

EFFECTS OF THE IMPLEMENTATION OF TWO LEARNING TASKS, ONE WITH
PRINTED MATERIALS AND ANOTHER WITH ELECTRONIC MATERIALS, IN AN
EXTENSION COURSE AT THE UNIVERSIDAD DEL VALLE IN CALI

Research paper submitted as a requisite to obtain the title as
B.A. in Foreign Languages English and French

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SANTIAGO DE CALI, JUNE 2018

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ABSTRACT

The objective of this study was to analyze the effects, in terms of language learning and perceptions, of the implementation of two learning tasks: one using electronic materials and the other using printed materials in a B1.2 English course offered as an extension course by Universidad del Valle. This work followed an Action Research methodology and was developed in seven out of the eleven stages proposed by Burns (1999). The implementation was conducted in a group of 15 students between the ages of 14 and 16 years old, registered in the aforementioned level. For the intervention, two learning tasks were designed using two types of materials: electronic and printed, both tasks focused on the development of orality. These tasks were implemented in the same group of students, who solved a pre-test and post-test for each task, with the purpose of keeping a record of their learning. Besides, the outcomes of both tasks were considered when evaluating their performance during the tasks. Regarding perceptions, the students solved two Likert-like surveys to determine their perceptions and preferences concerning the task proposals and the material used. This information was complemented with a focus group allowing the students to express their feelings about both proposals. With this study, it was possible to determine that the electronic task had a major incidence in foreign language learning. However, this result contrasted with the students' perception, who expressed their preference for the printed proposal.

Key words: Task-Based Learning, electronic and printed materials, Student's Learning and Perceptions.

El objetivo de este estudio fue analizar los efectos, en términos del aprendizaje y las percepciones, de la implementación de dos tareas de aprendizaje; una usando materiales electrónicos y la otra usando materiales impresos en un curso de inglés nivel B1.2 de los cursos de extensión ofrecidos por la Universidad del Valle. Este trabajo siguió una metodología de Investigación-Acción, desarrollada en siete de las once fases propuestas por Burns (1999). Esta investigación se realizó en un grupo de 15 estudiantes entre los 14 y 16 años de edad matriculados en el nivel anteriormente mencionado. Para la intervención se diseñaron dos tareas de aprendizaje en las que se incorporaron dos tipos de materiales: electrónicos e impresos, enfocadas a desarrollar la oralidad. Ambas tareas fueron implementadas en el mismo grupo de estudiantes, quienes debieron resolver un test de entrada y uno de salida en cada tarea para medir su aprendizaje, además los productos de ambas tareas fueron tenidos en cuenta al momento de evaluar su desempeño durante las tareas. En cuanto a las percepciones, los estudiantes resolvieron encuestas tipo Likert para determinar sus percepciones y preferencias frente a las propuestas y el material empleado. Dicha información se complementó con un grupo focal, en el que los estudiantes expresaron sus sentires frente a ambas propuestas. Este estudio logró determinar que la tarea con materiales electrónicos tuvo mayor incidencia en el aprendizaje de la lengua extranjera. Sin embargo, dicho resultado contrastó con la percepción de los estudiantes frente el material, quienes expresaron su preferencia por la propuesta con materiales impresos.

Palabras clave: Aprendizaje por Tareas, materiales impresos y electrónicos, Aprendizaje y Percepciones de los estudiantes.

I. INTRODUCTION

The present paper reports an Action Research (AR) conducted at the Universidad del Valle throughout the second semester of 2016 as part of the requirements to complete the bachelor's degree in Foreign Language Teaching. This research analyses the effects of implementing two learning tasks using printed and electronic materials. Such implementation effects are analyzed in terms of students' language learning and perceptions towards both tasks proposals and its materials. The former elements -materials and pedagogical proposal- play an essential role in the students' learning of a foreign language. As stated by Tomlinson (2012), for learning to occur, materials should inform students about the foreign language, guide their practice, and encourage them to use the target language. Likewise, topics must be real -even if they are considered taboo- and close to the students' context, granting a meaningful learning process, which fosters students' motivation (Tomlinson, 1998). The aforementioned elements can be found in the Task Based Learning (TBL) methodology, that offers students the opportunity to experience the target language in a meaningful way. In that sense, this research aims at exploring the effects of two learning tasks using different types of materials.

The first two sections of this report aim at presenting a global overview of the former matter, and it presents six research questions to be discussed and analyzed throughout the whole document. These interrogations are: What are the effects, in terms of language learning and perceptions, of the implementation of two learning tasks using printed and electronic materials? What are the main aspects to be taken into consideration for the designing of the two tasks, to be implemented in the group of students? What characterizes the tasks for the intervention? What are the main features

which give account of the students' language learning and perceptions during the process? Which one, out of the two models of task, shows a major incidence in the students' language learning? and, what are the students' perceptions regarding both models? Based on these questions, the objectives for this research are established, and exposed in the third part of this paper.

The fourth part of this document addresses the theoretical framework, reporting theories and concepts aimed at building the theoretical bases of the study. This section is divided into two parts: First, the *Background*, which presents a broader panorama of the initiatives and policies regulating and standardizing bilingual education in the national territory; and a global review of previous works that establish a rapport regarding these three principal concepts: Task Based Learning and its implementation in the EFL class; the use of printed and electronic materials; and definitions around two concepts: Language Learning and Perceptions. The second part of this section refers to the *Conceptual Framework*, which encloses the aforementioned concepts and their theoretical support.

The fifth part of this work corresponds to the methodology used to carry out the research, its phases, and the instruments and techniques for data collection. In this part, the reader will find a straightforward conceptualization of Action Research (AR) according to Burns (1999); as well as the phases adopted in the study. Additionally, the document presents an overview of the research context, approaching the educational setting and, the participating population of the study: a group of students registered in an English course, level B1.2, offered by the School of Language Sciences (SLS), in the Extension Courses (EC) modality. Finally, a summary of the instruments and techniques used for collecting data is presented. These include: Official documents analysis, pre

and while class observations, a questionnaire for needs analysis, pre and post-tests for each task, a researchers' journal, perceptions' surveys and a focus group to complement the collected information.

Once the methodology is presented, the sixth section develops the analysis of the findings obtained through the instruments for data collection and the results of the pedagogical intervention. The analysis and results are presented in terms of instruments: To start, official documents, pre-observations and needs analysis are triangulated to identify pertinent elements for the designing of two learning tasks. Then, pre and post-tests are applied to the students to have a record of their performance before and after the tasks' implementation. Finally, the students' perceptions towards both proposals and its materials are collected through perceptions' surveys applied at the end of each task. Such information is later complemented with the one collected in the focus group.

The results section is followed by a discussion, where this research is interrelated to other works referenced before, as well as some theoretical concepts that were observed during the tasks' implementation. The last sections of the present paper are dedicated to the conclusions and references respectively. Here, the reasons for a major incidence of the electronic task in the students' language learning are determined, and their perceptions are supported as well, evincing their preference for printed materials. Also, it is pointed out the importance of conducting studies related to the incorporation of different types of materials when teaching foreign languages. Thus, this study aimed at contributing to the EFL research on materials and the TBL implementation in the English class. Finally, studies of this type are relevant since materials are an essential element in the process of teaching and learning foreign languages; the materials selected for a class can

affect the learning process in a positive or negative way; they can be motivational since they can be related to the students' contexts, needs and expectations, fostering meaningful learning. Concerning the implementation of TBL, it is pertinent to explore students' language learning and perceptions towards two learning tasks using different types of materials, since it can give researchers and teachers lights on its implication in the EFL classroom.

II. PROBLEM STATEMENT

Materials used in EFL classroom are essential to aid the teaching and learning process. Language instruction has broadly used printed materials and resources such as textbooks, workbooks, handouts, worksheets, and other written texts as instruments to lead students' language learning. However, after the digital revolution of the late 20th century, and the subsequent invention of the internet, that allows information to be shared worldwide almost instantly, electronic materials have become easily available for everybody connected to the world wide web. The incursion of such materials and resources in educational context has shown benefits, especially in students' motivation, autonomy and learning process.

Several studies have been conducted to analyze the effects of materials in the EFL classroom. Nonetheless, most of these studies have addressed students in the graduate and undergraduate level, and they aim at exploring student's perceptions and preferences regarding the use of one type of material or another. Moreover, very little information that analyses these effects has been found, and further research is needed in the national and local context. As a contribution, this research, developed in a public institution in Cali, attempts to determine students' language learning and perceptions regarding comparable tasks that differ on the type of materials used during instruction. Studies of this type are essential because they determine the implications on the use of both types of materials. Thus, it becomes crucial to explore students' language learning and perceptions towards the use of electronic and printed materials along with the TBL approach, without limiting our study to the simple fact of determining the effectiveness of a type of material over its counterpart.

Thanks to class observations and a questionnaire of needs analysis conducted in a Teens B1.2 group of the Extension Courses, we could identify students' interest towards the use of different types of materials in the English class. During the class observations and in the questionnaire's answers, the students pointed out at the importance of having access to varied materials. It was precisely the interest shown by the group of students in the disposition of varied materials in the classroom, the principal motivation that aroused our interest for this topic, leading to the following research question:

- What are the effects, in terms of language learning and learning perceptions, of the implementation of two learning tasks using printed and electronic materials?

Considering the previously exposed issue, this study is designed to answer the following specific questions:

1. What are the main aspects to be taken into consideration for the designing of the two tasks, to be implemented in the group of students?
2. What characterizes the tasks for the intervention?
3. What are the main features which give account of the students' language learning and the perceptions during the process?
4. Which of the two types of tasks shows a major incidence in students' language learning?
5. What are the students' perceptions regarding both models?

III. OBJECTIVES

3.1 General Objective:

- To analyze the implementation effects, in terms of learning and perceptions, of two learning tasks using electronic and printed materials in a B1.2 English course at the Extension Courses program in a public educational institution in Cali.

3.2 Specific Objectives:

- To define the communicative functions for the intervention through learning tasks, based on documents' analysis, class observation and the students' needs.
- To design the intervention founded on two learning tasks, supported with materials of different type: one with printed and another with electronic materials.
- To describe the process followed by the students in the accomplishment of both tasks.
- To analyze students' language learning and perceptions regarding the implemented proposals.

IV. THEORETICAL FRAMEWORK

This section contains the theoretical support for our study, and it is divided into two parts: the first part presents the *Background*, including an overview of the national educational context, and the previous work made in relation to the matter of this research; and the second part presents the *Conceptual Framework*, which encloses the theoretical support and the principal concepts that framed the present study.

4.1 Background.

It is important to know the context in which these initiatives emerged to have a broader panorama of bilingual education in Colombia. In the present section, we expect to contextualize the programs and initiatives that arose concerning bilingualism in Colombia. First, we talk about the *National Program of Bilingualism* (NPB) and its different projects; and second, we mention the *Guide 22: Basic Standards of Competence in a Foreign Language: English (Basic Standards)*, current by the time this study was planned and carried out.

4.1.1 State of Bilingualism in Colombia

National Program of Bilingualism (NPB)

The peak of learning English as a foreign language in Colombia is recent. In 2004, the national government set the goal that English needs to be spoken as a foreign language in Colombia largely

due to its economic and commercial potential. The MEN also recognize the importance of English, reason why they launched the National Program of Bilingualism (NPB) as a strategy to improve the quality of English teaching in Colombia, and to promote the citizens competitiveness. The main objective of the NPB is “to have citizens capable of communicating in English, with internationally comparable standards to place the country in the worldwide communication processes, global economy and cultural openness” (MEN, 2006:06). With this purpose, the program has been consolidating strategies such as: the definition of English competence standards; the evaluation of students, teachers, graduated in bachelor programs, language programs, the offer of professorship formation, methodology in English teaching, and the entail of new technologies and media for English teaching and learning.

In 2006, the MEN adopted the Common European Framework of Reference (CEFR) to establish a common framework for learning, teaching and assessing languages in the country. Based on the CEFR, the MEN settled language level goals for different populations. Basic standards of competence in foreign language were formulated for elementary and secondary education and were published in December of the same year. A year later, its divulgation began throughout the National territory to 6068 teachers from the public educational sector until 2009.

In the Basic Standards document published by the MEN, three basic terms are defined: Bilingualism, second language, and foreign language. For this paper we took the definition of Bilingualism, which is shown below:

Bilingualism refers to the different levels needed by an individual to communicate in more than one language and culture. In proportion to the use he or she has in other languages, different from the mother language, these acquire the character of second or foreign language (MEN 2006:05).

