor de Inglés podría mejorar el desarrollo de las actividades asignadas en casa para aumentar su motivación?
10. ¿Usa la tecnología en su casa para aprender Inglés o para hacer sus tareas? ¿De qué forma cree que esto le ayuda a su motivación?, ¿Le ha funcionado el método de estudio escogido?

Respuestas:

1. si ami megusta para aprender sime boy para otro pais por siacaso megusta
2. **Sí** X **NO** ___ **Explicación:** Porque me exprica bien y nos ace entender
3. yo creo el de verbo ~~[illegible]~~ to-be y muchas cosas mas
4. No me dijieron que estabien que estoy exelente
5. si porqe me gusta y me motiva mucho
6. yo creo el habla la escritura se dificulta
7. Ninguno porque aprender ingles es bueno por siacaso
8. el diccionario español y el ingles
9. Ninguna la profesora explicabien en todo y el tema bien
10. llo uso la tecnologia para aser la tarea y para repasar algunas veces

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CUESTIONARIO PRELIMINAR
ÁREA DE INGLÉS
GRADO SEXTO (6)

Participant 8

A continuación, resuelve el cuestionario:

1. ¿Qué lo motiva a aprender Inglés? Si la respuesta es Negativa, entonces explíquela brevemente.
2. ¿Aprende el Inglés a partir de las tareas dejadas en clase? Si o No, ¿Explique por qué?
3. ¿Qué tipo de actividades le motivan más a aprender el idioma?
4. ¿Sus Padres se preocupan por su buen desempeño en el área de Inglés?
5. ¿Se motiva usted a través de las tareas asignadas, las pone en práctica?
6. ¿Qué habilidad del Inglés se le dificulta más aprender? (Habla, escucha, escritura, lectura)
7. ¿Qué dificultades se presentan para sentirse motivado en el aprendizaje del idioma inglés?
8. ¿Qué clase de material lo ayuda a participar más activamente en las actividades basadas en tareas?
9. ¿Cómo cree usted que el profesor de Inglés podría mejorar el desarrollo de las actividades asignadas en casa para aumentar su motivación?
10. ¿Usa la tecnología en su casa para aprender Inglés o para hacer sus tareas? ¿De qué forma cree que esto le ayuda a su motivación?, ¿Le ha funcionado el método de estudio escogido?

Respuestas:

1. me motiva saber que dice esa palabra y hablar con gente estrangera y si aprendo bien ingles consequire un trabajo donde gane mucho dinero
2. **Sí** √ **NO** ___ **Explicación:** Por que así sabre mas ingles y sere mejor en clase
3. a mi me motiva la actividad que se llama tex de ingles
4. si dice que si me va bien en ingles ganare un trabajo bueno
5. si por que es un nuevo desafio que tengo que hacer
6. Habla y escritura
7. ninguna por que me esfuerzo para tener un buen trabajo o ser futbolista
8. el diccionario - español - ingles
9. ninguna la profesora explica bien el tema
10. yo uso la tecnologuia solo para repasar y es divertido por que es como una trivia y si me a funcionado e aprendido mas

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CUESTIONARIO PRELIMINAR
ÁREA DE INGLÉS
GRADO SEXTO (6)

Participant 9

A continuación, resuelve el cuestionario:

1. ¿Qué lo motiva a aprender Inglés? Si la respuesta es Negativa, entonces explíquela brevemente.
2. ¿Aprende el Inglés a partir de las tareas dejadas en clase? Si o No, ¿Explique por qué?
3. ¿Qué tipo de actividades le motivan más a aprender el idioma?
4. ¿Sus Padres se preocupan por su buen desempeño en el área de Inglés?
5. ¿Se motiva usted a través de las tareas asignadas, las pone en práctica?
6. ¿Qué habilidad del Inglés se le dificulta más aprender? (Habla, escucha, escritura, lectura)
7. ¿Qué dificultades se presentan para sentirse motivado en el aprendizaje del idioma inglés?
8. ¿Qué clase de material lo ayuda a participar más activamente en las actividades basadas en tareas?
9. ¿Cómo cree usted que el profesor de Inglés podría mejorar el desarrollo de las actividades asignadas en casa para aumentar su motivación?
10. ¿Usa la tecnología en su casa para aprender Inglés o para hacer sus tareas? ¿De qué forma cree que esto le ayuda a su motivación?, ¿Le ha funcionado el método de estudio escogido?

