FOSTERING ORAL SKILLS THROUGH AUTHENTIC TASK & MATERIALS ABOUT
HUMAN VALUES

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A research study presented as a teaching practice experience as well as a requirement to
obtain the degree of Major in Spanish and English

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1. Información General	
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2. Descripción
Trabajo de grado en donde el autor da cuenta de los procedimientos y fundamentos de un estudio orientado al desarrollo de la habilidad oral de los estudiantes de grado séptimo del colegio Rafael Bernal Jiménez al hacer uso de materiales y tareas auténticas relacionadas con temáticas como los valores humanos y otros aspectos sociales dentro del enfoque de enseñanza basado en tareas (Task- Based Teaching approach) De acuerdo a lo anterior, se buscó motivar a los estudiantes a aprender y disfrutar del inglés como lengua extranjera. Haciendo uso de la misma, para llevar a cabo los usos comunicativos de la lengua y así poder compartir sus experiencias y expresar sus opiniones y puntos de vista sobre los temas tratados oralmente. Finalmente, los resultados sugieren que los estudiantes pudieron desarrollar su habilidad oral y hacer uso de la lengua para expresar oralmente sus puntos de vista, mejorando su vez aspectos como la pronunciación, ritmo, entonación y uso de

vocabulario y expresiones que les permitieran expresar sus percepciones sobre el tema.

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4. Contenidos
El presente trabajo de grado contiene seis capítulos, los cuales se encuentran distribuidos de la siguiente manera: El primer capítulo da cuenta del contexto local e institucional, la caracterización del grupo de estudio, el diagnostico, la identificación del problema, formulación de la pregunta, objetivos y la justificación. El segundo capítulo presenta, el estado del arte y marco teórico, en los cuales se dan a conocer investigaciones previas que se relacionan con el proyecto actual, así como los constructos fundamentales para la propuesta pedagógica. Por otro lado, el tercer capítulo se compone por la metodología de la investigación. Así, se encuentra el paradigma y tipo de investigación, los instrumentos y procedimientos para la recolección de datos (diarios de campo, entrevista semi estructurada y audios) Así como, los aspectos éticos, la credibilidad e integridad y la metodología de análisis de la información que marcan este estudio. En cuanto al cuarto capítulo, este da cuenta de la visión de lenguaje y aprendizaje, el enfoque de enseñanza, intervención pedagógica y el cronograma. El quinto capítulo expone, el análisis e interpretación de los datos recolectados, teniendo en cuenta las unidades de análisis. El capítulo sexto da cuenta de las conclusiones y limitaciones presentadas durante el proceso investigativo.

5. Metodología
Este trabajo de investigación cumple con un carácter cualitativo dentro de la investigación acción. En cuanto a la recolección de datos, fueron utilizados instrumentos como diarios de campo, entrevista semi estructurada y se tomaron audios como muestra de la producción oral de los estudiantes. Además, la investigación se dividió en las siguientes etapas: se llevó a cabo la fase de observación en la cual se dio a conocer Identificación del problema y diagnóstico, así como también se caracterizó a la población y se establecieron la pregunta de investigación y los objetivos.   A continuación, se llevó a cabo la fase intervención e implementación de los recursos; materiales y tareas auténticas sobre valores humanos y problemáticas sociales dentro del marco teórico de Task- Based Teaching (enseñanza basada en tareas), con el fin de desarrollar la habilidad oral de los estudiantes en inglés como segunda lengua. Seguido a esto, se dio paso a la fase de recolección de información, haciendo uso de los instrumentos mencionados anteriormente gracias a los cuales se dio lugar a la interpretaron los datos obtenidos para

finalmente llegar a las conclusiones de lo encontrado en el proceso.

6. Conclusiones
De acuerdo al análisis de los datos obtenidos, se puede concluir que los estudiantes desarrollaron su habilidad oral en varios aspectos, tales como; un mayor dominio de vocabulario, pronunciación, ritmo, manejo de expresiones que sirven para comunicarse oralmente, entre otros. Demostraron tener además, una mayor confianza a la hora de hablar en frente de la clase, lo cual conlleva a una participación activa por parte de los estudiantes al expresar sus ideas u opiniones oralmente. Por otro lado, a través de la implementación de tareas y materiales auténticos como historietas, artículos e imágenes; los estudiantes pudieron no solo observar cómo funciona la lengua extranjera en un contexto real sino que también lograron establecer relaciones entre el contexto de esta lengua y el propio. Además, los temas trabajados durante la clase de inglés, estaban por lo general directamente relacionados con la vida de los estudiantes lo cual funciono como agente motivador para que pudiesen ofrecer sus opiniones, percepciones y/o puntos de vista con respecto al contenido de los materiales haciendo a su vez, uso de sus habilidades orales.

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Contenido

Abstract

This research project seeks to make use of authentic tasks and materials about human values within the English classroom under the light of Task-Based Teaching framework. This, with the aim to foster the students' oral skills of the grade 702 of Rafael Bernal Jimenez School. It is also intended to motivate students to learn the foreign language and making use of its communicative functions to express opinions, experiences and points of view. Regarding the data collection, field notes, interviews and audios of student's production, were the instruments used to collect the information. Findings suggest that, students could developed their oral skills through the use of authentic materials and the interest in the topics worked due to the relationship these themes had with the students' daily life and motivating them to express their opinions about it by using EL2.

Key words: Authentic tasks and materials, oral skills, human values, TBT.

Resumen ejecutivo

El siguiente proyecto investigativo busca implementar materiales y tareas auténticas dentro de la clase de inglés que lleven por tema los valores humanos, bajo la luz del marco de referencia de Task-Based Teaching con el objetivo de fomentar las habilidades orales de los estudiantes del grado 702 del colegio Rafael Bernal Jiménez. Se pretende, además motivar a los estudiantes a aprender la lengua extranjera y hacer uso de sus diferentes funciones comunicativas para lograr expresar sus opiniones, experiencias y puntos de vista. En cuanto a la recolección de información, se hará uso de diarios de campo, entrevistas y audios de la producción oral de los estudiantes como instrumentos de recolección de

iformación. Los resultados sugieren que, los estudiantes pudieron desarrollar sus

habilidades orales a través del uso de materiales auténticos y el interés demostrado hacia los

temas trabajados en clase debido a la relación de estos con su vida diaria, Motivándolos así,

a expresar sus opiniones al respecto haciendo uso del Inglés como segunda lengua.

Palabras clave: Tareas y materiales auténticos, habilidades orales, valores humanos, TBT.

CHAPTER 1: Characterization

Local context and institutional context

The District Educational institution Rafael Bernal Jimenez is in the Locality of Barrios Unidos of Bogotá D.C. and more specifically in 12 de Octubre neighborhood in the Northwest of Bogotá. This neighborhood is categorized in the middle low stratum (stratum 3) according to the economic stratification of "La Secretaria Distrital de Planeación." Furthermore, *12 de Octubre* is a neighborhood which has a lot of commerce due to the abundant factories and stores of home and office furnishing.

The institutional educational project (PEI) of Rafael Bernal Jimenez School is to "educate with human transcendence for the leadership in science and technology." (Own translation) (Manual de Convivencia, 2016, p.15) Thus, the institution aims to educate people that can be able to live with the others through respect, tolerance, responsibility and solidarity according to the school institutional values (Own translation) (Manual de Convivencia, 2016). Related to the human focus, this institution has as Mission to "educate competent people, managers of a life project through the humanistic thought and technological knowledge, converting them into generators of a new critical, constructive and transformative society" (Own translation) (Manual de Convivencia, 2016, p 16). Therefore, the Institution seeks to educate critical students and human beings able to take a role in society and to contribute to it from their education in the different sciences of knowledge and technology.

This institution has established as institutional vision "To be recognized by the year of 2019 at a District level for its leadership in the pedagogical and administrative use of

Information and Communication Technologies (ICT) as a technological, motivational and innovated tool with a humanistic perspective in the appropriation of knowledge for the management of Institutional quality, oriented to achieve the educational excellence." (Own translation) (Manual de Convivencia, 2016, p 16). The school Rafael Bernal Jimenez has a technological Immersion Room in which the students can learn and improve EFL not only with the help of some books but also by visual and auditory media as well as with the help of a native speaker, but it is used only for the fourth cycle onwards. Therefore, the target group of this research project cannot make use of this immersion room. Which, although it can be a disadvantage, does not limit the realization of what is proposed in this project since different resources can be used to carry it out, or

Participants

The target group of this research project was the course 702 of Rafael Bernal Jimenez School, which was composed by thirty students: fourteen girls and sixteen boys, most of them were between eleven and thirteen years old while two students were fourteen and two students were fifteen years old. Within the English class, students, and especially those who were fourteen and fifteen years, appeared to be very noisy, disorganized and little interested in the class but because the room teacher does quite playful activities like games, she succeeds in catching their attention in the class in most of the cases.

On the other hand, according to the survey done with students (see appendix 2) 66 % of these students lived near the school in the locality of Barrios Unidos while the other 34 % of students lived in a different locality; four of them lived in the locality of Engativa and two in the locality of Suba. There were four students who lived in distant localities such as Tunjuelito and Ciudad Bolivar.

Most of the students lived in houses or rented apartments with families composed by both parents and siblings (38 % of the students); 10% lived with their parents only, 7 % of them lived just with one of their parents and their siblings; 14 % of them lived with their mother, stepfather and siblings; 14% of the students lived with just one or both of their parents, uncles and grandmother and 10% of children lived just with their mother or their father. 80% of the children also affirmed to have resources in their home such as computer, Internet, satellite television, books, video games and board games.

On the other hand, through a questionnaire, students were asked about their likes and more precisely about their favorite activities, to which 84% replied that what they liked to do the most is listening to music and watching TV. Moreover, most of them answered in the questionnaire that they also liked going to the park, drawing and playing videogames while only nine of the students said they like to read, and seven students liked to write. Moreover, when they were asked about the activities they like the most and would like to be done in the English class. Thus, they answered that these activities were listening to music, watching videos or films and they even answered that they liked the games and dynamic activities the teacher does with the class.

With respect to this, when students were asked about how often they read the 41 % of them answered they read very little and the 31% said that they read where it is a must. However, the 30% of children affirmed that they would like to read science fiction text in the English class and some of them said to have a favorite book that they read by them without being part of the academic curriculum.

On the other hand, bearing in mind the data collected through the field notes, it was determined that although the activities carried out by the teacher required the constant participation of students, this participation did not include a real communication in EFL

since they answered vocabulary questions, but they did not talk about their values, opinions or points of view. Furthermore, interaction in the English language within the class was given just among teacher- student but rarely among student- student and even if the students have made teams to play a game proposed by the teacher there was not group work.

Regarding this, it was evidenced also by means of the observations, that there are several problems in terms of students relationships (see appendix 5). 80% of them treated the others aggressively, there was not respect among them and there was no respect for the class either since they were very disorganized in most of the cases. Moreover, they were pretty talkative by interrupting the class and for this reason the teacher had to call their attention constantly during the class time. Furthermore, 50% of them were not responsible with the little homework the teacher assigned, which usually was to bring some material for the class or to carry out an activity in the course blog. Therefore, it is possible to say that students were field dependent of the teacher; they required the teacher to be working with them during the class and approximately the 90% of the students did not seem to study autonomously at home.

Diagnosis.

Bearing in mind the information from the observations and the questionnaire applied to the grade 702 in the EFL class, it is possible to say that most of the students seemed to be interested in learning English (see appendix 2), but they do not know how to use it or communicate in the foreign language. Within the class, they usually answered just vocabulary questions without building complete sentences in relation to their lives, their experiences or to express their opinions about a certain topic (Field Note # 5).

On the other hand, to know the students' management and knowledge of English, it was necessary to carry out a diagnosis test that was answered by a total of 28 students and in which they were evaluated in relation to grammar and their four language skills; reading, listening, writing and speaking (see appendix 3) This test was created considering the contents seen by the students during the English classes, as well as the contents established by the MEN in the *Estándares Básicos de Competencias en Lenguas Extranjeras*. Thus, the topics evaluated within the test were mainly the use of simple present to give personal information and to describe people, adjectives, and the management of some WH questions and the prepositions of time in /on.