In 2014, the MEN argued that despite the investment in improving the EFL (English as a Foreign Language) learning in public schools, only 1% of high school graduates from public education had reached the B1.1 English level, set as a goal for this educational level. Due to this low percentage, the MEN launched the National Bilingual Program that set the goals of increasing the percentages to 8% in B1 level, and from 7% to 35% in A2 level. This would allow students to develop their language skills in English, and to access to better academic and professional opportunities.

Table. 1

Colombian Bilingual program goals for 2018

Colombian Bilingual program goals for 2018						
In preschool, primary and secondary education	That 100% of the English teachers in the country diagnose their level of language.	To countrywide deliver a national English curriculum, guidelines for curriculum design, and the development and publication of English language learning materials for grades 6 through 11.	That 1,400 English teachers with B2 level enter the system as a temporary plant of three years.	That 1,400 native foreigners teach English in 9th, 10th, and 11th grade in focused educational institutions.	That 100% of English teachers in level A.1 (basic) and A.2 (basic pre-intermediate) in Certified Territorial Entities (ETC) and focused Educational Institutions (IE) improve 1 or 2 levels their English within the levels of the CEFR.	
In higher education	Require English teachers to be, at least, in B2 level (intermediate) to entry, relocate, be promoted and apply to incentive plans.	Include as a mandatory requirement for Qualified Registration and High-Quality Accreditation, the teaching of English in all technical, technological and university training programs.	Include as a mandatory requirement for Qualified Registration and High-Quality Accreditation in all Bachelor programs in English a minimum B2 + (Intermediate) level for all graduates.	100% of the Institutes of Education for Work and Human Development with Quality Certification Languages.	That 100% of the English Bachelor programs have Native Foreigners in their programs.	100% of English bachelor's degrees offer student mobility programs (short internships).

Note: Adapted from [Colombia Bilingüe. Metas para el año 2018.](#)

Basic Standards for Learning English in Colombia (Basic Standards)

The Basic Standards for learning English in Colombia must be considered for all the educational institutions in the country to guarantee certain quality and homogeneity in the courses of EFL they offer. With the purpose of gradually developing the learning of English in the students throughout their primary and secondary education, the Standards are grouped in 5 levels, those are presented in the table below:

GRUPOS DE GRADOS	NIVELES MCE		
Décimo a Undécimo	B1	B 1.2	Pre intermedio 2
Octavo a Noveno		B 1.1	Pre intermedio 1
Sexto a Séptimo	A2	A 2.2	Básico 2
Cuarto a Quinto		A 2.1	Básico 1
Primero a Tercero	A1	A1	Principiante

Image 1: Basic Standards Levels. Retrieved from Ministerio de Educacion Nacional (2006). Estándares básicos de competencias en lenguas extranjeras: inglés [Cartilla 22] Page 10.

In addition, the Basic Standards incorporates the concept of Communicative Competence, which establishes what the students “must *know* and *know to do* in the foreign language, in a specific context” (MEN 2006: 11). Below are presented the Basic Standards established by the MEN for the level B1.2, which is the level where both tasks proposal were implemented.



Escucha	Lectura	Escritura	Monólogos	Conversación
- Entiendo instrucciones para ejecutar acciones cotidianas. 1,2 - Identifico la idea principal de un texto oral cuando tengo conocimiento previo del tema. 2 - Identifico conectores en una situación de habla para comprender su sentido. 1,2 - Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. 2,3 - Identifico el propósito de un texto oral. 2 - Muestro una actitud respetuosa y tolerante cuando escucho a otros. - Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. 2,3 - Comprendo el sentido general del texto oral aunque no entienda todas sus palabras. 1,2,3 - Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice. 3 - Utilizo las imágenes e información del contexto de habla para comprender mejor lo que escucho. 3	- Identifico palabras clave dentro del texto que me permiten comprender su sentido general. 1,2 - Identifico el punto de vista del autor. 2 - Asumo una posición crítica frente al punto de vista del autor. - Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad. - Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento. - Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto. 2 - Analizo textos descriptivos, narrativos y argumentativos con el fin de comprender las ideas principales y específicas. 2 - Hago inferencias a partir de la información en un texto. 2 - En un texto identifico los elementos que me permiten apreciar los valores de la cultura angloparlante. 2,3 - Comprendo variedad de textos informativos provenientes de diferentes fuentes. 2	- Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. 1,2 - Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. 1,2 - Expreso valores de mi cultura a través de los textos que escribo. 2,3 - Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.). 1,2,3 - Escribo resúmenes e informes que demuestran mi conocimiento sobre temas de otras disciplinas. 1,2 - Escribo textos de diferentes tipos teniendo en cuenta a mi posible lector. 1,2,3 - Valoro la escritura como un medio de expresión de mis ideas y pensamientos, quién soy y qué sé del mundo. - Escribo textos a través de los cuales explico mis preferencias, decisiones o actuaciones. 1,2 - Escribo textos expositivos sobre temas de mi interés. 1,2	- Narro en forma detallada experiencias, hechos o historias de mi interés y del interés de mi audiencia. 1,2 - Hago presentaciones orales sobre temas de mi interés y relacionados con el currículo escolar. 2,3 - Utilizo un vocabulario apropiado para expresar mis ideas con claridad sobre temas del currículo y de mi interés. 1,2 - Puedo expresarme con la seguridad y confianza propios de mi personalidad. - Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. 2,3 - Sustento mis opiniones, planes y proyectos. 2 - Uso estrategias como el parafraseo para compensar dificultades en la comunicación. 2 - Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados. 2,3	- Participo espontáneamente en conversaciones sobre temas de mi interés utilizando un lenguaje claro y sencillo. 1,2 - Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. 1,2 - Utilizo una pronunciación inteligible para lograr una comunicación efectiva. 1,3 - Uso mis conocimientos previos para participar en una conversación. - Describo en forma oral mis ambiciones, sueños y esperanzas utilizando un lenguaje claro y sencillo. 1,2 - Uso lenguaje funcional para discutir alternativas, hacer recomendaciones y negociar acuerdos en debates preparados con anterioridad. 2 - Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural. 1,2

Referencias	COMPETENCIAS COMUNICATIVAS		
	① Competencia lingüística	② Competencia pragmática	③ Competencia sociolingüística

Image 2: Basic Standards for Learning English in Colombia. Level B1.2.MEN (2006, p. 26-27)

Educational Context

The Extension Courses (EC) at the Universidad del Valle were born as an initiative aimed at providing an answer to the growing demand of bilingualism in Colombia. The EC program offers courses in English and other languages to respond to the needs of a globalized world. One of the goals set by the EC is to “contribute to the national macro-policies that consider education, and particularly bilingualism, as an axis of economic and social development for the country, through continuing education courses with a high academic and cultural level”¹. These courses, as demanded by the MEN, have as a cornerstone the Guide 22: Basic Standards of Competence in a Foreign Language: English (Ministry of Education [MEN], 2006), which were adapted from the Common European Framework of Reference (CEFR) for the Colombian context.

4.1.2 Previous Work

The peak on English teaching and learning reached because of the economic and political processes in which our nation has got involved, besides the globalization process, has made imperative to do research in the essential aspects for learning English as a foreign language. Among such aspects, it can be mentioned the influence on the type of material, the methodology, and the students’ performance and perceptions. To recognize the advances in these areas, recent work carried out in this matter has been reviewed. Basically, we looked for studies keeping relation to three concepts: TBL approach and its implementation in the EFL class; the use of printed and electronic materials

¹ Consulted in the official University website: <https://sites.google.com/a/correounivalle.edu.co/extension/> translated by the authors.

and resources; and, the concepts of learning and perception. A total of seven studies gave foundation to the present research: three local, conducted at the Universidad del Valle, in Cali; two national, carried out in two public universities in Colombia, Universidad Nacional and Universidad de la Amazonia; and two international researches carried out in Taiwan and Malaysia.

Local background

Three works were found in the local panorama addressing topics related to TBL, printed and electronic materials, and students' language learning and perceptions. Besides the relationship established with our study matter, these works, also, provided us a guideline to choose the most suitable research methodology, as well as a model to analyze the research results. All these works were carried out with students enrolled in middle and secondary school level.

The first work in this section revolves around TBL and Action Research. For this reason, it was important to consider ["Implementing task-based learning to develop cultural awareness at a language institute of Santiago de Cali"](#) conducted by **Manrique**, (2008). This research aimed at developing cultural awareness in a group of children from Centro Cultural Colombo Americano in Santiago de Cali. In this study, several textbook units were adapted into "culturally focused tasks" following Willis model on TBL. The author followed an AR methodology based on Burns (1999), presenting a qualitative design enriched by the continuous reflection of the data collected during the whole research process. Such methodology informed us about the different stages followed, and the instruments used for collecting data.

This research was divided into three principal stages: observation, planning, and implementation. The first stage aimed at exploring and identifying the research problem, to do this, the author carried out class observations in order to recognize the group's needs and features. The second stage was the planning, here, the contents in the textbook were adapted to focus on cultural content and later the designing of the tasks took place. The third stage was the implementation, which involved a total of 14 sessions ranging from 30 to 60 minutes in length. In this stage, other instruments were used: class observations were recollected in a teacher's journal compounded by five entries covering one hour of class work, and a survey application; the tasks outcomes also counted to give account of this proposal effectiveness.

The results from this study show the importance of conceiving culture as an important part of language teaching. This study supports the idea that by adapting lessons, the students can experience language in use through the completion of communicative tasks. In addition, the study concludes that with this type of work, the students' culture is not set aside; on the contrary, it establishes a bond between the students' own culture and the foreign language culture. Moreover, in this study the TBL plays an important role, since this approach allows the students to select the language elements they need to solve the tasks, it also fosters the students' interest towards different aspects of the target culture, raising the students' awareness of their own culture as well. This work was considered relevant for the present research due to its inquiries in the implementation of TBL approach, besides, it followed an AR methodology based on Burns which gave us some light on the best way to organize the phases followed in the own research.

[“Identificación y descripción de las actitudes y las expectativas de estudiantes de colegios privados monolingües de la ciudad de Cali frente al aprendizaje del inglés en el marco del Programa Nacional de Bilingüismo”](#), by **García & Vásquez** (2012), was also carried out at the Universidad del Valle. In their study, the authors explored and characterized the attitudes and expectations of students of monolingual private schools in Cali regarding English learning within the framework of the National Program of Bilingualism (NPB). This project made part of a macro project led by the research groups: EILA (Research in Applied Linguistics) and the Bilingualism group of the School of Language Sciences (SLS), at the Universidad del Valle.

This study was conducted using a qualitative-descriptive (mixed) approach. However, it was highly supported by quantitative analysis. The research data was collected through six surveys exploring: the students’ attitudes towards the class, their attitude toward the teacher, their attitude towards English, their attitudes and expectations towards the NPB according to the approaches of the MEN, their expectations facing the English class, and their expectations towards the learning process itself. These surveys employed a scale proposed by Rensis Likert (1932) to inquiry about the students’ acceptance or rejection regarding the already mentioned aspects. The surveys were aimed at reflecting a positive or negative attitude using five response alternatives: ‘totally agree’; ‘agree’; ‘indifferent’; ‘in disagreement’; and, ‘totally disagree’. Such Likert scale was useful for designing the surveys in the present study, since they provided us with a model to inquire about the students’ perceptions towards the material used in the tasks’ implementation.

This research provided as results that a) some of the students’ motivations to learn English are to “travel”, as well as for their personal and professional development and to be able to interact with

people from other cultures; b) the students know about activities to approach English learning (watch movies, chat, listen to music) but they do not know about strategies to enhance learning using these activities; c) the students expressed to have high motivation towards English learning, but this motivation is not reflected on the State evaluations, where 60% of the students (2010) was under de -A level of the CEFR classification; and d) the students do not know about the initiatives carried out by the MEN in education, making harder that students achieve the goals proposed by the program. That is, educational programs need to count with the commitment of all its participants in order to show true results.

The third study used for this research was also conducted at the Universidad del Valle, by **Ibañez**, 2016, who [presents “Efecto del medio de presentación de textos para actividades de lectura en inglés -Impreso o Electrónico- sobre la motivación para leer y la comprensión de lectura en un grupo de estudiantes de 6° grado de una institución educativa oficial en la ciudad de Cali”](#). The objective of this study was to compare the students’ reading motivation and reading comprehension in English as a foreign language in two groups of sixth-graders in the Educational Institution “INEM Jorge Isaacs”, in Santiago de Cali.