Respuestas:

1. el ingles me motiva porque me ayuda a conversar, a escribir, y me ayuda en mis estudios.
2. Si X NO ___ **Explicación:** por que me enseña palabras que no se, también me enseña la aplicación de duolingo
3. pues a esforzarme más en actividades que me deja la aplicación
4. si mamá se preocupa para que aprenda más.
5. no me motivo porque no las entiendo, pero si las pongo en practica
6. Habla y escucha
7. la escucha porque me da miedo responder.
8. la musica me pone activo
9. que me explique muy bien en lo que no entienda
10. el telefono me ayuda a traducir.

CUESTIONARIO PRELIMINAR
ÁREA DE INGLÉS
GRADO SEXTO (6)

Participant 10

A continuación, resuelve el cuestionario:

1. ¿Qué lo motiva a aprender Inglés? Si la respuesta es Negativa, entonces explíquela brevemente.
2. ¿Aprende el Inglés a partir de las tareas dejadas en clase? Si o No, ¿Explique por qué?
3. ¿Qué tipo de actividades le motivan más a aprender el idioma?
4. ¿Sus Padres se preocupan por su buen desempeño en el área de Inglés?
5. ¿Se motiva usted a través de las tareas asignadas, las pone en práctica?
6. ¿Qué habilidad del Inglés se le dificulta más aprender? (Habla, escucha, escritura, lectura)
7. ¿Qué dificultades se presentan para sentirse motivado en el aprendizaje del idioma inglés?
8. ¿Qué clase de material lo ayuda a participar más activamente en las actividades basadas en tareas?
9. ¿Cómo cree usted que el profesor de Inglés podría mejorar el desarrollo de las actividades asignadas en casa para aumentar su motivación?
10. ¿Usa la tecnología en su casa para aprender Inglés o para hacer sus tareas? ¿De qué forma cree que esto le ayuda a su motivación?, ¿Le ha funcionado el método de estudio escogido?

Respuestas:

1. me motiva aprender el INGLES para mejorar mis notas y poder viajar
2. Si √ NO ___ **Explicación:** Porque, Cada dia aprendo más con las tareas y Puedo mejorar para tener menos errores
3. como las felicitaciones que me dan los Profesores y aprender del idioma estranjero
4. Por el desempeño en todas las areas como ingles
5. Si me motivo con las tareas y las pongo Mucho en Practica para aprender
6. la escritura y el habla
7. Ninguna dificultad Porque Yo se que el ingles es muy importante Para el trabajo o futbolista
8. El cuaderno Para repasar las actividades
9. Ninguna Porque la Profesora es perfecta y siempre nos enseña de la Mejor Manera
10. Yo uso la tegnologia Porque me ayuda y me Motiva a aprender ingles como en duolingo

Appendix C.

The Achievement Motivation Questionnaire Pre-Intervention:

Cuestionario de Motivación de Logro en el área de inglés

(Achievement Motivation Questionnaire in English's subject)

Sixth-Grade

Instructions (Instrucciones): Este cuestionario está diseñado para evaluar su nivel de motivación de logro (achievement motivation) en el aprendizaje del inglés. Sus respuestas contribuirán a esta investigación, permitiendo comprender su nivel de compromiso e interés en aprender inglés, especialmente después de la implementación de actividades de aprendizaje basada en tareas.

Please rate each statement based on how you feel about learning English, using the following scale: (Por favor, califica cada afirmación según como te sientes respecto al aprendizaje del inglés, utilizando la siguiente escala):

1 = Strongly Disagree (Totalmente en Desacuerdo)

2 = Disagree (En desacuerdo)

3 = Neutral (Ni de acuerdo ni en desacuerdo)

4 = Agree (De acuerdo)

5 = Strongly Agree (Totalmente de acuerdo)

Be honest in your responses. There are no right or wrong answers. (Sea honesto con sus respuestas. No hay respuestas correctas ni incorrectas).

Achievement Motivation Questionnaire: (Cuestionario de Motivación de logro):

1. I make an effort to learn English because I like to improve every day. (Me esfuerzo por aprender inglés porque me gusta mejorar cada día.)

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

2. I believe I can understand what is taught in English classes if I set my mind to it. (Creo que puedo entender lo que se enseña en las clases de inglés si me lo propongo)

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

3. I'm interested in learning English because it will be useful in the future. (Me interesa aprender inglés porque me será útil en el futuro).

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

4. When I study English, I try to connect new things with what I already know. (Cuando estudio inglés, trato de relacionar lo nuevo con lo que ya sé).