Concerning grammar, it was found that students have grammatical problems regarding the use of present simple. Thus, the most of them did not know how to conjugate the verbs in the third person singular. Moreover, some of them (20 %) had problems conjugating the verb to be and 50% of the students had problems with WH questions when they had to complete the sentence "__ is your name?"

In this manner, it is important to clarify that the grammar section consisted of 6 questions and was scored in a range from 0 to 5 points. There was just one student who obtained 4,2 points, 25% of them obtained a score of 3.6 points, the 50% got 2.5 and 18% of students got 1.6 as their grammar final score. This leads one to think that, the target group had several problems regarding grammar and even when it is known that they are in a grade in which their level in the L2 is supposed to be basic.

In terms of reading, there were five questions regarding a short text in present simple, questions that were rated from zero to five. However, none of the students answered all the questions correctly, just 25 % of the students obtained a score of 4 points in this part of the test. On the other hand, 28 % got 3 points, 39% of the students obtained 2

and 1 point as final score. Moreover, there were 2 students who did not answer well any question of the reading section.

Bearing in mind this, when grading the test, it was evidenced that, children had difficulties to answer open questions and they needed to learn some reading comprehension strategies. This, since many of them did not establish relationships between the questions and the text and the more frequent problem seen in student's answers was that they did not know the possessive adjectives for the third person singular and plural.

As for the writing test, the students were asked to write a short paragraph in which they had to describe a friend or a family member, writing the name of the person, his/her age, where he or she lives and his qualities; according to the topics they had seen in the English class during the year. However, this was the part of the exam in which they had more difficulties and even three students did not write anything (see appendix 3). As well as the other skills, their writing was evaluated on five points, considering grammar, spelling and if the students complied with the required information. On the other hand, the results of this part were: just one student obtained five points, 25% of the students obtained 4 and 4,5 points, 28% obtained 3 points and 32% got between 2 and 1 point in writing, while three of them did not do the activity.

Regarding these scores, it was observed that as well as in the other parts of the test, the students did not recognize the subject and the possessive adjectives in the third person singular. Moreover, in certain cases they wrote the words as they are pronounced and most of them (70%) did not know some essential verbs in English; such as live and have.

Finally, for the speaking part the students were required to answer some personal information about themselves through questions such as: What is your name? How old are you? Where do you live? What do you like? And when is your birthday? At this point, it

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was interesting to observe that the students were very excited to carry out this part of the exam and it seemed to be fun for them when answering the questions. However, the results of this part of the exam let to conclude that on the one hand, 80% of student's pronunciation is quite low, as well as their stress, rhythm and intonation, although these problems are not considered as serious considering the students' English level.

Nevertheless, the biggest problem regarding the oral skills was that even though a little more than half of the students understood the questions when listening to them, they did not know how to answer these questions and for this reason in some cases they tried to answer them in Spanish or just by saying one word (E.g.: Julian, doce, el soccer). Thus, it was evidenced the big difficulty of children to produce complete sentences in English by using the correct words, grammar as for the use of present simple and sentence order.

Statement of the problem.

To state the problem of this research project, it was possible to conclude that according to the data obtained from the survey (see appendix 2), the field notes and the diagnostic test taken as samples of the seventh grade English class, one of the biggest difficulties of this target group was related to a lack of real interaction and communication between teacher- students and especially among students. Although within the class it was promoted the active participation of the students, the group was asked to answer just vocabulary questions, which did not require or demand them to talk about their experiences, previous knowledge, opinions or to make a discussion about the topics worked within the class.

In this way, there is not a real production of students' speech, considering that they cannot create complete sentences, to talk about their life or to give their opinions.

Furthermore, students did not appear to be aware about the use of EFL to accomplish the different functions of the language. Therefore, it is difficult for them to express themselves, present an explanation or making request (Field # 5).

Moreover, as it could be observed in the field notes taken during the observation cycle, there was also a problem related to the formation of a healthy relationship students/the students/teacher. Thus, it seemed to be no evidence of a sense of companionship among peers or an appreciation for the others' work but on the contrary, there were within the class several discussions and fights among them(see appendix 3) Considering that these problems happened within the class, it was possible to conclude also that there was no respect for the English class or the teacher since this was often interrupted by these kinds of conflicts that have not any relation to the use of EFL, (Field notes # 1 & 5). All this led me to propose the following research question.

Research question.

How are seventh grade students' oral skills constructed through the implementation of TBT approach and the use of authentic tasks and materials?

General Objective.

To characterize 702 grade students' oral skills through the use of authentic tasks and materials within the Task Based Teaching framework.

Specific Objectives.

-To analyze the influence of TBT on sixth grade students' oral skills.

- To analyze the students' oral production when using authentic tasks and materials.

Justification.

Bearing in mind that, the human being has the necessity of being communicatively competent, it is important for the teacher to make students aware that communication makes part of an important social process. This since, through speaking the human being can share and express his/her thoughts, set of beliefs, opinions, experiences, among others and taking a role or active position in society.

Thus, the management of the oral skills not only allows a person to express himself or herself but also to make use of the different functions of the language and in that way to convince others, explain, describe or report something. This ability can be developed through education and more exactly through language use, and in this case of EFL, considering that we are in a globalized world in which it is necessary to learn at least one L2.

On the other hand, bearing in mind the initial data collected by means of the survey, the diagnostic test and the field notes, (see appendix 2, 3 & 5), it could be infer that the target group of this research project needed to improve their oral skills in English to be able to use the language appropriately and handle the different functions of the language to solve tasks.

Therefore, as it can be interpreted from Willis and Willis (2007) point of view the Task-Based Teaching can help students if it is focused on both language and learning process making emphasis in interaction as the means to develop students' oral skills and enabling interaction between the language and students' previous knowledge. Moreover, TBT state interdependence among language and communication. Thus, the aim of this research project is that through the implementation of this approach the students are going to be able to express their thoughts and experiences using EFL. Which will be achieved

through the implementation of different types of tasks carried out by means of authentic materials that related to some of the students` favorite activities such as tv programs and music within the theme of values.

Furthermore, according to Losada, Insuasty & Osorio (2017) the use of Authentic Materials and Tasks has a positive impact in students' development of oral skills. This, since the authentic materials that are not created with educational purposes, such as real advertisements, videos, maps and readings that are coming from the English Language and focused mainly on the sense of the content rather than in grammar or the language structure; not only strengthen the linguistic use of EFL but also increasing motivation to learn the L2. That is, the students seemed to be more interested in learning English using these authentic materials and tasks and felt more motivated to participate in oral activities, which let the authors conclude that these kind of practices within the classroom are important in the development of the students' linguistic and affective domains.

Furthermore, it is crucial to consider the relation that those authentic tasks and materials must have with student's life. As it is shown by Castañeda & Usaquen, (2012), students were provided with materials such as videos, audios and texts that were related to cultures in which English is the L1. The results showed that when learning about other cultures, students can make a contrast between their own culture and the foreign culture by using their previous knowledge and the new cultural experiences; this in turn enhances students' capacity to interact more in EFL.

It shows how the use of authentic materials related to students' context motivate them to share their experiences and to talk about their opinions and points of view in EFL. This, since the contents treated with these materials were partially familiar for the students, these led them to a meaningful learning.

CHAPTER 2: Theoretical Framework and State of the Art.

In this chapter, the Theoretical Framework and State of art are presented as fundamental parts in the understanding of this Research Project carried out with the group 702 of Rafael Bernal Jiménez School. Thus, the key conceptual references that substantiate the importance of the development of oral skills in the learning process of EFL will be mentioned. In this manner, this chapter contains the concepts of oral skills, authenticity, authentic tasks and materials and some studies that were focused on the topic covered in this Research Project.

Oral skills.

The oral skills represent for the target group of this project a big challenge to face since as it was mentioned before this group showed difficulties in establishing real communication and interaction. Thus, as it was evidenced by means of the observation phase (see appendix 5), the students were able just to answer vocabulary questions which does not represent the importance that the oral skills have in the social life of the human being.

This, due to a good handling of these skills requires the subject to make good use of the language in all aspects and not only in vocabulary, but in grammatical when creating complete sentences, in order to have more unequivocal reception of the message. As well as, the appropriation and adaptation of the speech according to the content, moment and place of speech so that there is a real exchange of meanings and a satisfactory transmission of the message. Thus, Once the oral skills are used more consciously and is seen with greater depth and not only as the universal ability to speak. In my opinion, we can say that

following this principle, it is possible to have more competent subjects in society, capable not only of thinking about reality critically but of expressing their points of view, opinions or proposals about it. Leaders, who do not limit their projects, their disagreements or ideas for not knowing how to express them or how to make good use of the oral language.

Regarding oral skill Bygate (1987) claims that speaking is an undervalued skill since almost all the human beings can speak. However, not all of us are able to use the verbal language appropriately, which is fundamental to accomplish social and personal purposes since speaking "not only means to produce sentences but to adapt them to the circumstances" (Bygate, 1987, p. 9). According to the author, the correct use of the oral language is effective when generating a negotiation of meaning and ensuring understanding between the participants of a discourse.

This negation of meaning, can only be achieved if the participants of the discourse manage to express themselves (opinions, experiences, points of view, etc.) in an effective way by making correct use of the language. It is this aspect, factors such as pronunciation, rhythm, stress, the vocabulary used according to the speech situation and the contextualization of the topic, are fundamental for a greater understanding of the message.

Bearing in mind this social aspect involved in the speaking skills, Mojibur Rahman (2010) also affirms that communication is a dynamic interactive process that involves the effective transmission of facts, ideas, thoughts, feelings and values. It is not passive and does not just happen; we actively and consciously engage in communication to develop information and understanding required for effective group functioning. It is dynamic because it involves a variety of forces and activities interacting over time (p 2).

As it was shown, for this author, those activities clearly include situating the speech according to the current context and the use of gestures to support what is said. It means, the speaker must be coherent when adapting its speech to the situation of which it is spoken at the moment, the place where he or she is and the reality that surrounds him/her.

In accordance to the previous authors, Brown (2001) considers that the oral skill is an interactive process in which meaning is produced, transmitted and received effectively wich is strongly related with Mojibur Rahman conception since to Brown, speaking is not only a skill but it becomes a fundamental social factor, in the life of the human being as long as it is handled in a conscious manner. That is to say, when all its characteristics are taken into account to make of what is said an adequate discourse and with sense for the receiver.

Furthermore, Brown also claims that there is a strong relation between speaking and listening skills and in that way these two language skills cannot be completely separated. Thus, the author explains that these two types of skills have similar micro skills but proposes six categories that although are closer to listening, must be applied only to the Oral skills, these are: *imitative,* feature through which students can learn for example pronunciation, intonation and rhythm by imitating what is said by the teacher. The second category, called *intensive* is related with the production of short stretches of the oral language which could be fostered by reading aloud or participating on dialogues. On the other hand, the category of *responsive* will be measured during this project taking into account how the students respond to the authentic materials worked in class through reading comprehension test and oral contribution by the part of students.

In fourth place, the *transactional* feature, will be evidenced through dialogues or students' discussions *in* which information is transmitted and the negotiation of meaning of which we spoke previously will be carried out. *The interpersonal and extensive* categories will be done through dialogues or social interaction and the creation of short speeches in which students will share the opinions or points of view about the themes for the class.

For this research project the categories of intensive, responsive and transactional were applied through the practice of speaking performances "some phonological or grammatical aspect of language" (Brown, 2001, p. 173), while for the second one, they have to "[reply] to teacher-or student- initiated questions or comments" within a speech. As for the last one, the students exchanged relevant information about the topic with the teacher to establish a dialogue.

In short, these perspectives taken from the previous authors let me conclude that the oral skills comprise an important communication process fundamental in terms of social interaction and through which the human being can be able to express her/his ideas successfully and when making an appropriate use of the language. It is evident also, that the speaking skills make possible the transmission of meaning if the transmitted message have an appropriate use of the language (pronunciation, stress, rhythm etc.) and the establishment of its relationship with the context, making the students orally competent in society.

Authentic Tasks and materials.