This work was developed following a quasi-experimental comparative design, involving quantitative data and exploring three variables: “Motivation towards reading”, “Reading comprehension in English L2”, and “Texts’ format (printed and electronic)”. For such, a group of 38 students was divided into two groups; a control group that worked with printed texts, and an experimental group that worked with the electronic ones. Both groups were inquired on their reading motivation using a “Motivation to read in English questionnaire” (Mori, 2002); their

reading comprehension was also measured using a reduced version of the international KET exam. Such instruments were used before and after the implementation of the reading workshops based on reading comprehension activities following pre-reading, reading and post-reading phases. Later, such results were compared to determine the effects of the texts' formats on the students' motivation and reading comprehension.

The results obtained in this study suggest that no difference was found in relation to the variable of "Motivation towards reading", between the previous and subsequent state of each group, moreover, nor difference was identified in the comparison of the two groups either. Regarding the variable of "Reading comprehension in English L2", the tests results showed a significant difference when comparing the previous and the subsequent state of each group, as in the intergroup comparison, establishing an evident improvement in the group of electronic reading. Finally, contrary to what it was thought, the results show that the "Texts' format" does not affect the students' reading motivation; however, the format seems to influence students' reading comprehension.

This study keeps its relevance in relation to our study since they pretend to determine the effects of the use of two varieties of material. It is interesting to observe how the texts' format may influence the students' motivation towards reading, and their reading comprehension. In our case, we were interested in determining the effects of such material formats in terms of students' learning and perceptions. This study guided us through the analysis of both tasks' pre and post-tests and gave us some light on the possible results regarding the students' perception in relation to the use of printed and electronic materials.

National background

In the national panorama, two studies were selected. The first one addresses the implementation of TBL approach to integrate language skills; and a second work explores the impact of adapted materials in the students' motivation, both studies were carried out in public universities in Colombia.

In 2016, **Cordoba**, carried out a study called ["Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University"](#) , which analyzed the impact of TBLT to integrate language skills in freshmen of an EFL program at a public Colombian University. For his research, the author worked with a small group using a qualitative case-study methodology, which involves planning, observing, acting and reflecting. To compare the collected data, a constant comparison strategy was applied; for this, the author transcribed observations and interviews previously recorded, identifying categories on them. In his 20 hours implementation, Cordoba applied six tasks that included activities in all the skills, and that use a pair-work modality. He explained the methodology, time and activities to the participants, so they knew what was expected from them, and how the process was going to be. It must be said that all the topics developed in his implementation were included in the course program.

From his research, the author concluded that TBLT positively impacted the integration of all the skills in the language learning process because it incorporates receptive and productive activities. The former improved the students' communicative competences since they had a great amount of opportunities to meaningfully use the target language. The TBLT implementation also raised the

students' self-awareness on their role as learners and their responsibilities, which fosters the acquisition of new vocabulary. The implementation of realistic activities had changed some misconceptions the students had about how to learn and practice each skill. Beyond the implementation of TBLT and its results, this study contributes to our research by providing us with model in terms of the use given to the instruments for data collection. Such instruments were, observations used to give account of the students' behavior during the implementation phase; for this, the author conducted focalized observations that described the process followed by the students in the accomplishment of the tasks. On the other hand, the author included interviews to the students to examine the impact that the methodology had on their language skills integration.

Another national study that contributed to our research, in terms of the definition and understanding of materials, was the one conducted by **Duarte & Escobar** (2008) called ["Using Adapted Material and its Impact on University Students' Motivation"](#). This study was developed in a group of the program of English Intensive Courses offered by the Foreign Languages Department at Universidad Nacional de Colombia, in Bogotá. The 15 intermediate level students that participated in this research belong to different undergraduate programs that had English as a mandatory subject in the curriculum. The purpose of this study was to find out how the implementation of global material (referring to the type of material created by editorial houses for wider contexts) and local material (referring to the material made by teachers in a local context) can affect students' motivation in their specific setting.

To conduct this study, the authors followed an Action Research. Before the implementation, the researchers applied a survey for teachers and students to find out their perceptions towards the

current material; then, a Needs Analysis questionnaire was carried out, as well, for both teachers and students. Such findings were later contrasted to design a new proposal with adapted materials. Once this phase was completed, the authors implemented their proposal in 4 sessions (2 weeks), where both global and local materials were simultaneously used and later contrasted. During and after the implementation phase, teachers and students answered progressive questionnaires to find out their perceptions and degree of satisfaction towards both materials.

Through this research, the authors could conclude that adapted materials made the students feel more comfortable, challenged and motivated since it is intended to fulfill their needs and presents topics related to their specific context, making them involve cognitively and emotionally with the proposed activities. Thus, the author recognized that any material can positively influence students' motivation if it accomplishes the following features: it considers students' needs, it is coherent with theories for language teaching, it presents realistic situations related to the students' contexts and lives, the content is well organized, and it recycles grammatical aspects.

International background

In the international panorama, several studies that address students' perceptions on the implementation of TBL were found. However, only two studies were considered because they implemented tasks that focused on encouraging orality while exploring the students' perceptions on the chosen methodology. Such studies are reviewed below.

To examine the concepts of TBLT, students' perceptions, and oral proficiency, the study ["Task-based Language Approach to Teach EFL Speaking"](#) by **Chuang** (2010) was considered. This research explores two aspects: 1) college students' perceptions on their own learning attitudes, classroom activities, and pair/group work with and without TBLT; and 2) teachers' and students' reflections on TBLT and its assessment. To inquire if TBLT improved the students' oral proficiency, learning motivation and attitude, the author employs a qualitative methodology in sophomore students at a technological university in southern Taiwan. The research implementation phase was developed in four groups, from which, two were randomly designated as control groups and the other two as the experimental groups. Six types of tasks were implemented and assessed in the experimental groups having as goal to develop oral communication. Some of the communicative activities proposed through the mentioned tasks were: questions and answers; dialogues and role-playing; matching activities; picture stories and description; and, discussions and decisions.

This research was conducted during a semester. In the first period, the students were asked to take a test before the implementation and another one at the end of the process. Such tests aimed at comparing the students' grammatical competence after the task implementation. In addition, the students completed a pre and post-questionnaire that explored their perceptions towards English learning, and their experience in-class activities and group/pair work. The instruments used for data collection during this research were class observation and students and teachers' interviews. Such data were examined using the Atlas-T software for qualitative analysis.

From her research, the author concluded that the students' perceptions improved in terms of their learning attitudes, classroom activities, and group/pair work. Regarding their English learning attitude, the research findings demonstrated that the students' speaking ability and oral proficiency improved through TBLT. In terms of the classroom activities, the research found that the students felt motivated and demonstrated a better understanding of the language use when the tasks have a specific learning goal and are set within real-life situations. In relation to pair/group work, the students reported that TBLT provided more opportunities to explore such work modality, which allowed them to learn from their peers; experience less anxiety when speaking; and, improve their self-confidence.

Taking into consideration the previous findings, the author concluded that the experimental group, using TBLT method, presented better results in terms of learning in comparison to the ones presented by the control group, following a more traditional model. Another conclusion of this research is given in terms of teachers and students' reflections. Here, the students considered that TBLT provided better understanding of the language enhancing their motivation. Finally, positive views from both teachers and students were showed in regards of the TBLT assessment since it provided the students with explicit feedback showing them aspects they did correctly and the ones they needed to improve.

The study entitled ["Students' Perceptions towards task-based teaching \(TBLT\) approach in learning Arabic language: CFS, IIUM Experience"](#) by Hashim, **Selamat, & Sulaiman**, (2014) was developed at the International Islamic University of Malaysia (IIUM) and had the objective of examining the perceptions of a group of students towards TBLT approach in learning Arabic as a

foreign language. Through this study, the author approached two main topics. The students' preference regarding the proposed tasks and their motivation when using TBLT; and, the tasks' contribution to the students' speaking and writing skills development.

For this study, the researchers used a quantitative perceptions questionnaire adopted from Jeon and Hahn (2006), with the purpose of exploring the students' views and motivation towards TBLT, and their preference regarding the language tasks proposed. The questionnaire was applied to 313 learners of Arabic between 18 and 19 years old. The participants were randomly chosen from the students enrolled at the Arabic Elementary level. Such questionnaire was composed by four sections: the first one collected information about the curriculum and the students' language level. The second, asked questions related to the students' acceptance towards task-based approach; the third, aimed at exploring the students' views on TBLT. For these last two sections, the students had to rate each question using a Likert scale. The fourth section was an open question intended to describe how TBLT approach motivated the students for learning Arabic as a foreign language.

The research concluded that the students favored "less demanding" tasks (as referred by the researchers) like participating in language games, making personal dictionaries, and producing videos; over more "demanding tasks" like participating in debates and presentations. The students reported their willingness to adopt TBLT methodology since it encouraged them to explore more about Arabic language by themselves, and to use the target language in their daily life. In addition to that, the respondents believe that their level in speaking production has improved due to the implementation of TBLT, which has made them more confident to respond and participate in simple conversations in Arabic. Furthermore, TBLT approach allows the students to correct their

own mistakes in writing activities. As a conclusion, the authors pointed out at the importance of exploring the students' perceptions towards the implementation of this new approach for teaching Arabic language. Such perceptions' exploration allows teachers to adopt more suitable methods that contribute to students' learning process.

4.2 Conceptual Framework

In line with the methodology used at the Extension Courses, where the activities focus on the development of the four skills (speaking, listening, reading and writing) through the implementation of communicative and meaningful lessons, we decided to implement a Task-Based Language Teaching (TBLT) proposal. This was adequate for the methodological requirements of the EC in their official documents: "The implementation of work by projects and tasks maximizing students' linguistic potential and boosting personal and group attitudes which privileges the integration of thematic and cultural contents to allow students to develop their communicative skills"² (Guapacha, 2016:8). Besides the methodological perspective, technology plays a fundamental role in the process of teaching and learning English, that is why it is suggested to use varied audiovisual tools that facilitate and motivate students to use the target language. The implementation of varied materials is supposed to have a positive impact in the students' learning of a new language; it is also our interest to know the students' perceptions regarding the use of these materials in the English class.

² Translation made by the authors

In this section, a brief conceptualization of relevant concepts to the research is presented. Firstly, the concepts of students' Language Learning and Perceptions. Then, the concept of Materials in the EFL classroom is introduced. Finally, the reader will find the concept of TBLT, focusing on the definition given by Ellis (2003).

4.2.1 Concept of Language Learning

As this work is framed into the Task-Based approach, it is relevant to explore the concept of *learning* from the perspective of the Communicative Approach to understand the elements involved in the learning process. Richards & Schmidt (2002:298) define learning as “the process by which change in behavior, knowledge, skill, etc., comes about through practice, instruction or experience and the result of such a process”. Regarding the concept of Language Learning, Richards & Schmidt agreed with Krashen when differentiating between the concepts of learning and acquisition. For the authors, the concept of learning refers to a conscious process that involves learning the rules of a language in a classroom environment, leading learners to constantly monitor their performance. On the other hand, acquisition refers to an unconscious process of language incorporation through the exposure to appropriate input, making the learner to focus on meaning over form. Such process of acquisition does not keep any relation to an educational environment, and it is assumed to occur in a more natural way in comparison with the language learning process.

More recent approaches have proposed a change in the way learning is conceived and different methods and methodologies aim at promoting learning in a more natural way. Grabinger (1996), compares old assumptions versus new assumptions regarding learning.

Table. 2

Old assumptions vs New assumptions

Old assumptions	New assumptions
• People transfer learning with ease by learning abstract and decontextualized concepts. • Learners are receivers of knowledge. • Learning is behavioristic and involves the strengthening of stimulus and response. • <i>Learners are blank slates ready to be filled with knowledge.</i> • Skills and knowledge are best acquired independent of context.	• <i>People transfer learning with difficulty, needing both content and context learning.</i> • Learners are active constructors of knowledge. • Learning is cognitive and in a constant state of growth and evolution. • Learners bring their own needs and experiences to learning situations. • Skills and knowledge are best acquired within realistic contexts. • Assessment must take more realistic and holistic forms.

Note: Old versus new assumptions about learning (Grabinger, 1996; p. 667)

The previous table reveals the strengths of constructivist methods. Here, learning is seen as a personal process in which the learner understands and create meaning in the target language, that is, learning is active and interpretative. For authors like Lebow (1993), and Jonassen & Reeves (1996), learning is the construction of meaning, rather than the memorization of facts. In his book, “*Approaches and methods in language teaching*”, Richards (2001) establishes three principles required to promote second language learning according to CLT. Such principles are:

- **Communication principle**, learning happens when the activities involve real communication.
- **Task principle**, learning occurs when the target language is used to develop meaningful tasks.
- **Meaningfulness principle**, learning takes place when the topic is relevant to the student context, needs, and preferences, making the language used to develop the activities, to also be meaningful for the learner.