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

5. I feel capable of getting good grades in English if I work hard. (Me siento capaz de obtener buenas calificaciones en inglés si trabajo duro).

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

6. Even if the topic is difficult, I keep trying until I understand it.

(Aunque el tema sea difícil, sigo intentando hasta comprenderlo).

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

7. I prefer English activities that make me think and learn new things. (Prefiero actividades de inglés que me hagan pensar y aprender cosas nuevas).

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

8. When I have doubts in English, I seek help to understand better. (Cuando tengo dudas en inglés, busco ayuda para entender mejor).

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

9. I feel nervous during English exams. (Me siento nervioso/a durante los exámenes de inglés).

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

10. I strive to do well in English, even if it is not my favorite subject. (Me esfuerzo por hacerlo bien en inglés, incluso si no es mi materia favorita).

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Appendix D.

Teacher Guide Observation

Table G1. ***Observation Criterions to evaluate students***

Student No. 1

#	Observation Criterion	YES	NO
1	The student actively participates from the beginning of the activity	**X**	
2	Demonstrates understanding of the instructions and the task's objective	X	
3	Stays focused on the activity, minimizing distractions		X
4	Interacts respectfully and constructively with classmates (in group tasks)	X	
5	Uses the target vocabulary and grammatical structures (e.g. "There is/are")	X	
6	Completes the required components of the task (e.g. drawings, lists, descriptions).	X	
7	Shows effort and creativity in preparing their materials		X
8	Speaks clearly and with adequate volume during the oral presentation.		X
9	Effectively uses supporting materials (drawing) during their presentation.		X
10	Shows a positive attitude and willingness to complete the task	**X**	

Teacher's Observation: Participates and understands but loses focus and persistence when faced with difficulty.

Student No. 2

#	Observation Criterion	Yes	No
1	The student actively participates from the beginning of the activity		X
2	Demonstrates understanding of the instructions and the task's objective		X
3	Stays focused on the activity, minimizing distractions		X
4	Interacts respectfully and constructively with classmates (in group tasks)	X	
5	Uses the target vocabulary and grammatical structures (e.g. "There is/are")	X	
6	Completes the required components of the task (e.g. drawings, lists, descriptions).		X
7	Shows effort and creativity in preparing their materials		X
8	Speaks clearly and with adequate volume during the oral presentation.		X
9	Effectively uses supporting materials (drawing) during their presentation.	X	
10	Shows a positive attitude and willingness to complete the task		X

Teacher's Observation: Shows low overall motivation and engagement; seems to struggle with understanding and completing tasks.

Student No. 3

#	Observation Criterion	Yes	No
1	The student actively participates from the beginning of the activity	X	
2	Demonstrates understanding of the instructions and the task's objective	X	
3	Stays focused on the activity, minimizing distractions	X	
4	Interacts respectfully and constructively with classmates (in group tasks)		X
5	Uses the target vocabulary and grammatical structures (e.g. "There is/are")	X	
6	Completes the required components of the task (e.g. drawings, lists, descriptions).	X	
7	Shows effort and creativity in preparing their materials	X	
8	Speaks clearly and with adequate volume during the oral presentation.		X
9	Effectively uses supporting materials (drawing) during their presentation.		X
10	Shows a positive attitude and willingness to complete the task		

Teacher's Observation: Highly motivated, persistent, and engaged student. Shows a very positive attitude towards learning.

Student No. 4

#	**Observation Criterion**	**Yes**	**No**
1	The student actively participates from the beginning of the activity	X	
2	Demonstrates understanding of the instructions and the task's objective	X	
3	Stays focused on the activity, minimizing distractions	X	
4	Interacts respectfully and constructively with classmates (in group tasks)	X	
5	Uses the target vocabulary and grammatical structures (e.g. "There is/are")	X	
6	Completes the required components of the task (e.g. drawings, lists, descriptions).	X	
7	Shows effort and creativity in preparing their materials	X	
8	Speaks clearly and with adequate volume during the oral presentation.		X
9	Effectively uses supporting materials (drawing) during their presentation.		X
10	Shows a positive attitude and willingness to complete the task	X	

Teacher's Observation: Exceptionally motivated and focused. Demonstrates great effort, persistence, and a consistently positive attitude.