To start with, according to Breen (1987) a task which is used for a teaching practice needs to state, "a particular objective, an appropriate content, a specific working procedure and a range of outcomes" (p. 25). Thus, takin into account this author's point of view, it can

be conclude that for a teacher, it is necessary to be conscious of the importance and the influence that the tasks that we carry out have in the students' learning process and life in general as integral human beings.

This, since those must have always a learning purpose and therefore an effect in students' way of seeing the reality in relation to the contents learned in the class. It is to say that, the tasks and materials we use in class should not be used simply in order to comply with a curricular plan, but should be thought in first place as a manner to foster in students not only a literal comprehension of the content but engaging also the students to make inferences and think critically. Thus, as teacher is our duty to think of why it is important that our students learn these contents, why through the use of a particular material or task and in what way they will serve them for life, to improve as an integral being and more specifically to forge a better future.

On the other hand, according to Nunan (1989), the task is defined as "a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language and is principally focused on meaning rather than form" (p.10). That is, the task be an assignment or activity that the students need to carry out within the class and which is considered by the teacher not only in order to teach a content but with the aim to develop certain kinds of cognitive, physical, social and affective abilities and to shape the students' learning process as well.

To define the concept of authentic materials, Nunan (1988) claims that the authentic materials are those that were not created for teaching the language. Which, in relation to the development of this research project means a challenge since students will be

exposed to authentic materials such as, articles, cartoons, images between other, that at the beginning could be a little more difficult for them to understand, since they will have to face to a certain extent the current use of the foreign language. In agreement with the previous author, Johansson (2006) talks about alternative teaching materials that are materials not created with pedagogical purposes. It is to say, materials that a native English speaker could find in his daily life.

However, although the idea with this project is to bring the students to the actual use of the language in order to improve their oral skills, the complexity of these materials will be taken into account as it is considered that although these materials were not created with pedagogical purposes they must be adequate to the level of the students. This, since on the contrary, the students not only will not be able to understand its content but will also lose interest in them.

On the other hand, with a similar perception, but adding other key factors to the definition of this concept, Hutchinson and Waters (as cited in Shameem Ahmed, 2017) affirm that to carry out the use of authentic materials is necessary to take into account the following four principles: the input (starter), the content (text), the language (function) and tasks that are going to be developed.

Finally, regarding the concept of authenticity in relation to task and materials used within the English class, "Authenticity is a function not only of the language but also of the participants, the use to which language is put, the nature of the interaction and the interpretation the participants bring to both, the setting and the activity" (Taylor, 1994, p.4). That is, the authenticity for this author is given by the context and by the moment in which

the language is learned since all the factors involved when learning EFL in a group, space and time makes the process unique and authentic. This is a very close idea to Autio's (2012) point of view, for whom "authenticity from a wider point of view: is an interaction between the text, task and learner. In fact, no handbooks on the implementation of authentic texts or the design of authentic tasks for cultural education exist" (p 8).

With a different conception, Guariento & Morley (2001) claims that the authenticity into the EFL classroom depends on "the use of authentic texts [which] is now considered to be one way of maintaining or increasing students' motivation for learning. They give the learner the feeling that he or she is learning the "real" language; that they are in touch with a living entity, the target language as it is used by the community which speaks it" (p.347). Thus, for these authors the authentic task is the one with which the students can develop "real world" target tasks as for example buying something in the supermarket or reporting a conference. Therefore, according to their point of view "a task might be said to be authentic if it has a clear relationship to the real-world needs" (p.350). Bearing in mind this conception, when carrying out this research project, the tasks were authentic for students since with these the students were involved in real short dialogues and discussions about values and social issues that happened in the real target language. Such as, the rules for the class, the values to promote coexistence in society, the way to help others; as for example the endangered species and the living beings environment and the appreciation of oneself, taking into account the habits that can affect your life physically and emotionally.

Bearing in mind the ideas of the authors mentioned above, I can say that the construct of authentic materials can be defined as those that are authentic because they belong to the real life and can be related with the students' context. Thus, although these

materials were not created with the purpose of being used by teachers to teach a language, they were brought to the classroom and adapted within this research project with the purpose of foster students' oral skills and learning of the L2.

In this way, it is considered in this project that despite the authors' perceptions, these authentic materials that belongs to the real context of the target language but can be implemented within the EFL classroom may be used to develop authentic tasks with students, which are usually focused on the idea of teaching content but to produce a meaningful learning in students' life as they represent the reality of people and the situations that happen in the real world, as well as they make part of the daily life context of the speech community.

Task Based Teaching

Willis and Willis (2007) affirm that the "[p]roponents of task-based teaching (TBT) argue that the most effective way to teach language is engaging learners in real language use in the classroom. This is done by designing tasks - discussions, problems, games, and so on -which require of learners to use the language by themselves" (p. 1). Moreover, Willis & Willis in relation to the theory of learning of TBA propose seven types of tasks which are classified according to cognitive processes that will increase their complexity when passing from one task to another. These types of tasks are: listing, brainstorming, fact-finding, ordering and sorting, comparing and contrasting, problem-solving, projects and creative tasks, sharing personal experiences and matching. Which are not focused on the use of the language but on the content. This, to the extent that through different activities the student is required to constantly establish connections between his previous

knowledge on the subject and the new information that he is acquiring during the class, since it is considered that in this way it is possible to obtain a significant learning.

However, Rahman (2010) claims that "the task-based approach to teach oral communication has much potential, but it has a long way to go before it can claim empirical success in the field of second language instruction" (p.9). Which, although it does not contradict what was proposed by the previous authors, reflects that it is a challenge to face in terms of the use of this approach within the classroom.

Thus, the Task-Based Approach engages students in carrying out different tasks as for example fact finding or sharing opinions. Which were worked with students during the implementation of the two fundamental cycles state in the pedagogical proposal (chapter 4) and that are closer to their context to solve the "problems" that are proposed within the class and which require the students to develop several cognitive processes when learning the contents in a meaningful way.

This meaningful learning will be achieved for students considering that the different tasks employed along the EFL classes have to be related with students' life and interests such as the reading (see appendix 2) This, not only to engage students with the tasks but with the aim of increasing their motivation to speak in the foreign language when promoting students' participation and use of the language since they can use their previous knowledge to talk about the different topics and interact with their partners and with the teacher.

State of the Art

The use of authentic tasks and materials to teach EFL within the Task- Based framework has been used in previous studies reaffirming the importance of this practice in the process of learning a foreign language.

One example of those studies is Buitrago's study in which the results evidenced an improvement on the student's motivation, self-esteem, the construction of well-structured sentences with a sense for students when using their previous knowledge, use of grammar and increase of vocabulary with a meaningful purpose considering children interests which let the improvement of students' oral competence. This study shows a sample of how the use of tasks work inside the EFL classroom, how it becomes meaningful and motivating students in order to improve their oral skills and engage them to participate more.

In this chapter, some of the definitions by some authors have been presented about the constructs that are fundamental for the realization of this project. In the next chapter, the elements that characterize the design of the research such as the method and type of research, the instruments, the procedure for data collection and the ethical issues that shape this research project will be presented.

CHAPTER 3: Research Methodology

Paradigm

To begin, it is important to mention that the present project was carried out in the light of qualitative research. Thus, data collected strongly depended on the reality of the observed group. Considering that reality is build up by people's context (culture, history, setting, etc.) (Phillips and Carr ,2006). Thus, for this research project the qualitative research becomes fundamental as for teachers it is necessary to consider our students as integral human beings whose vision of the world and way of learning is influenced by their context being our role as teachers to accept this diversity inside the classroom and work with its characteristics.

Type of study

According to Phillips and Carr (2006) the Action Research is considered as a process in which the pre-service teacher researcher can learn from the community, recognizing its social, political and economic context, culture, values, etc., and "focus passion in one's identity as a teacher" by thinking carefully and critically to carry out a transformative and reflective practice. Therefore, an action teacher researcher should be involved inside the classroom and interact with students since he/she works as an observer and participant who seeks to solve a problematic educational situation.

On the other hand, Burns (2010) claims that there are some stages to follow while doing action research, these stages "[involve] four broad phases in a cycle of research," (p.7) which are: planning, action, observation and reflection. These stages can be repeated or

transformed during the process depending on the results and problematizing data collected from the interventions until you achieve the goal of the research. Thus, during the first cycle of this research process the following stages have been followed: the first stage was observing the students and collecting information; then reflection was done around the data collected ; based on the problem found, the development of the students' oral skills , planning took place and finally the implementation of the pedagogical proposal led to a new stage of collecting information and reflection upon what happened.

Data collection instruments and procedures

As for the gathering of information to develop a process of analysis, reflection and transformative practice, in this research project was used, which allowed later to carry out a triangulation. The three instruments were the field notes, which were collected daily; artifacts of students' work that were collected once a month and the interviews twice at the semester. These instruments are defined as follows.

To begin, Burns (2010) claims that the observation (field notes) allow the researcher to see carefully and in a reflective way the things that we are not aware of while the class is happening. Thus, the observation is *focused* on specific facts, it is *objective* since it let us find the real reasons about which is happening; and *reflective* to analyze the data obtained as well as our role of as teachers and the students' role. Also, it has the characteristic of being *documented, evaluated and re-evaluated.*

Secondly, for Phillips and Carr (2006) an artifact is "a kind of physical documentation that sheds additional light on research question and topic" (p. 78). Thus, the artifacts collected through this research project were the evidences of the students 'improvement of oral skills process and final products of their work in relation with the area of focus and the possible solution to the problem. (see appendix 6 and 8 *Audios of students' production*),

Finally, according to Burns (2010) "interviews are a classic way in research to conduct a conversation that explores your focus area". Furthermore, interviews need always to state a purpose and allow the researcher more extensive information than other instruments as the surveys. On the other hand, this author explains that there are three types of interviews, *structured, guided or semi-structured and open-ended or conversational-type.* (see appendix 7) For Burns, the first one, demands of the researcher to construct a list of questions that will be later asked to each person in the same way and order. The semi-structured interviews are more flexible since although the researcher must establish the questions previously, these can have changes according to the answers of the interviewer. Finally, in the open-ended interviews there are not pre-planned questions and the results of this kind of interviews depend of the answers given by the subject. Regarding this research project, the semi-structured interviews were implemented since this type of interview allow the researcher to formulate and reformulate the questions according to students' answers in order to collect a greater amount of information.

Ethical issues

To ensure the welfare and protect the identity of the students with whom this project took place, it was essential to have the informed consent of the students and their parents.

According to Phillips and Carr (2010), there must be a guideline to be applied to get

permission from the participants of the research project. This guideline involves according to

these authors "written permission from parents and verbal permission from students. Exact

guidelines are determined by the university's informed-consent policy and the policy of the

school district in which you are student teaching" (p.97). Thus, a consent form for this

research project was created (see appendix 1).

Trustworthiness

The validity and reliability regarding the analysis and results of this research project

was ensured through the triangulation of the relevant data obtained by means of the three

instruments selected for the data collection (field notes, artifacts, interviews). Thus, as

Phillips and Carr (2006) state, trustworthiness is achieved by involving multiple perspectives

and sources in the data analysis; contributing a detailed description of students' process;

making a clarification the "researcher biases or positions" (p.28) and analyzing the data

leading to a critical reflection.

Data analysis methodology

According to Phillips and Carr (2006), the data analysis starts with the process of

interpreting the data collected as evidence by "using processes of *analysis*, *synthesis*,

deconstruction, and *contextualization" (*p.102). This interpretation from these authors'

point of view is made based on personal revelations that will be shaped by the critical

question and the context viewpoint of the researcher. Furthermore, the data analysis will

allow the researcher to establish and reestablish the different categories that will be carried

out through the researching depending on the results and the reactions that the students had

regarding the activities and the contents worked in class. This, to adapt these categories to

students' interests and ways of learning. These categories are the following; 1. The theme as a tool to engage the students to learn and express in EFL. 2. Establishing a relationship between pronunciation and meaning through practice. 3. Overcoming inconveniences and difficulties presented throughout the process. 4. Authentic materials to foster real language use and 5. The authentic tasks in the English class as a motivational agent.

It is important to clarify that these categories emerged from the data collected and later they were classified and organized from the more specific ones to more general categories involving all the elements needed to improve students' learning process and to solve the problematic situation.