These principles result important since they establish the setting for learning to occur. In addition, Richards (2006) identifies a series of processes needed to be followed when learning a second or foreign language.

Table. 3

Processes that lead learners to learn a Language (Richards, 2006)

Processes that lead learners to learn a Language (Richards, 2006)
• Interaction between the learner and users of the language. • Collaborative creation of meaning. • Creating meaningful and purposeful interaction through language. • Negotiation of meaning as the learner and his or her interlocutor arrive at understanding. • Learning through attending to the feedback learners get when they use the language. • Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence. • Trying out and experimenting with different ways of saying things.

Note: Retrieved from “*Communicative Language Teaching Today*”. How learners learn a Language (p.4)

The processes and principles described above are applied in classroom environments through different methodologies, taking into consideration the group's needs, its context, the students' age, their preferences and the course objectives. Below are presented five types of learning that are framed in the principles of the Communicative Language Teaching. From such types of learning, this research explores the Task-Based Learning explained above.

Table. 4

Types of Learning Associated with the CLT Approach

Types of Learning	
Interactive Learning	This concept goes right to the heart of communication itself, stressing the dual roles of "receiver" and "sender" in any communicative situation. Interaction creates the "negotiation between interlocutors" which in turn produces meaning (semantics). The concept of interactive learning necessarily entails that there will be a lot of pair and group work in the classroom, as well as genuine language input from the "real world" for meaningful communication.
Learner-centered Learning	This kind of instruction involves the giving over of some "power" in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the students, as well as considering their learning needs and objectives.
Cooperative Learning	This concept stresses the "team" like nature of the classroom and emphasizes cooperation as opposed to competition. Students share information and help and achieve their learning goals as a group.
Content-based Learning	This kind of learning joins language learning to content/subject matter and engages them both concurrently. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When students study math or science using English as the medium, they are more intrinsically motivated to learn more of the language.
Task-based Learning	This concept equates the idea of a "learning task" to a language learning technique in itself. This could be a problem-solving activity or a project, but the task has a clear objective, appropriate content, a working/application procedure, and a set range of outcomes.

Note: Retrieved from “*Types of Learning Associated with the CLT Approach (ELT different methods & approaches)*” by 1. Dang Van Hung, Ph.D. SEAMEO RETRAC)

The view of Communicative Language Teaching and Task-Based Learning towards the process of learning share many beliefs. However, Richards and Rogers (2001:228-29) contribute to this matter by establishing three features for language learning theory. These features are:

- 1. Tasks provide both the input and output processing necessary for language acquisition.**

Previous studies, like the one carried out by Swain (1985), have proven that the process of language acquisition cannot occur by merely exposing the learner to the target language. In addition, it requires the learner to produce meaning in the language to be learned. Such opportunities for both exposure (input), and production (output) take place during tasks. The processes of *negotiation of meaning, modification, rephrasing and experimentation* are incorporated as essential concepts in foreign language learning and acquisition, such processes are necessary to convey meaning in a more natural way

2. Task activities and achievements are motivational.

Several characteristics of the use of tasks have proven to motivate and engage students in the learning of the target language. These characteristics are: a) The *familiarity* with the students' context, needs, preferences, and experiences; b) the clear outcome and defined time-on-task; c) the constant opportunities to use authentic language; d) The favoritism for group work, that arise responsibility in students; e) the inclusion of physical activities; and f) the incorporation of diverse types of activities and the encouragement of several communication styles.

3. Learning difficulty can be negotiated and fine-tuned for particular pedagogical purposes.

According to Long and Crookes (1993:39), tasks “provide a vehicle for the presentation of appropriate target language samples [...] and for the delivery of comprehension and production opportunities of negotiable difficulty”; more deeply, the author suggests that during the selection

or design of tasks, the level of difficulty should allow a balance between *cognitive processing and focus on form*. The authors establish that in tasks that are too complex, fluency is developed in detriment of accuracy. For Skehan (1998), teachers can design tasks that facilitate the use and learning of aspects of language.

4.2.2 Concept of Perception

The concept of perception has been broadly discussed by many authors in the field of psychology, being related as well to the field of education. To explore this concept, it was necessary to contextualize it from the psychometry in its relation to education. The concept of perception, its characteristics, and the instruments of measurement, paying special attention to the Likert scale, are presented in this section.

Psychometry in Education

Psychometry is the science that studies attitudes, perceptions, and abilities, which are commonly described as qualitative data. However, psychometry contributes to quantitatively measure such data to provide researchers with statistical information to support their works. This science is described by Galton (1879:149) as “the art of imposing measurement and number upon operations of the mind”.

The National Council on Measurement in Education (NCME), refers to psychometry in education as the field dedicated to test, measure and assess students’ perceptions, abilities, attitudes,

personality, skills and knowledge. For this research, psychometry focuses on the measurement of students' perception towards two tasks' proposals and the materials used in each.

Perception

The Oxford dictionary defines perception as “The way in which something is regarded, understood, or interpreted.”. Another definition is the one given by the German psychologist Gustav Neisser (1967), who explains the concept of perception as an active-constructive process where the perceiver builds an anticipatory scheme in his conscience; then, the new information is processed considering his previous knowledge and experiences, which allows him to accept or reject the new information in concordance with his mental scheme. Regarding modern psychology, perception is understood as a combination of processes related to the input perceived by the senses that allow us to gather information about our social contexts, our behavior and feelings.

Characteristics of Perception

Three characteristics for perceptions can be observed: subjectivity, selectiveness and temporality.

- Perceptions are **subjective** since each individual response to input can differ according to their current needs and requirements.
- Perceptions are **selective** due to the subjectivity of individuals who are restricted to a perceptual field according to their previous knowledge and experiences.

- Perceptions are **temporary** given that every individual knowledge and experiences are constantly evolving, making their needs and motivations to change as well.

Perception is then a mental image built out of the individual needs and experiences, compounded by two types of input: 1) The **sensations**, are the individuals' reaction to stimuli through their sensory organs according to their receptive capacity; and, 2) The **internal inputs**, which are the needs, motivations and experiences that characterize each individual and their mental schemes. Some of the instruments used to measure perceptions include questionnaires, tests, personality tests, and other scales. For this study, a perception Likert scale was chosen due to its reliability.

The Likert scale, proposed in 1932 by professor Rensis Likert in his study "*A technique for the measurement of Attitudes*" seeks to propose a scale that could reliably measure a *Survey of Opinions*, that is, people's attitudes towards social affairs: international relations, racism, economic and political issues, and religion. In the original Likert scale a set of items or statements are proposed, accompanied by a 5 points scale that goes from one extreme (strongly agree) to the other (strongly disagree). Since all the items seek to reveal the attitude towards an issue, they should all be related among each other. Further applications of the scale revealed the need of a wider range of response, leading to a 7 or even 10 points scales. By adding more options to the scale, the response can be closer to the respondent thinking. However, this wider range depends on the topic issued by the survey. For example, in medical treatments (as stated in a study published in *British Journal of Applied Science & Technology*), the responses to the statement "How efficacious is a therapeutic modality in treating a particular disease?" are always placed in one of the extremes, regardless the variety of options in the scale.

For the present research two perception surveys were implemented. Such surveys were compounded by 9 statements measured through a Likert Scale, and one open question at the end. The Likert scale was adapted to measure how frequently the situations stated in the survey occurred. The purpose of this Likert Scale was to measure the students' perceptions about the activities proposed and the materials used (printed and electronic), during the implementation phase. The following table shows the 5-points scale adapted from the original Likert Scale applied to students:

Table. 5

5 Points Scale used for the research.

	5	4	3	2	1
Original Likert Scale	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Adapted Likert Scale	Always	Sometimes YES	Sometimes YES, sometimes NO	Sometimes NO	Never

Note: This table contains the point scale used to measure students' perceptions regarding the material and activities proposed in the intervention.

4.2.3 Materials in the EFL classroom

Materials are an essential tool in the foreign languages teaching/learning processes, not only presenting language forms but also being an open door to cultural aspects of the target language. Materials provide a great amount of input, either students interact with them into the classroom or outside of it. Materials expose students to the language in use, allowing ideal conditions for acquisition to happen. The role of materials has been so widely recognized that some authors aligned them at the same level of importance as students, teachers or methods in class

development, given the correlation of these elements. That is, a change in one of them can and will affect the others.

The concept of “*materials development*” was proposed by Tomlinson, 1998 and is defined as a group of behaviors that lead students to learn the target language in a meaningful way, promoting effective teaching and learning processes. As the author defines it:

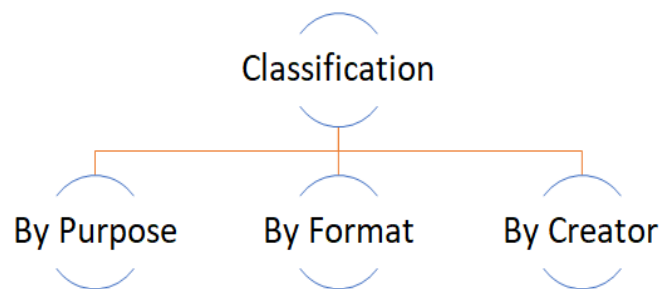
“Materials are anything which is used to help language learners to learn. Materials can be in the form, for example, of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, a paragraph written on a whiteboard: anything which presents or informs about the language being learned.”

Tomlinson (1998:13-14)

Currently teachers can find a wide variety of materials focused on writing, speaking, listening, grammar, vocabulary, cross-cultural communication, pronunciation, Business English, TOEFL preparation, among others. However, teachers usually find themselves creating or adapting materials to better suit their student's necessities, classroom activities, curriculum, goals and teaching situations. The process of material adaptation is defined by Tomlinson as the modifications done by teachers through “reducing, adding, omitting, modifying and supplementing” materials, aiming to respond to their students’ learning styles, needs and predilections.

Types of Materials in the EFL classroom

Literature review shows that authors classify materials according to various criteria including their teaching and learning beliefs. In this sense, the classification established by Mayora, 2013 compiled three principal categories:



Graph. 1 “Materials classification” adapted from “*Language Course Design: Language Teaching Materials*”. Mayora, C. (2013)

A. By purpose

- **Instructional Materials:**

According to the American Education Code (2017) Instructional materials are those which “content conveys the essential knowledge and skills of a subject in the public-school curriculum through a medium or a combination of media for conveying information to a student.” Such instructional material refers to the type of material commonly used with pedagogical purpose. This include books, workbooks, supplementary materials, computer software, etc.

- **Authentic Materials:**

This type of material is commonly referred as ‘real-life material’. Authors like Mitchell (1995) and Little (1995) define authentic materials as those made with the objective of addressing a social need for the specific language community it was produced on; and not created for pedagogical purposes. According to this, authentic teaching material can include magazines, newspapers, real-life conversations, recipes, radio and television broadcasts.

B. By format

According to this classification, materials can be presented in a printed or electronic format. The first ones are all type of documents presented on paper whether they were created with pedagogical purposes or not. *Printed* materials include textbooks, workbooks, reference books, newspapers, journals and magazines, among others.

- **Advantages of Printed Materials**

1. Printed materials are available on a wide variety of topics and in different formats.
2. Printed materials are handy and do not require any equipment or electricity.
3. Printed materials, like worksheets, allow learners to reinforce the knowledge acquired in class sessions.
4. Printed materials, when properly design, are easy to navigate on and do not require special effort to understand them.

5. Printed materials provide students the possibility to adjust their learning process, allowing them to pause when a clarification is required or when an external reference needs to be consulted.
6. Printed materials can be used as a tool for students, not only to review the previously seen topics, but also to improve their participation in class.

In her article, Derewianka (2003:199-220) defines *electronic* materials as materials that “has been digitally processed so that the user is able to access it through a single source, usually a computer”.

The author establishes some advantages of this type of materials.