Student No. 5

#	Observation Criterion	Yes	No
1	The student actively participates from the beginning of the activity		X
2	Demonstrates understanding of the instructions and the task's objective	X	
3	Stays focused on the activity, minimizing distractions	X	
4	Interacts respectfully and constructively with classmates (in group tasks)		X
5	Uses the target vocabulary and grammatical structures (e.g. "There is/are")	X	
6	Completes the required components of the task (e.g. drawings, lists, descriptions).	X	
7	Shows effort and creativity in preparing their materials	X	
8	Speaks clearly and with adequate volume during the oral presentation.		X
9	Effectively uses supporting materials (drawing) during their presentation.		X
10	Shows a positive attitude and willingness to complete the task	X	

Teacher's Observation: Very persistent and focused once engaged, though shows initial reluctance to participate.

Student No. 6

#	Observation Criterion	Yes	No
1	The student actively participates from the beginning of the activity		X
2	Demonstrates understanding of the instructions and the task's objective	X	
3	Stays focused on the activity, minimizing distractions		X
4	Interacts respectfully and constructively with classmates (in group tasks)		X
5	Uses the target vocabulary and grammatical structures (e.g. "There is/are")	X	
6	Completes the required components of the task (e.g. drawings, lists, descriptions).	X	
7	Shows effort and creativity in preparing their materials		X
8	Speaks clearly and with adequate volume during the oral presentation.		X
9	Effectively uses supporting materials (drawing) during their presentation.		X
10	Shows a positive attitude and willingness to complete the task		X

Teacher's Observation: Seems to understand the material but lacks the motivation to participate, persist, or apply the necessary effort.

Student No. 7

#	Observation Criterion	Yes	No
1	The student actively participates from the beginning of the activity	X	
2	Demonstrates understanding of the instructions and the task's objective	X	
3	Stays focused on the activity, minimizing distractions		X
4	Interacts respectfully and constructively with classmates (in group tasks)	X	
5	Uses the target vocabulary and grammatical structures (e.g. "There is/are")	X	
6	Completes the required components of the task (e.g. drawings, lists, descriptions).	X	
7	Shows effort and creativity in preparing their materials		X
8	Speaks clearly and with adequate volume during the oral presentation.		X
9	Effectively uses supporting materials (drawing) during their presentation.		X
10	Shows a positive attitude and willingness to complete the task		X

Teacher's Observation: Meets the basic requirements of the task, but lack focus and does not engage deeply or creatively.

Student No. 8

#	Observation Criterion	Yes	No
1	The student actively participates from the beginning of the activity	X	
2	Demonstrates understanding of the instructions and the task's objective	X	
3	Stays focused on the activity, minimizing distractions	X	
4	Interacts respectfully and constructively with classmates (in group tasks)	X	
5	Uses the target vocabulary and grammatical structures (e.g. "There is/are")	X	
6	Completes the required components of the task (e.g. drawings, lists, descriptions).	X	
7	Shows effort and creativity in preparing their materials		X
8	Speaks clearly and with adequate volume during the oral presentation.		X
9	Effectively uses supporting materials (drawing) during their presentation.		X
10	Shows a positive attitude and willingness to complete the task	X	

Teacher's Observation: Motivated and focused student who completes tasks effectively but shows limited creative initiative.

Student No. 9

#	Observation Criterion	Yes	No
1	The student actively participates from the beginning of the activity	X	
2	Demonstrates understanding of the instructions and the task's objective	X	
3	Stays focused on the activity, minimizing distractions	X	
4	Interacts respectfully and constructively with classmates (in group tasks)		X
5	Uses the target vocabulary and grammatical structures (e.g. "There is/are")		X
6	Completes the required components of the task (e.g. drawings, lists, descriptions).	X	
7	Shows effort and creativity in preparing their materials		X
8	Speaks clearly and with adequate volume during the oral presentation.	X	
9	Effectively uses supporting materials (drawing) during their presentation.		X
10	Shows a positive attitude and willingness to complete the task	X	

Teacher's Observation: A diligent and focused student who understands the material but does not show significant creative initiative.

Student No. 10

#	Observation Criterion	Yes	No
1	The student actively participates from the beginning of the activity	X	
2	Demonstrates understanding of the instructions and the task's objective	X	
3	Stays focused on the activity, minimizing distractions	X	
4	Interacts respectfully and constructively with classmates (in group tasks)	X	
5	Uses the target vocabulary and grammatical structures (e.g. "There is/are")	X	
6	Completes the required components of the task (e.g. drawings, lists, descriptions).	X	
7	Shows effort and creativity in preparing their materials	X	
8	Speaks clearly and with adequate volume during the oral presentation.		X
9	Effectively uses supporting materials (drawing) during their presentation.		X
10	Shows a positive attitude and willingness to complete the task	X	

Teacher's Observation: An engaged, persistent, and positive student.