The following chapter will deal with the vision of learning, language and the learner as well as the pedagogical approach, proposal and expected results of this research project.

CHAPTER 4: Pedagogical Intervention

Vision of Language

To carry out this research project, language was considered not only as a means of communication or self-expression claims but also as a form of culture and ideology as Tudor (cited in Vera, Chapetón & Buitrago, 2017). From the first point of view, according to this author, the language works to establish social relationships with the people around us, allowing the human beings to express themselves, their feelings, opinions, needs and interests fulfilling the functions of language as well to interpret their reality and acting over it.

As to the second kind of vision of language, when developing this research project, the language was viewed as culture and ideology since it will be taken into account the student's context and how they can relate it with the foreign language context. Thus, according to Tudor "[it] implies understanding and effectively interacting with the culture and the views of the world of the speech community," (p.69) which becomes crucial when selecting the content and materials to be applied, those in this case were shaped by the concept of authenticity.

Vision of learning

Here, the vision of learning that shaped this research project will be explained considering the theory of social constructivism from Vygotsky (1978) for whom learning is constructed by means of a social process. Thus, for this author, the full development of children depends on a complete interaction with the people around them since through this interaction the child is helped to learn things that he/she did not know or understand before receiving a more able peers help, establishing new mental schemes of knowledge to favor

the learning of students. Furthermore, according to Vygotsky, within the cultural development of the child, the knowledge appears twice; the first time in a social level by means of interaction and the second one at an individual level when the child have achieved a significant learning.

Regarding this perception of learning, Tudor (2001) presents the vision of learning as an experience and therefore, it requires of a direct contact with the target language. This, was developed in this research project by using authentic materials, as well as "the use of the foreign language for communicative purposes" (p. 85) which fosters in concordance with the constructivism, the cooperative work in other to achieve a more complete learning of the language.

Teaching Approach

As it was mentioned in the previous chapters, the teaching approach selected for this research project is Task-Based Teaching, which refers to the use of tasks in order to promote in the students' the development of different cognitive processes that can help them to learn better the speaking language is centered.

Thus, according to Willis and Willis (2007) the implementation of TBT starts by selecting the theme of the lesson and decide the sequence of tasks that will be used to develop that theme since for them, the topic is the "starting point" to begin preparing the class. Concerning this project, the themes selected to be worked with the target group were related with human values and good human being actions that the students can employ in their real life.

Topics such as, the rules for the classroom; where the students could state by themselves the appropriate behaviors not only within the class but in their daily life while sharing with other people. The animal extinction, in which the students learned about endangered species, the causes of animal extinction, the role of human being in that problem and how can we protect the animals and the environment. Furthermore, it also was implemented with students the theme of healthy habits and healthy life styles for the students to be conscious about the importance of having a good physical, psychological and emotional life.

These authors make emphasis also in the importance of considering the student's' interest, opinion and previous experiences when selecting the topic. Nunan (1989) describes the tasks as "a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form" (p. 10). Thus, for these authors even though the type of tasks carried out are fundamental to follow up the learning process, one of the main focuses when using this approach is the topic selected since as it is related with student's experiences it is through the topic that the child will achieve a motivation and feel comfortable while learning the target language.

Once the theme is selected, Willis and Willis propose to select the tasks to work on. Thus, these authors propose 7 types of tasks that are classified according to different cognitive process being each task more complex than the previous one. These types of tasks are: *Listing, ordering and sorting, matching, comparing and contrasting, problem solving, projects and creative tasks and sharing personal experiences.* As these seven types of tasks were used with students during the pedagogical intervention when

implementing authentic materials about social and human values, it is important bearing in mind how these tasks were carried out, for this reason an explanation of this pedagogical interventions will be presented below.

Pedagogical intervention

The intervention was shaped under the light of TBT bearing in mind the seven types of tasks proposed by Jane and Dave Willis (2006) while using authentic tasks and materials related to social values and affairs, as tools to engage students in the foreign language learning and motivate them to express their opinions, feelings and experiences orally. On the other hand, some topics taken from the Basic Learning Rights of English for 7th grade established by the MEN within the program of *Colombia Bilingue* will be developed during the interventions as this regulation is followed by the teachers by means of cycle projects at the school.

This implementation was developed over a period of one academic year in which the students learned the different themes proposed in this research project, topics such as, human values, animal extinction and healthy life habits. Moreover, the classes were shaped under light of TBT and the use and implementation of authentic tasks and materials with the purpose of fostering students' oral skill.

It is important to clarify also, that the tasks that were carried out with the target group were divided into two different stages that were changed regarding the contents or the time planned for each phase according to the students' process. The first stage was shorter and consisted on an approximation of the students to authentic materials regarding social aspects and the learning of some expressions to communicate opinions, feelings or experiences about the topics mentioned before; human values, animal extinction and

healthy life habits. The second stage, was for the students to be involved in short discussions in which they used all the elements learned during the class process to express opinions, experiences or ideas orally in relation to the topics that were presented to them using authentic materials, making a relation between the foreign culture and their own.

Timetable

Below, Table. 1 summarizes the different activities that were done during the pedagogical intervention.

Moth/ Themes	Procedure	TBT type of task	Objectives
February values in relationships among students (bullying vs. acceptance of the diversity)	The students will have to identify and describe the information they found in the texts and videos given by the teacher regarding the topic for the class. Moreover, they have to be capable to relate that information with their context's objects, people or actions while they learn expressions (present tense) to expose opinions, feelings and experiences. Also, the rules for the class will be established.	-listing -ordering and sorting	To Identify and describe the relevant characteristics of the situations found on the authentic materials
March Human values	Before introducing the topic for the class, the students will be asked to make a list of the values they know. After that, authentic materials in the target language will be presented to them. They must establish relations between the information and their previous knowledge and experiences, comparing and contrasting them to finally express orally their opinions about the topic.	-listing (brainstorming) -Matching -Comparing and contrasting	To Participate in short dialogues or conversations using the vocabulary learned to express experiences around the topic
April, May How to help the others?	The students are going to reflect and discuss about how and why to help others in difficulty and about the animal extinction. To carry out this	-Matching -Comparing and contrasting -problem	Encourage students to talk in the FL about themselves.

The Animal extinction.	discussion they must use the expressions and vocabulary learned in the previous classes to feel more comfortable when sharing their experiences.	solving -sharing personal experiences.	
March /August healthy life habits	The students will have to reflect and discuss with their partners about the importance (physical, psychological & emotional) of having good healthy habits.	-Comparing and contrasting -problem solving -sharing personal experiences.	

Table 1. Interrvention

Following the previous time- table, once the students learned about the human values in class and they established the rules for the classroom, it was decided to carry out the development of two fundamental cycles with students, which will be explained coming up next. The first cycle about Animal Extinction and the second one about Healthy Life Habits. Regarding the first cycle, the students were called to reflect about how their actions can influence not only in the coexistence between them (as it was learned when working on human values and the establishment of the rules for the class) but also that those actions have consequences on the environment and other species life.

Thus, it was determine to work with students about endangered species, exploring the students' previous knowledge about what endangered species are, what the causes of animal extinction could be, what the role of human being is within this problem and how they can protect animals of extinction not only as students but also as citizens.

To deal with these questions and following with the three stages of Task- based Teaching (Pre -Task, Task and post- Task) first, the pre- task phase was carried out as an

introductory activity for the students, the teaching of some animal's vocabulary as well as their natural habitat and the use of can and cannot to express those animal's abilities.

Then, students read a short authentic article called *What Are Endangered Species?* Written by Laura Klappenbach and published on the premier reference site *ThoughtCo*. On this article not only the term of extinction was exposed to students but also, how the human been has become a threat to endangered species and some causes of this fact as for example habitat destruction, climate change and hunting. After the reading of this article, the students should answer a series of True / False questions to verify their reading comprehension.

According to the second stage of TBT, the Task of this first cycle was focused on establishing a relationship between the subject and the reality of the students while promoting the use of their speaking skills. To do that, first it was necessary to teach students some expressions which would help them to express their opinions, previous knowledge and positions regarding the topic; expressions such as I think *that*, *from my point of view* or *in my opinion.* (see appendix 6),

Then, the students were asked about their previous knowledge and interest about the topic. To do that, with the help of students it was done a brainstorming about the causes of animal extinction, considering that brainstorming is one of the seven types of tasks exposed by Willis and Willis regarding the TBT approach that shapes this project.

To complement this first approaching to the possible causes of the animal extinction, it was given to the students five authentic cartoons images about the topic, each cartoon represented one cause of extinction, so students had to make a visual and literal

reading of the cartoons to then develop a matching task between the images and a list of causes that was given also by the teacher. Once worked on the causes of animal extinction, the students were asked to think on different ways to protect endangered species. To do that, they had to create at least four different sentences using the expression and the vocabulary learned.(see appendix 6),

On the other hand, bearing in mind the third stage of TBT, the post task of this first cycle consisted on a reflection about how the environment, and the natural life was in general before and after the causes learned with students as for example, the falling of trees, hunting, global warming, among others. Therefore, they had to select one of the causes of animal extinction and make a drawing about how it was before and after the development of that cause. Thus, for example they had to draw a forest before on one side and after on the other side as the consequence of the problem as it can be observed on Figure 2.
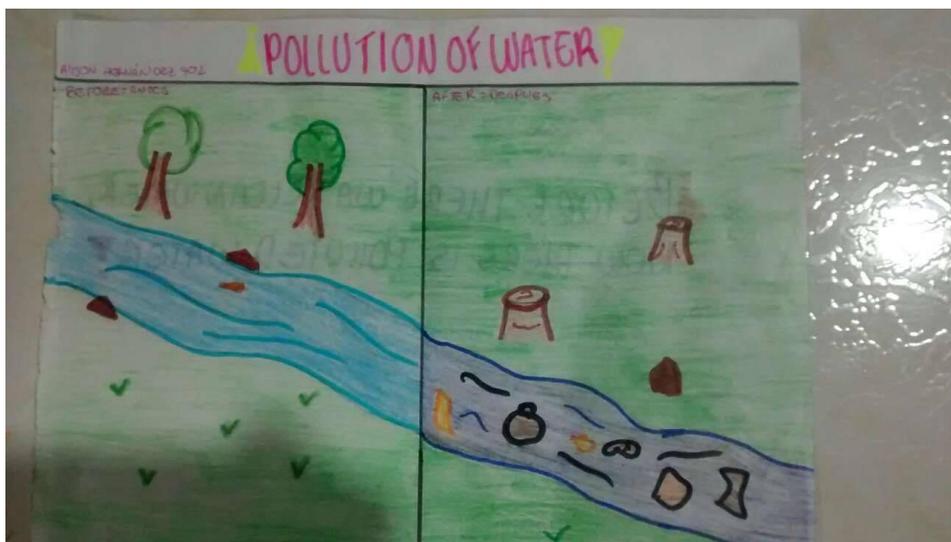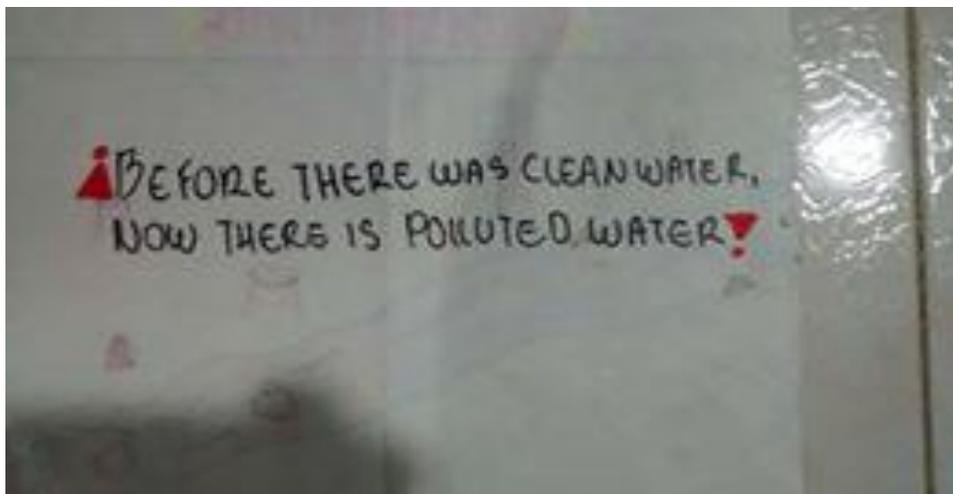
Figure 2

On the other hand, the second cycle about healthy habits and healthy life style was carried out in different stages of the process, the first stage at the beginning of the pedagogical interventions and the second one at the end of it as could be evidenced in the lesson plans (See appendix 4. Lesson plans 3 and 4). In the first stage of this cycle, the topic about healthy habits was introduced to students through two short texts created by the teacher that was related to the student's real context followed by several images or clip arts that were used in this case as the authentic material (See appendix 6).