- **Advantages of Electronic Materials**

1. Electronic materials foster interpersonal communication in a synchronous and asynchronous way promoting interactions between:
 - ✓ Teacher-individual students (e.g., for personalized guidance and feedback)
 - ✓ Teacher-whole class (e.g., giving information about course online, general procedures and guidelines, and notices and so on)
 - ✓ Individual students (e.g., students wanting to interact on a 1 to 1 basis with a fellow student)
 - ✓ Students in other classes/countries engage in similar tasks (e.g., e-pals, icq, video conferencing); Students-knowledgeable others (e.g., experts who have been identified from discussion lists who might be able to provide input)

- ✓ Teachers (e.g., sharing experiences of using the materials, asking for assistance, exchanging teaching suggestions, arranging collaborative activities); groups of students engage collaboratively on a specific task and work together in a public space.
- 2. Electronic materials are easily accessible and organized so that they can be retrievable according to various criteria (e.g., topic, grammar point, macro skill, genre, task type).
- 3. Electronic materials offer a range from task-based unit of work (such as projects) through to on-off activities.
- 4. Electronic materials foster authentic language use which provides scaffolding (e.g., demonstrations, modeling, animated tutorials, feedback) promoting students independence.
- 5. Electronic materials offer a balanced coverage of all the macro skills -listening, speaking, reading, writing-, as well as opportunities for integrated skills development.
- 6. The activities offer different levels of difficulty and can be modified to suit individual learners or groups of learners. The activities can be customized.

Brinton (1991) proposed another terminology to refer to the concepts previously mentioned. In her work, materials are introduced as “the media” and established that it serves to reinforce the relationship students create between the language classroom and the outside world. The author divide media into two main groups:

Table. 6

Types of Media, Brinton (1991)

The Technical Media	The non-Technical Media
Includes audio-tapes/audio-recorders/players, records/record players, CD's/CD players, radio/television, telephones/tele-trainers, films/film projectors, computer software/hardware, overhead transparencies/overhead projectors, language lab/multimedia lab, opaque projectors, slides, filmstrips/slide and filmstrip projectors	Includes blackboard/whiteboard, magnet-boards/flannel-boards/peg-boards, flash cards, index cards, wall charts, posters, maps, scrolls, board games, mounted pictures, photos, cartoons, line drawings, objects/realia, pamphlets/brochures/leaflets/flyers, equipment operation manuals, puppets, newspapers/magazines.

Note: Types of Media according to Brinton (1991)

C. By creator:

Tomlinson (1998) recognizes two main types of materials: The *Global*, which include a variety of textbooks published in large scales by editorial houses; and, the *Local* refers to those materials created by teachers with the purpose of fulfilling the needs and expectations of a specific group of students and their context.

In accordance with the theory presented above, and the objectives established in this research, it was taken into consideration the classification by format explained by Brinton and Derewianka. In the present study the materials will be denominated as printed and electronic since such denomination is broadly shared among educational contexts.

4.2.4 Task Based Learning approach (TBL)

The Task-based Learning approach relies heavily on learners' involvement with the target language, and the activation of their previous knowledge. While learners share their knowledge, experiences, and opinions using the target language, they are exposed to new language. This methodology also develops a variety of strategies for improving the language skills, necessary for the successful completion of real-life tasks. In the paragraphs presented below, the concept of TBL, task and its types are defined, paying special attention to the definition given by Ellis, whose model guided the creation of the tasks implemented in this research.

To present the concept of Task-Based Learning, it is necessary to explore its relationship with the Communicative approach. This approach views language as a system created to communicate meaning, for this reason, learners are expected to use the target language to communicate real meaning while learning. On the other hand, teaching is carried out through communicative activities, avoiding grammar-based syllabi. The *Communicative Language Teaching* (CLT) approach is grounded on the development of the students' Communicative Competence, or the ability to use language to communicate appropriately. According to the Common European Framework of Reference for Language (CEFR), communicative competence involves the learner's knowledge, skills and know-how in the *Linguistic*, *Sociolinguistic* and *Pragmatic* competence as shown in the following scheme:

Table. 7

Communicative competence according to CEFR

Communicative Competence	Linguistic Competence: Deals with formal characteristics of a language such as phonology, morphology, lexicon and syntax. In other words, the <i>range and quality</i> of knowledge (e.g. in terms of phonetic distinctions made or the extent and precision of vocabulary); the <i>cognitive organization</i> and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item); and the <i>accessibility</i> (activation, recall and availability).	Lexical Competence
		Grammatical Competence
		Semantic Competence
		Phonological Competence
		Orthographic Competence
	Sociolinguistic Competence: Concerns the sociocultural conditions of language use through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community). The sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.	Linguistic Markers of S.R.
		Politeness Conversation
		Expressions of Folk Wisdom
		Register Differences
		Dialect and Accent
	Pragmatic Competence: Covers the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed.	Discourse Competence
		Functional Competence

Note: Adapted from the “*Communicative Competence in the CEFR*” (p. 108-130)

The former makes the interaction in the target language, the CLT’s fundamental goal. As stated by Richards & Rodgers (2001:155) the essential aspects of CLT are: “a) make communicative competence the goal of language teaching, and b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication”. This paradigm brings changes in the foreign language teaching and learning, such as a) switching from teacher-centered to student-centered classes; b) fostering learners’ autonomy; c) promoting interaction among students; d) integrating the English class with other curricular subjects; e)

focusing on meaning rather than form; f) taking into consideration students' learning styles and their suitable strategies; g) proposing alternative assessment; and, h) considering teachers as co-learners or facilitators. Such changes make of CLT principles an alternative for language teaching and learning "that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on" (Richards, 2006:22).

One of those ways to apply CLT is the Task-Based Language teaching and learning (or TBL), this methodology aims at the use of the target language in an authentic way, engaging students in meaningful tasks, like visiting a doctor, conducting an interview, or calling customer service for help. According to Richards (2006:30-31), in TBL "language learning will result from creating the right kinds of interactional processes in the classroom, and the best way to create these is to use specially designed instructional tasks" aimed at developing students' fluency and confidence in the target language and focused on the completion of tasks rather than on the accuracy of language forms. For this reason, student's progressed is assessed in terms of the outcome, without setting aside the process they engaged in.

Characteristics of TBL

Some of the identified characteristics of the TBL are that a) tasks are the base for the teaching and learning processes; b) the interaction among students is the principal mean for learning to happen; c) tasks promote the use of authentic language; d) errors are considered natural and a part of the learning process; e) both, the process followed by students, and the tasks' outcome are significant

for the learning process; f) tasks resemble real-world activities; and, g) as in real-world communication, the integration of all the language skills is expected.

Definition of Task

As it was stated before, tasks are at the core of TBL, allowing learning to occur in a more natural way. Such tasks are intended to promote communication among students making of interaction a means for using the target language. Likewise, students' autonomy and motivation are fostered through teamwork, placing students at the center of the learning process. Tasks are carried out in three phases (pre, while and post), leading to a clear outcome. To illustrate the different assumptions regarding the concept of task, Ellis (2003) proposed a table summarizing such definitions, as presented below.

Table. 8*Definitions of Tasks*

Author	Year	Task Definition
Breen	1969	A task is 'a structure planned for the provision of opportunities for the refinement of knowledge and the capabilities entailed in a new language and its use during communication'. Breen specifically states that a 'task' can be a 'brief practice exercise or a more complex work plan that requires spontaneous communication of meaning'.
Long	1985	A task is 'a piece of work undertaken for one-self or for others, freely or for some reward. Thus, examples of task include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, taping a letter, weighing a patient, sorting letters, taking a hotel reservation, writing a check, finding a street destination, and helping someone across a road. In other words, by 'tasks' is meant the hundred and one things people <i>do in</i> everyday life, at work, at play, and in between. 'Tasks are the things people will tell you they do if you ask them and they are not applied linguists'.
Richards, Platt & Weber	1985	A task is 'an activity or auction which is carried out as the result of processing or understanding language, i.e. as a response. For example, drawing a map while listening to a tape, and listening to an instruction and performing a command, may be referred to as tasks. Task may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kind of tasks in language teaching is said to make teaching more communicative ... since it provides a purpose for classroom activity, which goes beyond practice of language for its own sake'.
Crookes	1986	A task is 'a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research'.
Prabhu	1987	A task is 'an activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process'.
Nunan	1989	A communicative task is 'a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right'.
Skehan	1996	A task is 'an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of a task performance is in terms of task outcome'.
Lee	2000	A task is '(1) a classroom activity or exercise that has: (a) an objective obtainable only by the interaction among participants, (b) a mechanism for structuring and sequencing interaction, and (c) a focus on meaning exchange; (2) a language learning endeavor that requires learners to comprehend, manipulate, and/or produce the target language as they perform some set of work plan'.
Bygate, Skehan and Swain	2001	'A task is an activity which requires learners to use language, with emphasis on meaning, to attain an objective'.

Note: Definitions of Task, retrieved from "Task-Based language learning and teaching" chapter 1: "Task in SLA and language pedagogy". Ellis (2003:4)

The former definitions offered an overview on the concept of task and served as a way to deeply understand such concept, given that authors' opinions did not get to an agreement for a single definition on the matter. Ellis (2003) provided a definition that gathers several aspects that served as a base to this particular research. Such definition is presented below:

“A task is a work-plan that requires learners to process language pragmatically to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose forms. A task is intended to result in language use that bears resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and various cognitive processes”. Ellis (2003:16)

Ellis points out at several aspects that enrich his view on the concept of task. The first aspect is related to the need of proposing activities that resemble real-world interaction. For such, Ellis presents the concept of *authenticity*, which establishes that tasks can be *situationally authentic*, that is, an activity that imitates situations occurring in everyday life; or *interactionally authentic*, referring to activities that do not occur in day-to-day living, but use language in the same way it is employed in real-world activities. The second aspect refers to the integration of the linguistic skills. Even if the tasks are focused in the development of a skill, the students are encouraged to practice speaking, listening, reading and writing in the same way users would do it in a real-world situation.

This idea is supported by Nunan (2004) who considers that tasks must provide students with opportunities to use the target language authentically, practically and functionally. However, it would be inaccurate to say that tasks focus only on the development of the linguistic skills, since Ellis (2003:7) states, as a third aspect, that they also “involve cognitive processes such as selecting,

reasoning, classifying, sequencing information, and transforming information from one form of representation to another” Such cognitive processes are recognized by Ellis as a complement to the skills integration occurred during the accomplishment of the tasks.

The fourth aspect discusses a widely recognized characteristic of tasks: the focus on content rather than form. In other words, when the students are involved in the tasks, it is expected from them to be able to communicate a message rather than learn the appropriate grammar structure of a sentence or paragraph. Different authors agree with the former, giving relevance to the conveyance of meaning and the avoidance of specific grammatical structures. Willis & Willis (2001) observed that in tasks, learners are free to choose from a variety of grammar structures to accomplish its goal, contrary to traditional methodologies where students are expected to master a given grammar structure. Nonetheless, Nunan (2004:4), states that “meaning and form are highly interrelated, and that grammar exists to enable the language user to express different communicative meanings”. A broader concept is given by Ellis (2003:5) who reassures that tasks allow learners to pay *peripheral attention* to the form they would use. It means that learners are intended to act primarily as language users, making them to focus particularly on *message conveyance*.

The fifth aspect provided by Ellis (2003:8) refers to the assessment of the task, which is in terms of the task outcome and not in terms of the use of the target language per se. To explain this, Ellis differentiate between the outcome and the aim of a task. The *outcome* refers “to what learners arrive at when they have completed the task”; and the *aim* alludes “to the pedagogic purpose of the task”. These concepts are illustrated through a ‘spotting the difference’ task example. In this task the outcome would be that students can successfully come up with a list of differences between

picture ‘A’ and picture ‘B’. On the other hand, the aim of the task refers to the students’ use of the language to describe the pictures and point out the differences between one and another. It is possible to successfully achieve the outcome, without necessarily achieving the aim. It is possible that learners come up with the list of differences by simply showing the picture and not using language. According to Ellis, this is the tricky part of this approach, explaining that it is “necessary to convince students that what matters is the outcome”, so they would use the language in a more natural way to achieve it -the outcome-; yet, the real purpose of the tasks is to promote the use of the target language in a meaningful way.

Some of the principal characteristics for the concept of tasks are detailed by Richards (2006:31) and Ellis (2009:223). The following table contrasts such characteristics.

Table. 9

Tasks Characteristics

Tasks Characteristics	
Richards (2006)	Ellis (2009)
It is something that learners do or carry out using their existing language resources.	Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity.
It has an outcome which is not simply linked to learning language, though language acquisition may occur as the learner carries out the task.	There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right).
It involves a focus on meaning.	The primary focus should be on ‘meaning’ (by which is meant that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances)
In the case of tasks involving two or more learners, it calls upon the learners’ use of communication strategies and interactional skills.	There should be some kind of ‘gap’ (i.e. a need to convey information, to express an opinion or to infer meaning).