Complete tasks effectively but could benefit from more creative oral expression.

Appendix E.

Achievement Motivation Questionnaire Post-Intervention

Cuestionario post-intervención de Motivación de Logro en el área de inglés (post- intervention Achievement Motivation Questionnaire in English's subject) Sixth-Grade

Instructions (Instrucciones): Este cuestionario está diseñado para evaluar el impacto de su nivel de motivación de logro (achievement motivation) en el aprendizaje del inglés, una vez implementadas las estrategias didácticas.

Please rate each statement based on how you feel about learning English, using the following scale: (Por favor, califica cada afirmación según como te sientes respecto a las actividades, utilizando la siguiente escala):

1 = Strongly Disagree (Totalmente en Desacuerdo)

2 = Disagree (En desacuerdo)

3 = Neutral (Ni de acuerdo ni en desacuerdo)

4 = Agree (De acuerdo)

5 = Strongly Agree (Totalmente de acuerdo)

Be honest in your responses. There are no right or wrong answers. (Sea honesto con sus respuestas. No hay respuestas correctas ni incorrectas).

Achievement Motivation Questionnaire: (Cuestionario de Motivación de logro):

1. The activities conducted in class and at home, increased my interest in learning English. (Las actividades realizadas en clase y en casa, aumentaron mi interés por aprender inglés).

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

2. I felt motivated to actively participate during the activities. (Me sentí motivado/a para participar activamente durante las actividades)

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

3. The activities helped me better understand the subject content. (Las actividades me ayudaron a comprender mejor los contenidos de la asignatura).

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

4. I felt capable of successfully completing the proposed tasks. (Me sentí capaz de completar con éxito las tareas propuestas)

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

5. Las actividades me permitieron identificar mis fortalezas y debilidades en el aprendizaje del inglés. (The activities allowed me to identify my strenghts and weakness in learning English)

Strongly Disagre 1 2 3 4 5. **Strongly Agree**

6. Working in groups during the activities enhanced my motivation to learn. (Trabajar en grupo durante las actividades mejoró mi motivación para aprender)

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

7. The activities seemed useful for applying what I learned in real-life situations. (Las actividades me parecieron útiles para aplicar lo aprendido en situaciones reales).

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

8. I put more effort into class because of the implemented activities. (Me esforcé más en clase debido a las actividades implementadas).

Strongly Disagree 1 2 3 4 5. **Strongly Agree**

9. The activities helped me set personal learning goals. (Las actividades me ayudaron a establecer metas personales de aprendizaje).

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

10. I would like to engage in more similar activities in future classes. (Me gustaría realizar más actividades similares en futuras clases)

Strongly Disagree 1 2 3 4 5 **Strongly Agree**

Appendix F.

Artifacts Of The Students – Pedagogical TBL Activities Developed

(In Class/Teamwork's And In Home/ Individually)

Access to the drive: https://drive.google.com/drive/folders/1qVEv6-3oUm-YbYQMoObAVxiQ9feBGaH8?usp=sharing

Appendix G.

Answers to the Pre-Intervention Questionnaire

Participant	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
P1	5	5	5	2	3	2	3	2	2	3
P2	3	2	3	2	3	2	3	2	3	2
P3	4	5	5	4	4	4	5	4	4	4
P4	5	5	4	4	4	4	4	4	2	4
P5	3	4	5	4	5	4	4	4	1	4
P6	3	4	3	4	4	3	3	3	4	3
P7	4	4	3	3	4	2	3	3	4	3
P8	4	5	4	4	5	4	3	4	1	4
P9	4	5	3	4	4	3	4	4	5	3
P10	4	4	5	4	4	4	3	3	2	4

Appendix H.

Answers To The Post-Intervention Questionnaire

Participant	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
P1	2	2	2	3	3	4	3	3	3	4
P2	3	2	2	3	3	4	4	3	3	4
P3	4	4	4	4	4	2	4	5	4	5
P4	4	2	3	4	5	4	4	4	4	4
P5	4	4	4	4	5	3	4	4	3	4
P6	4	5	4	4	2	4	4	4	3	4
P7	4	5	4	4	4	3	4	4	3	4
P8	4	4	4	4	4	4	4	4	3	4
P9	2	2	3	3	3	2	3	3	3	2
P10	3	2	3	4	3	2	2	3	3	2