In that way, the students first had to identify within the texts which character represented the bad habits and which the good ones, sharing their opinions orally in front of the class. At this point, the students effectively understood the teacher instruction about what they had to talk about, but they rarely spoke in English except to mention some literal sentences from the text that were related to the healthy habits' vocabulary such as for example "he takes a shower every morning" or "he sleeps eight hours". This, due to the fact that the students were accustomed to express their ideas in Spanish during the English

class, which had to be solved by the researcher not only demanding the students to speak in the foreign language but offering them resources so that they could do it, as for example the teaching of some expressions used to give opinions or points of view.

Then, making use of two of the seven types of task proposed by Willis, the students had to matching the clip arts with their corresponding habit and then listing in a comparative table the good and the bad habits.

It was important to make emphasis on the last habit of the list "eat more fruits and vegetables" Since, it is considered that at this point students are less careful about how a healthy diet has influence not only on their physical but emotional and even intellectual state. To do that, the teacher started by getting closer to students' previous knowledge when asking them what was for example the difference between a pizza and an apple or a can of soda and a glass of water. That activity was done with the purpose to pushing students to infer by themselves the difference between healthy and junk food. After that, the teacher taught the students some food vocabulary by using flashcards (see appendix 6) and gave each student a card to play a bingo with the vocabulary learned to finally create a food pyramid and write some sentences about the food that they should eat on each time of the day.

On the other hand, during the second stage of this cycle about healthy habits, that as it was mentioned before was developed some moths later to reinforce the importance of the topic, it was decided first of all to make a review with the help of students about what are the healthy habits that we as human beings should practice in our daily life. Thus, once the students brought to their minds the healthy habits learned in the previous classes, it was

given as authentic material a cartoon about healthy life style (See appendix 6). In that way, as a pre- task activity the students had to read the cartoon with the help of the teacher to them answer some reading comprehension questions about it.

Once, the topic was reinforced with the cartoon and learned the positive aspects of healthy habits, the students were asked to share orally their opinions about why this type of life style is important in their lives. At this point, the students had to use the expressions learned during this practice process (I think that, from my pointy of view, in my opinion...) However, at the beginning some of the students seemed to be unwilling to speak in English in front of their partners, so most of them expressed their opinion in Spanish a problem shaped under the excuse that the room teacher allowed them to do it in that way. Nonetheless, after some students' examples, express their opinions in Spanish was not allowed by the teacher researcher so once these students felt more confident seeing their classmates speaking, they participated in the activity too.

Then, to continue with the Task stage according to TBT approach, the students were asked to select one of the healthy habits learned and to make a drawing about it. Moreover, the drawing should be accompanied by a sentence explaining why that habit was important. In this case, giving students the opportunity to think better an answer for the question, and in that way to be also more confident to share then their opinions orally with their partners. As it can be inferred, this time the change in terms of participation, use of L2, use of the required expression and pronunciation was remarkably improved (See appendix 8. Audios of students' production).

Regarding the Post- Task stage of TBT, a short reflection about the topic was developed by the part of the students. Moreover, the students solved their doubts about the vocabulary, the expressions used to share their opinions and own beliefs, and some grammatical rules in this case related to the use of modal verbs such as must might, have to and should.

As a conclusion, in this second cycle the participation by part of students increased considerably in relation to cycle one. This, maybe because the fact that this topic was already treated at the beginning of interventions and moreover, in this occasion, the students were more familiarized with the dynamic of the tasks and the expressions they could use to give or share their opinions orally in front of the class. In that way, they also felt more confident in terms of pronunciation, appropriation of the subject and the use of vocabulary.

<center>**CHAPTER** 5: **Data Analysis and Interpretation**</center>

Data analysis

As it was mentioned in the previous chapters, this project had as main purpose to foster in the students the use of their oral skills in EFL through the implementation of authentic task and materials related to some human values and other social aspects under the light of Task- based teaching framework (TBT). Therefore, to carry out the data analysis, the three data collection instruments presented on chapter 3 -the field notes, the audios as evidence of student's oral production and two semi structured interviews- were considered.

Furthermore, the information obtained during the two cycles through the data collection instruments was divided into some categories of analysis. These categories, emerged from the constant comparison among them, to get a better understanding of the data gathered. These categories were: First, the theme as a tool to engage the students to learn and express in L2. Secondly, establishing a relationship between pronunciation and meaning through practice. Third, overcoming inconveniences and difficulties presented throughout the process. Fourth, authentic materials to foster real language use and fifth, the authentic tasks in the English class as a motivational agent.

The theme as a tool to engage the students to learn and express in L2.

Bearing in mind the collected data through the instruments (field notes, semi structured interview and audios), the students seem to think on the topics worked on as themes directly related to their lives, of which they can speak and express in L2 according to their knowledge and which can have an influence on their way of acting later. Such as student 4 mentioned, "porque son temas que están en inglés, pero sirven para la vida"

(Semi structured interview). As it can be seen by the affirmation of this student, he possibly thinks that in comparison to other English classes they can transfer the knowledge they are acquiring in this learning process to their real life, probably to be better human beings or face life in a wiser way.

Moreover, considering what was done regarding the task development and as it was mentioned by students in the interview; most of them affirmed to have a liking for the English class and the way in which it has been handled "con las reglas y eso podemos mejorar el medio ambiente, convivencia y trabajo en equipo" (Semi structured interview, Student 5). Considering students' opinions about the class, it can be said that they marked as positive aspects mainly, the fact that topics related to values and good human actions are dealt within the class because they felt that in some way these topics can have a great influence in their life, since they are able to interact more with each other and learn about the coexistence between them and their environment.

Likewise, from student's point of view, these issues and tasks were different for them and not as common as in other classes. "La clase es chévere, se aprende nuevas cosas que no sabíamos y me gusta mucho esta clase porque aprendemos cosas diferentes" (Semi structured interview, Student 11). Thus, the students feel that thanks to the topics discussed, the class is not so routinely, a fact that serves as a motivational agent when learning a foreign language and can be contrasted to the attitude that the students had in front of the class in the observation phase, in which it was constantly evidenced that the students were not very interested in the English class (Field note # 1).

Establishing a relationship between pronunciation and meaning through practice.

During the development of this practice process, it was evidenced that one important factor for improving students' level when learning L2 is the fact of being constantly listening to the teacher speaking in English.

Thus, since although they were not accustomed to have the class in that way and were not familiar with the vocabulary, the fact of being more immersed in this environment, allowed an unconscious language learning to take place. Making it easier and more spontaneous for the students to establish a relationship between the pronunciation of what was said by the teacher and its meaning as for example the next student proclaims "ahora es más fácil el significado y la pronunciacion de cada palabra" (Semi structured interview, student 2). It is important to clarify also, that this can be verified also in the audios collected of students' oral production (See appendix 8. Audios of students' oral production).

Therefore, mechanical drills as the repetition of words were fundamental in this process as well as the use of the seven types of tasks proposed by Willis and Willis since through them the students could give a meaning to what they heard in the class, the contents and the vocabulary learned. Moreover, as it will be evidenced below in some students' opinions, it was possible for them to relate their previous knowledge with the topic that they were learning when in class; forming new schemes of knowledge between their context and the L2 real life use that was shown to the students through the authentic materials used in class. Regarding this, one student of the target group affirmed that, "he

mejorado decir las palabras y aprendérmelas porque antes era dificultoso para mi aprenderme las palabras muy rápido y pues ahora yo miro una palabra y ya la tengo en mi mente cuando necesito una tarea o algo así" (Semi structured interview, student 2). Likewise, "yo he mejorado el vocabulario, ahora conozco más palabras en ingles y con mejor pronunciación" (Category 2, Semi structured interview, student 7). As it can be evidenced, from students' point of view, there has been a improvement of students reception of vocabulary, which was useful when they were asked to used it in this case in oral way.

Overcoming inconveniences and difficulties presented throughout the process.

Considering that, as it has been mentioned in previous chapters, one of the main students' difficulties was that they were not accustomed to receiving the class fully spoken in English but in their mother tongue except for the learning of some vocabulary, to face this important change, the guidance of the teacher was fundamental for them.

In this way, it was observed that, at the beginning of the process and even in certain moment of the last classes carried out during the implementation phase; the group did not seem to be committed to speak in English. This, since their room teacher does not develop the class in the FL but on the contrary, from the room teacher's point of view when the students speak in their mother tongue, this helps them to understand better the topics for the class.

Thus, the students were accustomed to speaking in their mother tongue and for this reason they rejected in some way when the teacher speaks to them in English and demands them also to work, speak and express themselves in the target language. In these situations,

in which the teacher asked them to speak or give their opinions about the topic, it was evidenced that the learners even asked if they could speak in Spanish or if it was completely necessary to speak in English.

Therefore, when making the L2 closer to the students, one important factor for them to understand, enjoy, and speak in the foreign language was the constant help of the teacher as some of the students mentioned: "Para mí un aspecto positivo es que por ejemplo usted explica muy bien la clase, osea cuando uno no entiende algun tema o algo así usted nos hace el favor y nos explica bien, entonces pues eso me gusta de la clase" (Semi structured interview, student 2). Also, "para mí sí, yo he mejorado mucho. Yo ya sabía inglés antes de este año, pero con las clases he mejorado mucho porque como lo dije anteriormente la profe explica muy bien y hace entender los temas muy bien, entonces he mejorado mucho mi pronunciación" (Semi structured interview, Student 9).

Thus, the students seemed to feel that the L2 is easier to learn with the frequent guidance of the teacher, showing them the way to understand better the contents and the dynamic of the class and thus can later unwrap themselves in the class by improving their level in a certain way.

On the other hand, as it can be contrasted, not only in the field notes taken (**see appendix 5**) but also by means of the interview made to the students and the audios or oral productions gathered; the level of comprehension and oral production of the students improved notably regarding listening, reading and oral production factors. Thus, there were improvements in students' pronunciation and a most spontaneous and complete use of vocabulary, as it is stated by the student 11 in the semi structured interview "Sí hemos

mejorado porque antes de entrar a estas clases no sabíamos nada de inglés pero ya hemos

aprendido a soltarnos un poco más (category 1, Semi structured interview, Student 11).

The last citation, agrees with what another student affirms, that his improvement in

terms of comprehension and acquisition of vocabulary is strongly related to a clearer

explanation of the topic and materials by the part of the teacher"Si se ha mejorado porque

la explicación es más fácil de comprender, entonces uno la entiende y como que mejoran

más las palabras y todo" (Semi structured interview, Student 12). This means that, not only

a good explanation in terms of subject, expressions or vocabulary became important and

had positive charge for students but also it was overriding for them a deep guidance of how

the authentic tasks and materials used are conformed and how to use its content when

speaking.

Authentic materials to foster real language use.

Regarding the implementation of authentic materials inside the L2 classroom, it was

evident during the classes that even thought, at the beginning these kind of materials were

difficult to understand for students taking into account the level of complexity of the

materials to which they were accustomed. The selection of accurate and appropriate

materials during the implementation of this project made possible a better approach of the

students to the real use of the language, that the authenticity in this case gives them. As it is

stated by one of the students:

A mí me parecen muy apropiadas las imágenes y los textos porque con ellos

podemos aprender más y son muy comprensivos y uno los comprende más rápido

por lo que hemos aprendido en el año. Hemos aprendido mucho y pues a mí los

textos no se me dificultan, me parecen muy apropiados y bueno eso es lo que yo pienso" (Semi structured interview, Student 2).