Note: “Tasks characteristics comparison”, created based on “Task characteristics” according to Richards (2006:31) and Ellis (2009:223)

Types of task:

As it was established in the previous sections, tasks focus on the use of the target language in authentic situations. To deeper explain tasks, different authors have proposed classifications regarding their functions and focal point. According to Ellis (2003), tasks can be classified in *unfocused* and *focused* tasks, as it is shown in the following table:

Table. 10

Types of tasks based on Ellis

Types of Task	Unfocused	Pedagogical
		Real-world
	Focused	Structure-based production task
		Comprehension task
		Consciousness-raising task

Note: Retrieved from “Types of tasks” according to Ellis 2003

For the author, the *unfocused* tasks allow the student to choose from a variety of forms to convey a message, that is, to meaningfully use the target language. *Unfocused* tasks can be *Pedagogical* or *Real-world*. The *Real-World* or authentic task are designed for learners to use the target language on situations that replicate real ones, like booking a flight, answering a letter, or comparing brochures to decide where to go on a holiday. On the other hand, *Pedagogical* tasks are not activities that people would do in the real world, but for achieving them, learners get involved in interactions that develop the target language. Examples of this type of tasks are: completing one half of a dialogue or filling in the blanks in a story.

Regarding the *focused* tasks, the author establishes that this type of tasks is designed to guide students to practice a linguistic feature without making it explicit to the student; it means the focus is still communication in the target language. *Focused* tasks can be *structured-based*, *comprehension-based* or *consciousness-raising*. In *Structured-based* tasks, the activities and materials guide the students towards a form, once the student feels comfortable with such structure, the teacher introduces a more complex form to induce its learning. The *Comprehension-based* tasks differentiate from the *Structured-based* and the *Consciousness-raising* in the fact that their foundation is the development of comprehension instead of production. Such tasks are founded on comprehension activities and information processing of students in a given topic. Finally, the *Consciousness-raising* tasks are those in which the student is guided into a structure by developing a topic related to language, that is, using the target language to learn and reflect about language.

A different classification is the one presented by Willis and Willis (2007), who divided the concept of task into seven kinds, as shown in the following table:

Table. 11*Taxonomy of Tasks types*

Task Types	Examples of specific tasks
Listing	*Brainstorming *Fact-Finding *Games based on listing: quizzes, memory and guessing
Ordering and sorting	*Sequencing *Ranking ordering *Classifying
Comparing and Contrasting	*Games finding similarities and differences *Graphic organizers
Problem-solving tasks	*Logic problem prediction
Projects and creative tasks	*Newspaper *Posters *Survey fantasy
Sharing personal Experiences	*Story-telling *Anecdotes *Reminiscences
Matching	*Words and phrases to pictures

Note: Retrieved from “*Taxonomy of task types*” on Willis and Willis (2007).

Task-Based Lesson Design

Tasks-based lesson design employs tasks as its cornerstone. In its turn, tasks promote interaction in the target language by focusing on meaning over form, engaging learners in activities that lead to significant learning. A task-based design can be developed through a single task or a series of tasks within the main task. In this way, a lesson should be planned as a sequence of interrelated micro-tasks aimed at achieving a specific goal or outcome. Such tasks should also revolve around a relevant topic for students, meaning that teachers cannot limit such topics to the ones proposed in a textbook or curriculum, but there should be an exploration of students’ contexts, needs and

interests so these tasks can be meaningful to them. For this research, we adopt Ellis' (2003) task lesson-design.

Table. 12

Model for Task-based lesson

Model for Task-based lessons (Ellis, 2003)	
Pre-Task	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During Task	Time pressure Regulating topic
Post-Task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

Note: Retrieved from "A framework for designing task-based lessons" (Ellis, 2003)

In his model, the author presents three phases: Pre-task, during task, and post-task. During the *Pre-task* phase, the topic, the task's outcome, and the time-on-task are acknowledged by students. During this phase, it is necessary to develop activities that activate students' previous knowledge. For the development of the second phase, or *During-task*, the focus is to provide sufficient and appropriate input, including *familiar* topics for students to communicate in a more spontaneous way; and, into developing communicative activities where *time pressure* is essential to carry out and complete the tasks. Such particularities regulate students' performance and get students engaged with the task, since it activates their intrinsic motivation. Here, the way teachers handle error is highly influential to make it a positive part of the learning process. According to Ellis' model, teachers should promote a fluent communication, focusing on conveying meaning while paying peripheral attention to form. At the end, the *Post-task* is

developed. In this phase, students report the outcome to the class and receive feedback, allowing students reflections on their performance.

V. METHODOLOGY

This study follows an Action Research (AR) methodology, with a qualitative design based on Burns (1999). AR allows researchers to identify difficulties needing to be solved in a foreign language learning context, design and implement a plan, observe and reflect during several stages. The present section holds the concept of Action Research used for this study, a description of the phases developed during this research, a description of the research context and its participants, as well as the instruments used to collect the information.

5.1 Action Research according to Burns, 1999.

To develop this study, we adopted the view of Action Research proposed by Burns (1999). The author states that AR is the combination of two types of activities: action and research. The action has to do with a situation given in a particular social or educational context, like the classroom, where researchers propose interventions to improve an observed difficulty

Burns establishes AR as an essential tool that enables researchers to adopt interpretations more related to the data collected from actual situations, instead of theories that seem far from teachers' contexts. To collect data from the real context, AR uses collaborative findings, which encloses several participants, researchers, data collection tools and methods allowing a triangulation. Participants, being the ones within the specific learning situation, are the main source of findings and insights.

Burns also establishes that AR has a flexible character because it answers to questions that emerge from the impact of new educational policies and approaches. To her, the purpose of AR is to “bridge the gap between the ideal (the most effective ways of doing things) and the real (the actual ways of doing things) in the social situation ” (2005:290) The previous, makes studies developed through AR have the potential to be replicated by other teachers working in similar educational or social contexts. To such purpose, AR puts findings into practice following a cycle of re-analyzing data or cycling spiral. Burns (2005) establishes the major characteristics of AR:

Table. 13

Characteristics of Action Research according to Burns

Research type	Philosophical assumptions	Purpose	Main methods	Outcomes	Criteria for judgement
Action research	People within social situations can solve problems through self-study and intervention.	To develop solutions to problems identified within one’s own social environment.	Mainly qualitative, interpretive, cases studied reflectively through cyclical observational and non-observational means.	Development of action to effect change and improvement, and deeper understanding in one’s own social situation.	Subjectivity, feasibility, trustworthiness, and resonance of research outcomes with those in the same or similar social situation

Note: “Major characteristics of Action Research” adapted from “Action research: An evolving paradigm? Language Teaching” Burns (2005)

Burns (1999) proposes eleven *interrelated experiences* involving different phases for AR: exploration, identification, planning, data collection, analysis, hypothesis, intervention, observation, report, writing, and presentation. These phases, according to Burns, far from being isolated and linear, are conceived as “a series of interrelated experiences” to be developed dynamically without following a fixed sequence.

Table. 14*Action Research phases in Burns*

Phase	Focus of Phase
Exploring	<i>Identifying generalized areas for investigation</i>
Identifying	<i>Undertaking fact-finding to refine data</i>
Planning	<i>Developing a viable plan of action</i>
Collecting data	<i>Selecting and enacting initial data-gathering techniques</i>
Analyzing/Reflecting	<i>Simultaneously scrutinizing and reflecting on emerging data</i>
‘Hypothesizing’/Speculating	<i>Developing initial predictions/explanations based on data</i>
Intervening	<i>Deliberately changing practices in response to predictions</i>
Observing	<i>Observing and evaluating outcomes of interventions</i>
Reporting	<i>Articulating processes formatively or summatively to others</i>
Writing	<i>Summarizing and disseminating written research accounts</i>
Presenting	<i>Summarizing and disseminating oral research accounts</i>

Note: “Interrelated experiences in Action Research phases” based on Burns, 1999:35

5.2 Research phases:

The first step of the current research consists in describing the institution based on class observations; which also helps us to characterize the foreign language class and the group of students participating. The group is formed by fifteen students registered in a B1.2 level, according to the *Estándares Básicos de Competencia en Lengua Extranjera: Inglés* (henceforth Basic Standards), proposed by the Ministry of National Education (MEN by its acronym in Spanish) in 2006. The second step is a questionnaire of Needs analysis implemented to recognize students’ needs and preferences, regarding the use of electronic and printed materials. Once we defined the aspects to consider in the instruction, based on the analysis of the questionnaire, two tasks are

designed and implemented. Aiming to define the effects of the instruction, pre and post-tests are administered, while several researchers' journal entries registered the tasks' development process. Consequently, surveys are applied after each task to gather information about students' perceptions. Finally, a focus group discussion is carried out to close the whole process with students' comments about it.

To carry out this study, we followed seven out of the eleven stages proposed by Burns, (1999), since we could blend some of them without losing the integrity of both the research, and Burns' proposal. Below we explain what we did in each phase of the research:

Identification:

During this phase class observations were made during an established period of twelve hours within three weeks; these observations were registered by both researchers to enrich them. Additionally, a needs analysis questionnaire was administered to the students, and three meetings took place with the titular teacher, and two coordinators of the Extension Courses program.

Planning:

All along this period, the information gathered was triangulated and, with the support of the research director, two tasks were planned with the purpose of improving the students' oral production. Additionally, pre and post-tests were designed to score students' language learning,

while perceptions' surveys provided information about the students' perceptions towards both tasks proposals regarding the use of different types of materials (printed and electronic).

Data collection:

In this transversal stage five main types of data collection tools were used: a) official documents to identify the methodology, and to define the communicative functions for the intervention; b) class observations to characterize the group and the instructional context; c) a needs analysis questionnaire to explore students' experiences, expectations, difficulties, needs, interests and motivations regarding their English learning; d) pre and post-tests to measure students' language learning before and after the intervention; e) perception surveys to look into students' perceptions; and f) a focus group discussion to deeply explore students' perceptions regarding both tasks proposals.

Analysis:

Data analysis took place in two different moments of the research with different goals. An initial analysis to identify possible difficulties and design the tasks proposals. Such data was collected through class observations, a needs analysis questionnaire, and official documents. A second analysis was made after the implementation, to categorize the collected data through the pre and post-tests, surveys, and focus group discussion in order to triangulate them with the theoretical framework, and therefore, evaluate its effects in terms of the students' language learning and perceptions.

Intervention:

This stage was developed during a month with the presence of the titular teacher and both researchers. Two tasks were implemented highlighting the type of material, making the students consciously use them and be capable of identifying the advantages and disadvantages related to each. These tasks aimed at working on the students' oral skill; the task developed with electronic materials consisted on designing and performing a role play interviewing a famous character; and the one developed with printed materials consisted on designing and presenting a touristic poster of the place the students would go if they were rich.

Observations:

During this stage, two instruments were used to record the main events that occurred in the classroom. Class observations were an important instrument to approach the group at the beginning of the research; and a researchers' journal was used to keep track of the development of the implementation. These written records were then analyzed to give an answer to the general and specific questions and objectives set for this study.

Report:

The writing of this research was made step-by-step while the study was conducted. The documentation on the type of research, the theoretical framework and the texts' exploration, to the

entries made in each stage were reviewed and modified throughout the process of monograph approval.

5.3 Research Context

This research was carried out in the Universidad del Valle, more specifically in the Extension Courses (EC) offered by the School of Language Sciences (SLS). The group was a B1.2 group of students registered in the Teens program.

5.3.1 Characterization of the Institution and the Program (Universidad del Valle)

The Universidad del Valle, Meléndez branch, is located at 13th street, 100-00, in the 17th commune of Cali. The SLS is located in Meléndez branch, specifically in building 315, where the EC are offered for kids and teens population. The course in which this study was carried out, was developed in room 3006 on the third floor of the SLS. The course corresponds to the B1.2 level according to the MEN, aimed to children and young people between 12 and 14 years old. Meléndez campus has ample green areas, a main library “Mario Carvajal”, documentation centers, laboratories, different cultural and sporting courts, a main restaurant and several cafeterias, as well as 35 buildings assigned to different academic programs.

The group in which the intervention was planned took classes every Saturday in the mornings from 8:00 a.m. to 12 m. for a total of four hours, with a 10-minutes break at 10 am. The majority of the sessions took place in the building 315, which classrooms are large enough for the group. The room had space for up to 35 students. Inside, there were four large tables organized as a round

table so the students could make eye contact among them while participating, the room also counted with two white boards, the room had two fans attached to the walls. Additionally, it had several windows that allowed a continuous flow of air. The classroom had technological resources such as TV, projector, computer, internet-access and speakers. In addition to this, some sessions could be held at the OITEL (Computer and Telecommunication Office), which offers several computer-rooms for students to carry out autonomous consultation work, group work or classes. Building 315 has a language laboratory, and a computer-room that, at the time this research was conducted, was booked for the Master's classes on Saturdays.