Regarding the authentic materials and tasks handled in class, the students showed a fairy open opinion about them and assure that these materials made the class more enjoyable for them and less routinely in comparison to other subjects. The respondents also claimed that these materials (especially when dealing with images) were useful for them to have a better understanding of the subject. In that way, most of the students seemed to agree with the following affirmation "para mi sí, las imágenes son buenas, le ayudan a uno mucho y uno comprende mucho con este tipo de imagenes" (Semi structured interview, Student 9).

In the case of the texts, although they seemed a little more complex for them, they assured that with the help of the teacher they were easier to understand and that thanks to them and the expressions taught by the teacher during the class time, they have been able to learn, understand (listen), say a greater amount of expressions (vocabulary) and with a better pronunciation. Bearing in mind, what was done with students in the two fundamental cycles carried out, as teacher-researcher it is possible to conclude that, as it was evidenced during the practicum process; the authentic materials could be sometimes difficult to manage or codify, so the company and advice of the teacher becomes fundamental for its initial comprehension.

> a mí me parecen muy apropiadas las imágenes y los textos porque con ellos podemos aprender más y son muy comprensivos y uno los comprende más rápido por lo que hemos aprendido en el año. Hemos aprendido mucho y

pues a mí los textos no se me dificultan, me parecen muy apropiados y

bueno eso es lo que yo pienso" (Semi structured interview, Student 2)

However, once the authentic material is understood by the students, it can be generate in them a greater comprehension about how the L2 works in real life, what as Willis and Willis (2007) affirm, it makes the learners feel that they are getting closer to the real-life language.

Authentic tasks in the English class as a motivational agent.

Taking into account the type of tasks developed during this practice process, it could be said that the students saw on these tasks and activities a way to interact with each other, improve coexistence within the classroom, and work in group, as well as a more dynamic way to learning the L2 as can be understood in the next opinion "Es más chévere, es como fuera de lo normal porque toca hacer cosas, osea no es como copiar y copiar" (Semi structured interview, Student 10). Therefore, considering this student's perception, the tasks developed with students in the English class, motivated her to work in class and indirectly to learn and enjoy the English language learning. The following citation is also an example of students' perception about the tasks developed in class:

Desde mi punto de vista digamos que es positivo porque hacemos cosas dinámicas

y hacemos cosas chéveres y en esas cosas aprendemos, no es como en otras clases

que solo toca copiar y copiar y no aprende nada" (Semi structured interview,

Student 9).

Finally, the students affirmed that the more difficult tasks for them were probably those ones in which they had to create complete sentences, even though they recognize to

45

have more vocabulary to do it than before starting with this process. Moreover, the

activities that students liked most were those in which they could interact with their

partners and approach with the subject to real life which is a factor usually given by the

authenticity of the tasks and materials provided to students.

CHAPTER 6: Conclusions

Considering the findings and analysis of data collected from the grade 702 of Rafael Bernal Jimenez School, the following conclusions were established.

To start, as it was expected the students learned to express their opinions, feelings and or points of view about coexistence among them and their environment, (see appendix 6) to share their reflections regarding how they can as human beings protect the animals and take care of environment as well as the importance of having a healthy life style. However, regarding this, it is necessary to clarify also that, although the students learn to express these kind of perceptions orally, they could not do it in a really spontaneous way as it was planned at the beginning of this project.

The above, because the students did not feel completely confident to speak in English in front of their classmates, and they were not sure about how to create correct sentences Moreover, the students felt free to speak in some occasions in their mother tongue as this was allowed by the room teacher. This situation, limited to a certain degree the development of the oral skill of the students since it was difficult to make the students get accustomed to the fact that the development of the class was given in English both, on the part of the teacher and on their part, demanding of them not only to speak but also to think in English without trying to do it first in Spanish.

In accordance with the previous paragraph, from what was observed in the last classes it can be deduced, that the oral production of the students improved notably in several aspects. Such as, an active participation by the part of students, the acquisition of vocabulary and its use when speaking in front of the class; the confidence of the students

when increasing their knowledge and understanding of the second language and the pronunciation of the words and expressions learned during the process.

On the other hand, as it was slightly mentioned in the previous paragraphs, the use of authentic materials not created for pedagogical purposes but taken from the real context; such as the images, articles and comics worked effectively. This, because they showed the use of the language in a real context and thus students learned to use it in their own context too.

Moreover, the use of these authentic tasks and materials with which students can make comparisons among the target language culture and their context, could be used by other teachers as a strategy to motivate students to talk about themselves when using their previous knowledge about the themes of the classes. Thus, while they learn about human values and social aspects in order to encourage them to be better people.

However, it was evidenced that the use of these materials should always be limited to the language level of the students to have a greater understanding of it and not become boring or difficult to understand for students. For this reason, during the implementation phase of this project, it was essential to carry out the three stages of TBT, especially the first one to engage the students to the treated topic. Likewise, the authentic materials were always accompanied by images for the students to reach a better literal, inferential and critical comprehension level. Moreover, the tasks developed with these materials should be totally guided by the teacher.

Differently, the use of authentic tasks was a little less successful than that of the materials, especially due to the limitations of having such a large group (39 students), and a

limited space to carry out the class. Considering also that it was not allowed to carry out activities outside the classroom with the students or to carry out group activities as it was a complicated group to handle.

Finally, the themes treated during the interventions had also a very important role in the implementation of this project. This, since as it was mentioned in the previous chapter, these topics related to human values and good human being actions worked as a motivational agent for the students. This, not only because they were themes related in certain way to the students' life, but also because the students were required to think critically the whole time, giving way to group discussions about their actions and those of the human being in general, although such discussions were not always given in L2 for students' lack of vocabulary. Also, thanks to these themes the students were constantly reflecting on how the topics developed in the class could serve them in their daily life.

Limitations

On the other hand, although there are remarkable aspects and results of this researching process, it is important to clarify that there were some limitations while the implementation phase of the pedagogical proposal established for this project.

These limitations were, a lack of time for the class due to several interruptions for the giving of academic information and some academic events such as; pedagogical meeting, student marches, hoisted flags and other events or celebrations. Furthermore, it was necessary also to use several classes to accomplish the schedule.

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APPENDICES

Appendix 1. Consent format

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley 1098 de 2006 – Código de la Infancia y la Adolescencia, la Resolución 0546 de 2015 de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, considerando las características de la investigación, se requiere que usted lea detenidamente y si está de acuerdo con su contenido, exprese su consentimiento firmando el siguiente documento:

CONSENTIMIENTO INFORMADO

Yo _____mayor de edad, identificado con Cédula de Ciudadanía N°_____ de_____, con domicilio en la ciudad de_____ Dirección: _____ Teléfono y N° de celular: _____ Correo electrónico: _____

Como adulto responsable del niño(s) y/o adolescente (s) con:

Nombre(s) y Apellidos: Tipo de Identificación   N°

_____   _____   _____

_____   _____   _____

Autorizo expresamente su participación en este proyecto y

Declaro que:

1. He sido invitado(a) a participar en el estudio o investigación de manera voluntaria.
2. He leído y entendido este formato de consentimiento informado o el mismo se me ha leído y explicado.
3. Todas mis preguntas han sido contestadas claramente y he tenido el tiempo suficiente para pensar acerca de mi decisión de participar.
4. He sido informado y conozco de forma detallada los posibles riesgos y beneficios derivados de mi participación en el proyecto.
5. No tengo ninguna duda sobre mi participación, por lo que estoy de acuerdo en hacer parte de esta investigación.
6. Puedo dejar de participar en cualquier momento sin que esto tenga consecuencias.
7. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos, los cuales no serán publicados ni revelados a menos que autorice por escrito lo contrario.
8. Autorizo expresamente a los investigadores para que utilicen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto.
9. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable, en la dirección de contacto que figura en este documento.

Como adulto responsable del menor o adolescente autorizo expresamente a la Universidad Pedagógica Nacional utilizar sus datos y las grabaciones de audio, video o imágenes que se generen, que reconozco haber conocido previamente a su publicación en:_____

En constancia, el presente documento ha sido leído y entendido por mí, en su integridad de manera libre y espontánea. Firma el adulto responsable del niño o adolescente,

_____
Nombre del adulto responsable del niño o adolescente: _____
Nº Identificación: _____ Fecha: _____

Firma del Testigo:

_____
Nombre del testigo: _____
Nº de identificación: _____
Teléfono:
 Declaración del Investigador: Yo certifico que le he explicado al adulto responsable del niño o adolescente la naturaleza y el objeto de la presente investigación y los posibles riesgos y beneficios que puedan surgir de la misma. Adicionalmente, le he absuelto ampliamente las dudas que ha planteado y le he explicado con precisión el contenido del presente formato de consentimiento informado. Dejo constancia que en todo momento el respeto de los derechos el menor o el adolescente será prioridad y se acogerá con celo lo establecido en el Código de la Infancia y la Adolescencia, especialmente en relación con las responsabilidades de los medios de comunicación, indicadas en el Artículo 47.

En constancia firma el investigador responsable del proyecto,

_____
Nombre del Investigador responsable:_____
Nº Identificación: _____
Fecha:_____

La Universidad Pedagógica Nacional agradece sus aportes y su decidida participación

Appendix 2. Survey Example.

UNIVERSIDAD PEDAGOGICA NACIONAL
Educadora de educadores

Universidad Pedagógica Nacional.
Proyecto de Investigación en el Aula.
Practicante: Leidy Milena Forero Méndez.

I.E.D. Rafael Bernal Jiménez

El presente cuestionario forma parte del proceso de investigación que se está llevando a cabo en la clase de inglés y tiene como propósito conocer más a los estudiantes. Por lo tanto, las siguientes preguntas deben ser respondidas con sinceridad y de manera individual.

Nombre: Charley Thoñez Diaz   Género: Masculino

Edad: 11   Barrio: 12 de Octubre   Curso: 602

ENTORNO FAMILIAR

- ¿En dónde vives?

  En una casa, en el 12 de Octubre

- ¿Cómo es el lugar en dónde vives?

  Es mediano, con 2 cuartos, sala, cocina y baño

- ¿Con quién vives? ¿Con cuántas personas?

  4 personas, mi madre, mi hermanita, mi padrastro, y el hermano de mi padrastro

- ¿Tienes alguna mascota? SI/ No. ¿Cuál?

  No

- ¿En qué utilizas tu tiempo cuando estás en casa?

  Haciendo tareas, oficio y jugando

- ¿Te ayuda alguien a hacer las tareas? Si ___ No X ¿Quién?

- ¿Con qué recursos cuenta el lugar en el que vives? (Ejemplo: computador, internet, parabólica, libros, juegos, etc.) internet, parabolica, libros, celular y televisor

GUSTOS

- ¿Qué te gusta hacer en tu tiempo libre? (marca con una X la(s) respuesta(s))

Leer		Ver Television	X	Escribir	
Estudiar	X	practicar algun deporte	X	Dibujar	X
Ir al parquet	X	Escuchar musica	X	Tocar un Instrumento	
jugar video juegos	X				

¿Otra actividad? ¿Cuál?

Ninguna

- Que programas de televisión te gusta ver? _Novelas y Caricaturas_
- ¿Tienes un juego favorito? ¿Cuál? _Clas Royale = Video Juego_
- Tienes un libro favorito? ¿Cuál? _Salanas_
- ¿Con qué frecuencia lees?

    Mucho ____   Muy poco _X_   Casi nunca ____   Cuando me toca ____

- ¿Qué tipo de textos te gustaría leer en la clase de inglés?
Textos de Ciencia Ficcion, y Educacion Setual

- ¿Cómo te gustaría ser cuando seas mayor? ¿ Qué te gustaría hacer?
Me gustaria ser un Doctor

ENTORNO ESCOLAR

- ¿Qué te gusta del colegio?
La Cafeteria

- ¿Cómo son tus compañeros? ¿Qué te gusta de ellos?
No pensamos igual, pero de algunos compañeros
mi gusta que me comprenden
- ¿Cuál o cuáles son tus materias favoritas? Explica ¿Por qué?
Matematicas Ingles, español, Sociales y Proyecto de Conv
ncia puesto que las profes son muy comprencibles
- ¿Qué te gusta de la clase de inglés?
Ser el traductor

- ¿Tienes dificultades en la clase e inglés? ¿ Cuáles?
Algunas como que no mi quedo coillado

- Teniendo en cuenta las actividades realizadas en clase ¿Tienes alguna sugerencia para desarrollar la clase de inglés? Si la respuesta es afirmativa ¿Cuál?
Si que la profe nos trate con
mas carracter

Appendix 3. Diagnostic Test Example.

UNIVERSIDAD PEDAGOGICA
NACIONAL

Universidad Pedagógica Nacional
Proyecto de Investigación en el Aula
Practicante: Leidy Milena Forero Méndez

I.E.D. Rafael Bernal Jiménez

Name: Claudia elena fuentes R Course: 602 Date: October 13th 17

Primera parte: Elija la opción correcta para completar cada oración.

1. __Are__ two pencils in the table. X

   a. they are   c. There are
   b. There is   d. Are ✓

2. George __is__ a policeman.

   a. is   c. have
   b. are   d. am

3. __What__ is your name? ✓

   a. How   c. What
   b. Where   d. When

4. Alice __Play__ basketball. X

   a. play   c. plays
   b. is   d. does ✓

5. My Birthday is __in__ March. ✓

   a. in   c. on
   b. as   d. at

6. They __are__ very intelligent. ✓

   a. are   c. does
   b. do   d. is

Segunda parte: Lea el siguiente texto y de acuerdo con el complete las oraciones.

My name is William, I am 12 years old and I live with my mother, my father and my sister in the city of Bogota. Every day, I wake up at 5:00 o'clock in the morning. I take a shower, I get dressed, I have breakfast and I go to the school. I like to study at school because I learn and I can play with my friends. In the afternoon, I do the homework and I play with my sister.
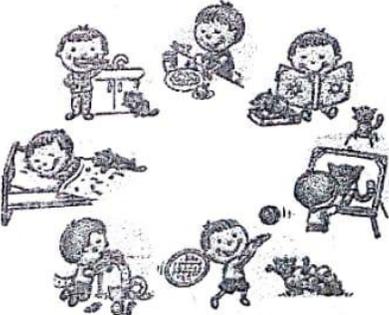
7. William is _____

 a. Eleven   ⓒTwelve ✓
    res-
 b. Two   d. thirteen

8. He lives with _____ and sister.

 ✗ ⓐ my parents   c. his parents
    b. their parents d. his father

9. He wakes up at _____ o'clock

 a. six   ⓒfive ✓
 b. four   d. seven

10. William likes to go to school because _

He I lean and i can play (Escribe la

puesta)

11. He does the homework _____

 ✗ ⓐ in the morning   c. in the evening.
    b. in the afternoon   d. at night

Tercera parte: Escucha el siguiente audio que será reproducido tres veces y responde las preguntas.
http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/introducing-friend

 • How many people are talking in the audio? _____
 • What are the names of the people in the audio?
   Their names are _____, _____ and _____
Completa el siguiente fragmento del audio.

How are you? I'm _____, thanks. Where are you _____, Greta? I'm from Germany.
_____ are you from? I'm from Argentina. Nice to meet _____. Nice to meet you ____.

Cuarta Parte: Ahora, escribe un texto corto en el que describas a un amigo (a) o a una persona de tu familia en inglés. Empieza por decir cómo se llama, cuántos años tiene, en dónde vive y sus cualidades usando los adjetivos vistos en clase, como por ejemplo shy, intelligent, friendly, kind, etc.

you name is Juan Camilo Quiroga, 12 years. and vive en su house is, like friend, intelligent, happy and is un Best friend foever.

Appendix 4. Lesson Plan Examples.

Lesson plan #1. The Human Values

Room teacher: Pilar Navarrete
Researcher/practitioner: Leidy Milena Forero Méndez
Target group: 702 (28 students)   Time: 2 hrs
Name: Values in relationships among students (bullying vs acceptance of the diversity)

Task stage	Procedure	Purpose	Kind of interaction	Time
Warming up	- To welcome the students, make the necessary clarifications about how the process around this project will be and how this first class will be developed.	-Give way to an approach with the students and engage them to the class.	T-Ss	10'
Pre- task	-The students will be given a piece of paper that will contain a series of office clip arts with messages about some values that should be taken into account when living with other people, such as: "respect is a two way street" "peace begins with tolerance and respect for everyone" or "Bullying stops here! If it doesn't stop tell someone". Thus, the students will have to read messages on the clip arts; they can look on their dictionaries or ask the T for unknown vocabulary. Then, the teacher will ask them to infer what is the topic for the class, which is their opinion about it and if they have some experiences to share.	-To introduce the topic for the class -Verify student's comprehension of images and messages. - To learn vocabulary about values - Explore student's ideas and previous knowledge about the topic	T-Ss	25'

	- After that, the teacher will ask students to make a list of the values they found in the images, which the students will share with the teacher and are going to write by turns on the board. The teacher will ask them if they know more values to add to the list.			
Mini-task	-The teacher will give students a piece of paper with a list of values and their antonyms. The must organize the list in their notebooks by selecting what are the right and the wrong values when living with their classmates.	-To explore student's comprehension about the topic.	Ss-Ss	15'
Task	-The teacher will ask students to create by groups the rules of coexistence for the class. For this, the teacher will put two examples in the board and explain the structure of the sentences. (E.g. <u>Be</u> kind or <u>do not</u> fight with peers), to do this, students will use the vocabulary learned in the previous activities and can use the dictionary or ask the teacher during the creation of the rules. Once the groups have selected the rules for the class, the teacher will ask each group to share in front of the class the rules they have created while the teacher write them on the board without repeating the same rule.	-To make use of imperative tense to write rules or commands for the class - promote interaction among the students -Make students reflect about the importance of the rules when living with their peers	Ss- Ss & T-Ss	30' 15'
	Finally, in the same groups the students will have to select one or two of the rules and write it in a cardboard, they can make a draw also if they want to. Each group must have a different kind of rule and the final product will be stuck around the classroom for the students to remember each class what the rules of the class are and how to coexist with their partners.			28'

Focus and feedback	At the end of the session, teacher asks her students some questions about the content and the importance activities done. As well as the students can say also their suggestions or comments regarding the class.	- Verify students learning about the topic. -To know students interests and perceptions about the class	T-Ss	7'

Room Teacher: Emilsen Ariza	Researcher/ practitioner: Leidy Milena Forero Méndez
Target group: 702	Number of students: 39
Topic: Healthy life habits	Time: 2 hrs.

Task stage	Procedure	Purpose	Materials	Kind of interaction	Time
Pre- task	-To begin, the class will start with a short reviewing of the topic since this topic was already introduced to students in a previous class. Thus, the teacher will present to students some images about healthy habits which they will have to match with their respective names according to the habit. -Then, the teacher will give students a short carton about having healthy life habits. As the cartoon has some modal verbs, the teacher will explain the differences between *must, should, have to and can* to the students for them to understand better the content of the cartoon. After that, the students will	-. To reinforce the topic for the class and review vocabulary -To verify students reading comprehension	-Healthy habits flashcards - Cartoon about healthy life style and reading compreh ension worksho p.	-T-Ss -T-Ss	10' 40'

	have to read and answer some reading comprehension questions about the cartoon and carry out a matching activity in order to having clear the topic.				
task	-Once the students have understood the content for the class, the teacher will ask students to create by groups a poster about healthy habits. To do that the teacher will give each group a craft paper and is going to assign a specific task to each integrant of the teams. Thus, each student will have to select one healthy habit, make a drawing with its respective name and write a sentence thinking of a reason why those healthy habits are important for our health. To do that, the students will have to use the expressions learned the previous classes (I think that, From my point of view or in my opinion). Then, the students will select just one of the sentences and write it at the bottom on the craft paper. The drawings of the students will be stuck later in the paper in order to have poster, which they will have to show later to the class in an oral presentation.	-To verify students' knowledge and comprehension about the topic -To sensitize students toward the subject to awaken their critical thinking. -Promote students' interaction and oral use of the language. -To let out student's perceptions about the topic. -To foster students speaking skills when expressing ideas, opinions or points of view.	- White piece of papers - Craft paper -Colors, pencils, markets.	Ss-Ss Ss-Ss T-Ss T-Ss Ss-Ss	50'
Post task	-To conclude with the topic, the students will have to create a calendar under the instructions of the teacher. That calendar will have the	-Promote in students the use of healthy habits in their daily life.	Healthy habits Calendar example	T-Ss	20'

	healthy habits learned in the class for the students to check every day the healthy habits they have done during the day. -Finally, the teacher will carry out a reflection with students about the topic, clarify students' doubts and make students a short interview in Spanish about the class and the process.	-To reinforce the content and to know students' perception of the class made.		

Appendix 5. Field Notes

FIELD NOTE #1	Grade:	Date:
School: Rafael Bernal Jimenez.	**602**	**August 18th 2017**
Room Teacher: Pilar Navarrete	**Practitioner: Leidy Milena Forero Méndez.**	
Number of Students: 29	**Number of Students with special needs: 0**	
OBSERVATION:	**INTERPRETATION:**	
Students are spoken to in English most of the time by the teacher but sometimes she repeats the instruction in Spanish. There are one or two students that translate for the class what the teacher said.	Some students seem not to understand the teacher but they do not ask her about it since there is one student translating teacher's speech into Spanish. This may cause a dependence on translation for the other students.	
Students are asked to study the vocabulary from previous classes and some of them ask teacher the meaning of some words. Thus, teacher with them examples in English to allow them to infer the meaning. Sometimes she shows them these examples by modeling or asking vocabulary questions.	Some of the students seem to be confident to asking the teacher what they need in Spanish, while the other students prefer to talk between them. The strategies teacher uses to give vocabulary meaning works for 90 % of students since the teacher is very expressive.	
70% of the students spend the time assigned to study in talking, fighting orally since they use to put nicknames to their partners and creating songs about it, playing also with paper balls, etc. They are	Most of students appear not to be interested in studying. The cause of this lack of attention could be that they could be dependent students. Thus, it is difficult for them to study and to make a review of	

<mark>noisy and they create a great disorder.</mark> In relation to the students that usually participate, these students do not have the vocabulary in their notebooks or if they have it copied they do not understand the meaning of the words.	vocabulary by themselves. On the other hand, they seem not to understand the meaning of the words since they need to ask their partners or the practitioner for them.
Finally children were asked to copy down the pairs of synonyms they formed during the activity and the name of strategy used to learn such vocabulary. Not all of them copied down the results, one particular student did not participate in the activity or took notes and Slept in during most of class time.	Probably because they were not paying attention. According to the teacher, this seems to be a common behavior of this girl since she comes from a foundation and seem not being interested in studying.

FIELD NOTE #2 **School: Rafael Bernal Jimenez.**	**Grade:** **602**	**Date:** **August 25Th 2017**
Room Teacher: Pilar Navarrete	**Practitioner: Leidy Milena Forero Méndez.**	
Number of Students: 30	**Number of Students with special needs: 0**	
OBSERVATION:	**INTERPRETATION:**	
Class starts as the previous one on the part of the teacher speaking about extra class topics. Information that was given in Spanish and took at least 15 minutes of the English class.	It seems to be common in this class to start giving information about extra class projects, which reduces the time for the activities.	