The **Universidad del Valle** is a public higher education institution based on the vision of being recognized as an inclusive university with high standards of quality and excellence. As it is established for the official mission and vision of the Universidad del Valle³:

1. Mission. As a public university, the Universidad del Valle's mission is to educate at the highest level through the generation and diffusion of knowledge in science, culture and art techniques, technology and humanities with autonomy and vocation for social service. As a state institution, it assumes commitments to the construction of a just and democratic society.

1.2. Vision. The Universidad del Valle, as one of the most important higher education public institutions of Colombia in coverage, quality and diversity of its services, aspires to be known as a university of excellence, that is pertinent, innovative, efficient, competitive, with scientific research and international projection.

In the particular case of the **Extension Courses**, offered by the university, the resolution 028 of July 6, 2012 by the *Consejo Superior* defines what the Extension Courses are, and their object, as presented below.

³ This information can be consulted in the university's official page www.univalle.edu.co

The general concept of **Extension Courses**⁴ offered by the university:

Article 1: Definition. The social projection and the Extension Courses, as part of it, is the missionary function of the University, through which it is integrated and articulated the teaching, research and artistic creation with its cultural, institutional, social and economic environment, validating itself as a responsible institution committed to the social future and common challenges.

Article 2: Purpose: The social projection aims at the broad and reciprocal interaction of the university with society, with the purpose of contributing to the well-being and the solution of their problems; to the transformation and institutional development; to strengthen the productive, social, political, environmental, sports, artistic and cultural capacities of the communities of the region and the country. Through social projection and extension, the University contributes to the construction of a more democratic, equitable and inclusive society.

Meanwhile, the School of Language Sciences offers the Extension Courses program in foreign languages, following the SLS mission and vision concepts⁵:

Mission. The mission of the School of Language Sciences is defined around two axes: 1. The study of language as a socio-cultural phenomenon, a communication system and as a means of construction and expression of identity and knowledge. 2. The training of a professional in the mother language and in foreign languages capable of teaching and research with social projection.

Vision. The School of Language Sciences seeks to consolidate the progress and dissemination of research on languages and their projection in undergraduate and postgraduate training programs, with a clear social and cultural vision. Its aspiration is to achieve excellence in teaching and research based on a permanent process

⁴ This information can be found in <http://secretariageneral.univalle.edu.co/consejo-superior/acuerdos/2002/acu-001.pdf>. as *resolución No. 028*.

⁵ This information can be found in <http://lenguaje.univalle.edu.co/acerca-de/mision>

of acquisition, transformation, construction and dissemination of knowledge of the mother language and foreign languages, from a transdisciplinary perspective.

5.3.2 Specific aspects of the Extension Courses

The academic activity of the SLS turns around three big axes: Spanish as mother language, Languages and Foreign literatures, and Indigenous languages; having as one of its objectives to “carry out extension programs offered to the community, and to the institutions handling issues around language teaching and learning”⁶. Concerning this objective, the SLS proposed the creation of the EC, a space for foreign languages learning, offered to the community in general. The program is offered for adults, kids and teens, and it provides classes in English, French, Portuguese, Italian, German, Japanese, Colombian sign language, and TOEFL. In the case of English language courses, the levels are divided in A1.1, A1.2, A2.1, A2.2, B1.1, B1.2, and B2.1, according to the Colombian Basic Standards in foreign languages.

These courses are justified as 1) a support to the Bilingual National policies that aim to strengthen English as a foreign language in the educational context; 2) a contribution to the academic and economic processes that seek to integrate Colombia in areas of international competition; and 3) as a mean of educational growth for bachelor students and teachers. As it was affirmed by the coordinator of the EC:

“... being able to understand and express oneself in another language is a requirement in the globalized world of today, because it allows us to open borders, understand other cultural manifestations, reduce

⁶ This information can be found in <http://lenguaje.univalle.edu.co/cursos/lenguas-extranjeras> consulted in September 2016.

ethnocentrism, establish commercial and academic ties and enrich knowledge in general. In this context, the School of Language Sciences provides a space for the adult population of Cali and Valle del Cauca to strengthen their communicative competence in English.”

In the document “*Programa de cursos de Inglés basados en los Estándares del MEN (Saturday English Adventures)*” by Gomez (2011), it is established that students enrolled in these courses will develop the four basic skills (listening comprehension, reading comprehension, oral production and written production) in an integrated way through the communicative competence, considering students’ learning styles and strategies as it is established by Oxford & Scarcella (as cited by Gomez 2011).

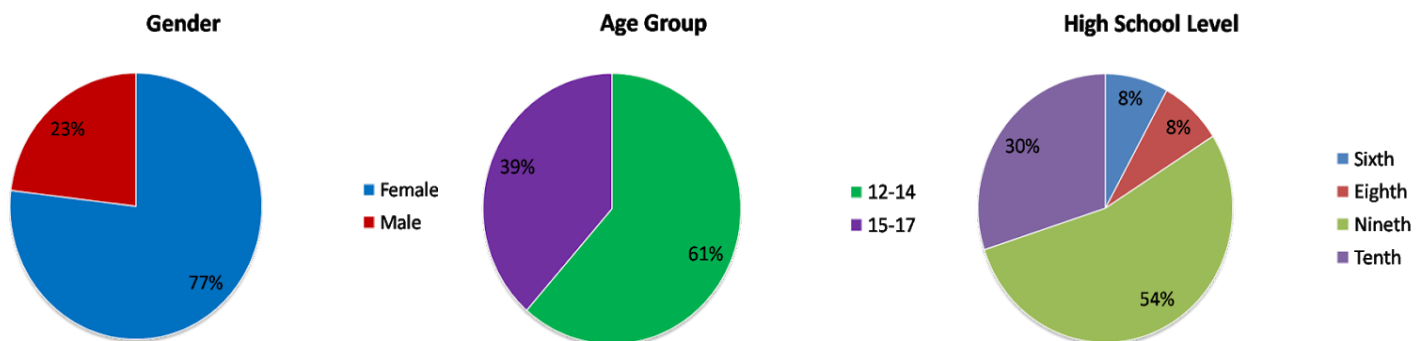
By the end of the program, students will have achieved the following academic objectives:

- ✓ Understand simple and direct information.
- ✓ Communicate personal information (birthplace, school, likes and dislikes, parents’ professions, favorite activities, favorite color, etc.)
- ✓ Understand simple and short texts, dialogues, songs, rhymes, interviews, among other audio-visual materials.
- ✓ Participate in dialogues and conversations with understandable pronunciation.
- ✓ Produce simple, narrative and descriptive oral texts.
- ✓ Produce simple, narrative and descriptive written texts.
- ✓ Understand and carry out instructions.
- ✓ Participate in group activities.
- ✓ Identify key elements of their own culture and foreign culture.

About the methodological proposal, EC aim at integrating the Communicative Approach, Communicative Skills, and Intercultural Competence through meaningful lessons. The methodological proposal of the EC promotes the use of TBL and the incorporation of different Information and Communication Technologies (ICT), as an answer to the students' social, academic and professional needs.

Participating Population (B1.2 group)

On the second semester of 2016, the Extension Courses (EC) started with 765 students and 25 teachers. The participants of this research were students enrolled in a B1.2 English course of the EC. Most of the students were in ninth grade in high school; some of them were in tenth and eighth grade; and only one student was in sixth grade. The group was formed mainly by young ladies. The course took place in the Melendez campus.



Graph 2: Relation gender, age group and educational level. Retrieved from annex “Needs Analysis Report”

5.4 Instruments for data collection

To collect the information necessary for this research, seven instruments were used during the different research phases: Official documents analysis, class observations before and during the intervention, a needs analysis questionnaire, a pre and post-test for each task, a researchers' journal, a perceptions survey and finally, a focus group discussion to complement the collected information.

Official documents:

The documents analyzed were the [Programa de los cursos de inglés basados en los estándares del Ministerio de Educación Nacional, "Saturday English Adventures"](#) by Gomez, M. I (2011); The [Programa de los Cursos de Extension para Niños](#), Guapacha, M. (2016); the [Programa de los Cursos de Extensión en Inglés para jóvenes Nivel B1.2 del 2016](#) and, the [Basic Standards for the level B1.2](#) by the MEN. The aforementioned documents were studied with the purpose of defining the communicative functions for the intervention, which provided enough information to design the tasks for the implementation phase. ([See annex N° 5](#))

Pre and while class observations:

A total of twelve hours of class observation was carried out in two moments. At the beginning of the research, class observations were implemented to characterize the context and its participants. These observations provided information to design the tasks proposals. During the

implementation, class observations were developed to keep track on the students' performance, perceptions, comments, and reactions. ([See annex N° 6](#))

Questionnaire of Needs analysis:

The needs analysis questionnaire was divided into five sections: backgrounds, experiences, expectations, content skills, and materials. The questions are intended to bring light on students' experiences, expectations, difficulties, needs, interests and motivations regarding their English class. This questionnaire was applied before the implementation phase, the information gathered was triangulated with the information from the official documents to design a suitable tasks proposal for the group. ([See annex N° 7](#))

Pre and Post-tests:

A test was designed for each task to score students outcomes. The same test was applied to students before and after the implementation phase to compare their results, finding out whether students have developed any learning. To solve these tests students were not allowed to look for information on internet, books or other resources, since their answers should reflect their previous knowledge, and the one acquired during the task implementation. Such tests composed by opened questions and were presented on paper for the printed task, and online for the electronic task. Later, these results were compared to student's perceptions regarding the task proposal, this was done to define if learning and perceptions were correlated. ([See annex N° 8](#))

Researchers' Journal:

This collaborative journal collected entries from both researchers. The entries started in the second semester of 2016 with reports about the first meetings with the practicum mentor, the EC coordinator, the Kids and Teens coordinator, and the titular teacher of the participant group. Chronological entries were made during the research and implementation phases with reflections about the teaching practice, pointing out at the difficulties that come up in the practice, and proposing solutions to overcome them. An additional purpose of this instrument is to describe the process followed by students in the development of both tasks. ([See annex N° 9](#))

Surveys:

A Likert-scale survey was designed for each task, aiming to explore student's perceptions regarding the task proposal and the material used. Both surveys had the same design, with 9 closed questions and one open question. These surveys varied on the presentation (one printed, the other electronic), and on the material focus (one focused on printed materials, the other on electronic materials). ([See annex N° 10](#))

Focus Group Discussion:

A focus group discussion was designed and carried out at the end of the implementation phase to explore the students' feelings and impressions regarding both tasks in terms of their interaction with the material and the task. ([See annex N° 11](#))

VI. RESEARCH RESULTS

In this section, the reader will find the results obtained during and after the implementation of two learning tasks using printed and electronic materials separately. Such results are presented according to the instruments employed during the different stages of the Action Research: *Identification, planning, data collection, analysis, intervention, observations, and report*. Each one of these stages involved one or two instruments which facilitated the data collection. In chronological order, the instruments used during such stages were: *Official documents analysis* (EC syllabi, B1.2 course syllabus, Basic standards), *class observations* (six focalized observations in total), a questionnaire of *needs analysis*, *pre* and *post-tests* (for the electronic and printed tasks), a researchers' *journal*, two *perception surveys* (for the electronic and printed tasks), and a *focus group discussion* at the end of both tasks. The instruments used for this research reveal the following findings:

6.1 Results by Instruments

Official Documents analysis

The official documents of the Extension Courses that were analyzed before the designing of the tasks were: “[Programa de los cursos de inglés basados en los estándares del Ministerio de Educación Nacional](#),” “[Saturday English Adventures](#)” by Gomez, M. I (2011); “[Programa de los Cursos de Extensión para Niños](#)”, Guapacha, M. (2016); “[Programa de los Cursos de Extensión en Inglés para Jóvenes Nivel B1.2](#)” Período Agosto-Diciembre (2016) and “[Estándares Básicos de](#)

[Competencias en Lenguas Extranjeras: Inglés](#)”, by the Ministry of National Education (in Spanish MEN, 2006).

As a complement of the exploration of the Official documents, several meetings were held with the EC coordinator, the English area coordinator and the teacher. The former shared with us his lesson plans, making easier for us to identify some correspondence between the activities he proposed to the group and our proposal. Based on the exploration of the mentioned Official documents, different features related to the methodology were identified; the use of varied materials and resources, the incorporation of technology or ICT's; the communicative functions, and the evaluation. The methodology chosen to develop this proposal was Task-Based Learning. This methodology fosters communication in a natural and active way, students learn by doing and participating in collaborative activities.