Some students are talking a lot, others are fighting orally in Spanish with their partners, one of them does not want to take his assigned desk and another student is painting his desk. Thus, the teacher is calling their attention frequently. Teacher spent a lot of time asking them to be quiet, subtracting points and taking notes in the observations notebook.	Students seem to be unwilling to be in class. Thus, the group appears to be much disorganized which appear to greatly interfere with the English Language process, since in this case at least the half of the class was spent by the teacher calling the students' attention. For this reason, later, during the implementation practice, as teacher researcher was decide not only to develop more dynamic activities but also to stablish with students the rules for the class and engaging them to autonomously behave well, respect the class and their partners without the teacher calling their attention the whole time.
Teacher asks students verbally about some personal information such as the date of their birthday in order to introduce the topic (Prepositions of time). Students ask for some information and pay attention to the teacher who is very expressive while speaking.	Student seems to be very interested in understanding what the teacher is saying and ask her in most of the cases voluntarily about the meaning of some words, which make students participate actively.
Most of the time students answer the questions of the teacher in Spanish (Ex: "En Marzo 16"). Moreover, some of the students make fun of those who answer wrong. Thus, teacher makes a review about the months of the year and cardinal numbers.	In spite that students know the answers since these are about their personal information, they seem to be afraid to answer in English and be rejected because they do not remember well the vocabulary. They appear to be more participative after the review
20 % of students were not paying attention	The students who did not participate

to the teacher, one of them refused to answer her questions and other student is reading a book. One of the students is giving and subtracting point to her partners.	seemed to know the answers but were not interested in responding while others did not seem to be paying attention. (Maybe they should be taking the points)
After the break, most of the students arrive punctual to the class.	They seem to respect some of the teacher's class rules.
They followed instructions given in English by the teacher, such as; go around the classroom, find the paper with the month of their birthday and copy down the information in it about their signs. Thus, they moved orderly through the classroom and take notes.	Unlike the previous activity all students in this case seem to be interested in the activity and participate in it. This, since the activity was very dynamic and it also was related with students' life, describing for example their personalities and qualities according to their Zodiac sign.
Finally, teacher explained the topic "Prepositions of time" in relation with the activity, showing them the use of the prepositions in/on/at by using the examples that were in the papers around the classroom which were related with students' life since those papers explained the characteristics of each person in relation with the sign of the month in which they were born. Finally, she asked them to copy down in their notebooks that information with the examples. Most of the students took notes.	Some of the students seem not to be interested in copying but most of them do so since the teacher passed reviewing the notebooks and putting points for it. Maybe the cause of these could be that students did not pay attention to the instruction and explanation the teacher gave them.

FIELD NOTE # 11	Grade:	Date:
School: Rafael Bernal Jimenez.	**702**	May 30th, 2018

Room Teacher: Emilsen Ariza Benavides	Practitioner: Leidy Milena Forero Méndez.
Number of Students: 38	Number of Students with special needs: 0
OBSERVATION:	INTERPRETATION:

The class started at ten thirty-five minutes (10: 35) since the students spent five minutes to arrive to the classroom and take a seat. Then, the practitioner started making a short review with students about the topic and the activities done the previous class. Thus, the practitioner teacher pasted on the board the images of 4 animals, one for each habitat seen the previous class and gave the students one example of how to talk about them (e.g. the monkey lives in the jungle, it likes bananas, it can climb trees and it cannot speak). The, the students had to create sentences with the other animals. In this part of the review the 30 % of students seemed to be distracted and little committed to the exercise and have problems to talk about the abilities of the animals, even thought they had some verbs vocabulary written on their notebooks so the activity took longer than expected and it was necessary to score it. Then, the teacher introduced the topic for the class, asking the students if they knew what were endangered species, as the students did not know the teacher gave them some examples for them to infer the meaning of the topic. Then, the teacher asked students what kind of animals were endangered and why? Most of the students answered to these questions in Spanish since they did not know the correct vocabulary. As they appeared to be very distracted this class, a fact that had not happened frequently the previous classes, it was necessary to stop for a moment with the English class and call their attention, reminding the students of the rules for the class that were proposed by them at the beginning of the year. Moreover, this time the practitioner had to	- - This could be due to the students just entered from vacations and they started to see this topic before go to vacations. - The 70% of students seem to be afraid to speak in English, maybe because the lack of practice during vacation and needed to be familiarized again with the topic and the English class environment.

organize the pair of students to work together in the next activity, which required using more class time. Once the students were organized, the teacher gave them by pairs a short text about endangered species (an authentic article) which they had to read in order to understand the topic and answer some true/ False questions. To do this, the teacher had to write on the board some unknown vocabulary for students and they had to use the dictionary to understand the text. Finally, the teacher collected the pieces of paper with the answers of the reading comprehension done about the text and gave students a homework for the next class since the class was interrupted by the distribution of the refreshments. The homework consisted of write at least 4 sentences about how to protect animals as for example: I think that we can protect animals by recycling. In that, way the sentences had to start by using the following expressions: I think that…, from my point of view…. In my opinion...	

Appendix 6. Class Materials examples.

Endangered species authentic article.

Juan Casallas
Diego beserra

Universidad Pedagógica Nacional
Práctica Asistida
School: Rafael Bernal Jiménez
Leidy Milena Forero Méndez

What Are Endangered Species?
by Laura Klappenbach
Updated March 25, 2018

When an animal species is considered endangered, it means that they have a significant risk of extinction, which means that a significant portion of its range has already died off and the rate of birth is low.

Photo © Comstock Images / Getty

Today, more and more animal and plant species are on the verge of extinction because of a variety of major factors that cause a species to become endangered, and as you can expect and humans are in fact, the biggest threat to endangered animals for the human invasion on their habitats.

Humans have caused significant changes in natural environments around the globe and have introduced a variety of threats to wildlife including habitat destruction, climate change, hunting, and poaching. As a result of these pressures, many species around the world are experiencing drastic population declines.

- **Exercise:**

Write T if the sentence is true or F if it is false.

➢ Endangered species are at risk of extinction. **T**

➢ The species are endangered because many animals died. **F**

➢ Endangered species have a low rate of birth. **F**

➢ The human being is a threat to endangered species. **T**

➢ Species are endangered because habitat destruction, climate change, and hunting. **T**

Causes of animal extinction cartoons.
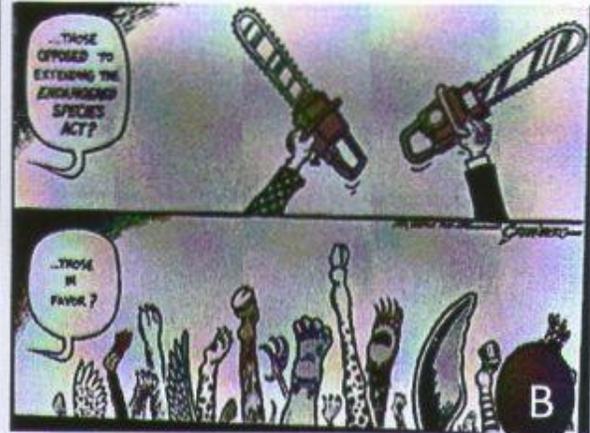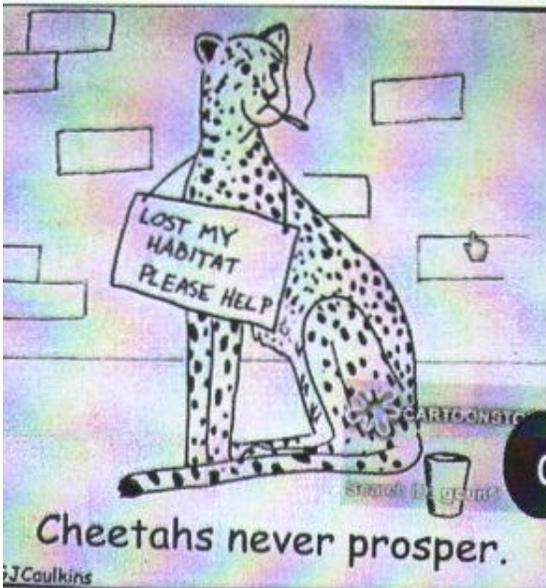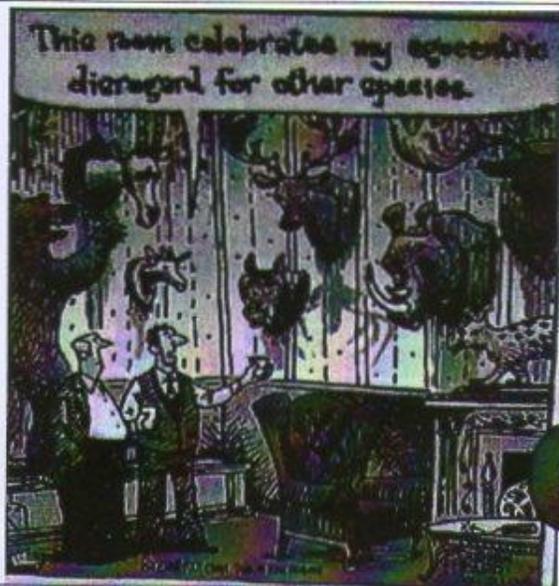
Students' production and opinions about animal extinction.

Universidad Pedagógica Nacional
Practica Asistida
I.E.D Rafael Bernal Jiménez
Leidy Milena Forero Méndez.

Now, think of different ways to help or protect animals of extinction and write sentences about it. Use the following expression to create the sentences:

- I think that...
- From my point of view...
- In my opinion...

Example: i think that we can protect animals of extinction by recycling.

- I think we can protect animals by not hunting.
- I think we can protect animals by not felling of trees animals
- I think we can protect animals by not habitat destruction
- I think we can protect animals by not Pollution polluting.
- I think we can protect animals by not global warming preventing.

Healthy life habits.

HEALTHY LIFE STYLE

A) Johan is a 13-year-old student of seventh grade in a public school, every day he gets up, takes a bath, brushes his teeth and eats a delicious breakfast of orange juice, fruit and cereal with milk. Then, he goes to school where he likes to make friends and play sports.
In the afternoon, he washes his hands before lunch, he also remembers to always wash his teeth 3 times a day and sleep well.

B) William is 15 years old and is a 10th grade student. He usually goes to school without having breakfast and almost every day he forgets to brush his teeth 3 times a day. At school, he only eats junk food with soda and does not like to exercise in the class of physical education. He is a very young boy but sometimes he likes to smoke and sleep very late because he do not know that these activities are dangerous for his body.

He drinks water

He washes his hands before eat and after go to the bathroom

He sleeps late.

He does not do exercise

He brushes his teeth 3 times a day.

He takes a shower every

He eats junk food

He does exercise

Drink alcohol and smoke

He sleeps 8 hours every day

He eats fruits and vegetables

68

Food flashcards example.

Healthy Habits Cartoon.

Reading Comprehension workshop about the cartoon "Healthy habits" By Blanca _PS.

HARRISON Daniel...
702 23

Reading Comprehension workshop about the cartoon "Healthy habits" By Blanca _PS.

❖ Read the cartoon and answer the following questions:

1. What is the cartoon about?

    a. The life in the school
    b. Healthy habits [marked]
    c. Good behaviors.
    d. Making friends.

2. According to the cartoon, what type of habits you should apply to live healthy?

    1. wash your hands Before eat
    2. Do exercise
    3. sleep 8 hours
    4. Brush your teeth
    5. eat fruits and vegetables
    6. Drink water
    7. Take a shower

3. You have to be happy because it is good for your:
    a. Physical health
    b. Parents health
    c. Emotional health [marked]
    d. Linguistic Health

4. You must have a shower every day and wash your hands for having.
    a. A good hygiene [marked]
    b. A good posture
    c. A balanced diet
    d. A good physical

5. A good nutrition is eating:
    a. Junk food.
    b. Alcohol
    c. Snacks
    d. Fruits and vegetables. [marked]

6. Drink water and play sports is good for:
    a. Be happy
    b. Physical health [marked]
    c. Have a good hygiene
    d. Eat healthy.

❖ Match the sentences with the correct image and write the name of the healthy habit over the line:

✓ It is the action we do before eating.

✓ We use the tooth brush 3 times per day.

✓ You should do it at night during at least 8 hours.

✓ You do it to be physically healthy.

✓ You do it every morning to have a good hygiene.

Brush your teeth

Sleep 8 hours

wash your hands
eat
Take a shower

Do exercise

Appendix 7. Semi-structured interview questions.

In relation with this last instrument collection, there were stated initially 6 general questions not only about the subject dealt in this particular cycle of the teaching learning process but also about the overall process that has been carried out with students since the beginning of this pedagogical practice. These questions, which were changing and increasing according to the interviewers' answers were:

1. What have been the positive aspects of the English class?

2. What aspects do you think can be improved in the English class?

3. What kind of activities, proposals or task were more difficult for you?

4. What kind of activities were more interesting for you?

5. What do you think about the tasks and authentic materials used in class? Were they difficult to understand or carry out? Why?

6. Taking into account the materials and tasks developed during the English class, do you feel you're your English level has improved? In what aspects? Has it improved in terms of speaking?