It should be mentioned that at the time of this research the Institutional Educational Project (PEI in Spanish) for the Extension Courses was being restructured to lay the foundations for the creation of the *Centro de Lenguas y Culturas* (CLC). Therefore, the EC did not count with a single document to find information related to the methodology of the courses, the topics, and the functions proposed for the level. For this reason, the reader will find the analysis of various documents referring to the components of the Extension Courses. Below are presented some textual segments taken from the Official documents that serve to structure our tasks proposals.

Table. 15

Textual segments retrieved from the Official documents

Documents	Segments
Programa de los cursos de inglés basados en los estándares del Ministerio de Educación Nacional, “Saturday English Adventures” Gómez, I (2011)	“Estos cursos profundizarán el desarrollo de la competencia comunicativa en inglés, haciendo énfasis en la habilidad oral y escrita; además propenderán por el desarrollo y fortalecimiento de la competencia intercultural, y la valoración de la identidad y la cultura propia.” (p.6) “(Los Objetivos Académicos) corresponden a los estándares que el Ministerio de Educación propuso para cada nivel y subnivel” (p.6) “Estos cursos se desarrollarán siguiendo un enfoque comunicativo-participativo; una metodología basada en el desarrollo de tareas; el trabajo cooperativo y en grupo; el desarrollo y fortalecimiento de la zona de desarrollo próximo (Vygotsky 1978:87); y a partir de las necesidades básicas de los estudiantes; centrando la atención, principalmente, en crear momentos de interacción significativos en la lengua de aprendizaje (inglés).” (p.11) “Desde esta orientación, (...) el desarrollo de actividades del interés de los estudiantes es otra forma de generar una dinámica de aprendizaje cooperativo responsable.” (p.11)
Programa de los Cursos de Extensión para Niños, Guapacha, M. (2016)	“Crear conciencia sobre la importancia y necesidad de autoevaluación de conocimientos y procederes.” (p.1) “Se propone la implementación de trabajo por proyectos y tareas que maximice los potenciales de los estudiantes en cuanto a lengua y actitudes personales y grupales. Se privilegia el trabajo en grupo y la integración de contenidos temáticos y culturales que permitan desarrollar las habilidades comunicativas de los estudiantes. Las clases se dictarán en inglés brindándoles a los estudiantes una inmersión total durante las sesiones donde se integren todas las habilidades: escucha, lectura, habla y escritura. Se plantea la lectura y escucha de textos completos y auténticos.” (p.8) “la producción oral y escrita requerirá la participación activa de los mismos.” (p.8) “La tecnología es parte fundamental en los procesos de enseñanza y aprendizaje por lo cual se sugiere implementar diversas herramientas audiovisuales que faciliten ambos procesos y a su vez motiven a los estudiantes en el aprendizaje del idioma” (p.8) “Los cursos fomentarán el desarrollo de la autonomía a través del trabajo independiente y guiado.” (p.8) “Se proponen una variedad de estrategias evaluativas que permitan medir los aprendizajes y avances de los estudiantes a través de presentaciones cortas, pruebas cortas, dramatizaciones, uso de las TIC, producciones escritas, trabajos grupales, desarrollo de proyectos, etc.” (p.9) “Los docentes deberán establecer criterios de evaluación claros a través de diseños de rúbricas para la producción oral y escrita. En cuanto a la escucha y lectura se deben definir instrucciones claras para evaluar las competencias. La valoración de actitudes personales permitirá la evaluación integral de los estudiantes.” (p.9)
Programa de los Cursos de Extensión en inglés para Jóvenes Nivel B1.2 Periodo Ago-Dic (2016)	TABLA DE CONTENIDOS NIVEL B1.2 AGO-DIC 2016 Functions: Asking information questions about places, people, things and events Topics: Interviews with classmates, teachers or family members Functions: Giving advice, discussing and analyzing future and past situations, and talking about hypothetical situations Topics: Aliens, Changing the world, Superstitions, Changing the past/history of humanity. (p.3) UNIDAD I: De vuelta a clase - Repaso: Descripción de las familias tradicionales, descripción de los nuevos tipos de familia fruto de la evolución social; descripción de los hábitos alimenticios; descripción de las vacaciones; descripción de la apariencia física y de las personas; expresión de habilidades, destrezas personales, gustos y preferencias; la casa. el trabajo y la universidad. Repaso de vocabulario temático relacionado con estos temas. (p.1) UNIDAD II: Mi día de suerte - Si yo fuera rico.... Si me ganara la lotería, me compraría... Si yo fuera rico haría... - Planes, planes y más planes: ¿qué haré dentro de ...? mi futuro en dos, cinco y diez años; ¿qué pasaría si...? - En un mundo ideal: si pudieras cambiar alguna parte de tu vida ¿cuál sería? ¿por qué? si pudieras cambiar algo de la historia de tu país ¿cuál sería? ¿por qué? (p.1)

Note: Segments retrieved from the official documents of the EC

The Basic Standards for level B1.2 were analyzed to identify the descriptors that fulfill the objectives proposed in both tasks. These descriptors portrayed the features corresponding to listening, speaking, reading, and writing skills which were considered at the moment of the implementation. However, the proposal did not aim at covering all the descriptors, but at fostering oral comprehension and production specifically. The following table presents such Basic Standards:

Table. 16

Basic Standards for the level B1.2

Basic Standards for the level B1.2 in concordance with the proposal (p.26, 27)	
Escucha:	• Identifico personas, situaciones, lugares y el tema en conversaciones sencillas. • Identifico el propósito de un texto oral. • Muestro una actitud respetuosa y tolerante cuando escucho a otros. • Utilizo estrategias adecuadas al propósito y al tipo de texto (activación de conocimientos previos, apoyo en el lenguaje corporal y gestual, uso de imágenes) para comprender lo que escucho. • Me apoyo en el lenguaje corporal y gestual del hablante para comprender mejor lo que dice.
Lectura:	• Identifico los valores de otras culturas y eso me permite construir mi interpretación de su identidad. • Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento.
Escritura:	• Estructuro mis textos teniendo en cuenta elementos formales del lenguaje como la puntuación, la ortografía, la sintaxis, la coherencia y la cohesión. • Planeo, reviso y edito mis escritos con la ayuda de mis compañeros y del profesor. • Escribo diferentes tipos de textos de mediana longitud y con una estructura sencilla (cartas, notas, mensajes, correos electrónicos, etc.).
Monólogos:	• Puedo expresarme con la seguridad y confianza propios de mi personalidad. • Utilizo elementos metalingüísticos como gestos y entonación para hacer más comprensible lo que digo. • Opino sobre los estilos de vida de la gente de otras culturas, apoyándome en textos escritos y orales previamente estudiados.
Conversación:	• Respondo preguntas teniendo en cuenta a mi interlocutor y el contexto. • Utilizo una pronunciación inteligible para lograr una comunicación efectiva. • Utilizo estrategias que me permiten iniciar, mantener y cerrar una conversación sencilla sobre temas de mi interés, de una forma natural.

Note: Table created based on the Basic Standards for the level B1.2 in concordance with the proposal (p.26, 27)

Two learning tasks were created based on the “[Basic Standards](#)” given by the MEN; and the Units’ content established in the “[Programa de los Cursos de Extensión en inglés 2016](#)”. Such documents were analyzed to merge our proposal with the EC criteria. As the proposal involved a printed and an electronic task, the topics were carefully chosen to suit the characteristics of each material. For instance, to create the printed task, it was considered the content proposed in the second unit “**Mi día de suerte**” in the program of 2016. In this unit, the students would learn to make hypothetical plans using conditionals. Based on this analysis, we proposed a task called “**The best place to go if you were rich**”, with the objective of designing and presenting a touristic poster of the place where the students would go if they were rich. For the electronic task, “**Interviewing a Famous Character**” the students had to design and perform a role-play interviewing a famous character, which corresponds to the functions of “asking information questions about places, people, things and events” proposed in the table of contents for the EC program in 2016.

Table. 17

Triangulation between documents, beliefs and context.

Area plan, course program, and emphasis	Beliefs about language, teaching and learning	Relevance of the program in relation to the requirements of the context and the group
The EC program for kids and teens was designed following the curricular guidelines proposed by the MEN and the Basic Standards of Competence in English (2006). The functional and communicative perspective of the courses is the emphasis; all skills are integrated: listening, reading, speaking and writing using varied and authentic materials integrating different technological and audiovisual tools.	Language is conceived as a tool for communication, therefore, the learning of the language prevails through communication situations in meaningful contexts. Regarding teaching, it is proposed to follow methodologies that facilitate the learning of the language in communicative contexts. It is proposed the implementation of work by projects and tasks that maximize the potential of the students in terms of language and personal and group attitudes. It privileges group work and the integration of thematic and cultural contents that allow developing students' communication skills. In terms of learning, the courses seek to encourage the development of autonomy through independent and guided work, identifying different learning styles and incorporating learning strategies that help students to acquire study habits.	The EC program is divided by levels according to the CEFR and the Standards proposed by the MEN. For this, a placement test is applied to students to determine their language level before taking the course. At the beginning of the courses a questionnaire is applied to identify needs, interests, expectations of the students participating in the course.

Note: Analysis made after triangulation between official documents, researchers and teachers' beliefs and the research context.

Results of the Class observations

A total of six classes were observed; observations allowed us to characterize the instructional context and the group participants. Observations focalized on six main aspects: attention to students; students' motivation; students as doers; students' language level and teachers' level adjustment; the students as cultural beings; and, class activities and error management. These observations were conducted following a guideline used during the *Introduction to Practicum* course, at the university, since our practicum project was connected to this research. Such observations are analyzed in this section.

Attention to students

This observation focused on teacher's awareness of students' needs. During this session we could observe the close relationship established between the students and the teacher. According to our observations, the teacher focused his attention on the students and fostered a good learning atmosphere. He called the students by their names and established eye contact. Something that caught our attention was the effectiveness of the classroom arrangement done by the teacher. As established in the observations:

“The classroom layout also contributes to the free participation of the students: both the students and the teacher are located in a round table, which allows open debates, putting all the participants of the discussion in the same conditions”.⁷

The students’ motivation

This observation considered the behavior of several students and their degree of cooperation with what the teacher proposed. For this, the students’ answers to the teacher were kept in mind; their level of participation in activities; their willingness to ask when they had doubts; their tolerance with other students; as well as their willingness to collaborate with their classmates.

From the observed case, it was possible to determine that the intrinsic motivation of students is an advantage for learning a foreign language. Students whose motivation was low, seemed not to recognize the advantages offered by speaking a foreign language, or they showed no interest because they did not find it useful for their current context.

In conversation with one of the students, he stated that he did not know what English was for and that he did not understand it. Consequently, he often did not understand because he did not pay attention and he did not follow the class dynamic.

⁷ Segment taken from Class observations, translation made by the authors.

The students as doers

The purpose of this observation was to recognize the activities and tasks that promote meaningful learning related to cognitive, emotional or physical aspects. Most of the activities proposed during the observed classes were of a cognitive nature. For instance, in one of the classes the students learned to create a Mind Map of themselves. For this, the students had to consider what they had previously learned about the family, eating habits, vacations, physical appearance and likes or dislikes. After observing the models provided by the teacher, the students proceed to make their own Mind Maps with drawings and text. Students had the freedom to move around the classroom and use their cell phones as visual support for their drawings. Finally, the students presented their creations to their classmates in a round table.

This session was useful since we could identify the students' preference for activities focused on the development of oral skills. They were also pleased to incorporate the use of different technological devices, as well as the artistic component of the activity. As it is evidenced in the observations registered:

“... in general, the group shows a good language level; the students seem to be more interested in this type of activities (oral) that allow them to put into practice what they have learned in class. Oral presentations, interviews, role plays, group dynamics, etc., are some of the activities that seem to have a greater acceptance by the group.”⁸

⁸ Segment taken from Class observations, translation made by the authors.

The students' language level and teachers' level adjustment

The objective of this observation was to identify signs that gave account of the language level of the students, as well as to the procedural aspects of the teacher which indicated that he was adjusting the teaching to the students' level.

It was observed that the language level is alike, in general terms; except when it comes to some cases where students showed little interest in learning the English language. On the other hand, there were cases of students, who spoke more than one foreign language and showed a superior ability to learn the target language.

To favor students' comprehension, the teacher adjusted the language level using various strategies, it helped students scaffolding their language learning, without ignoring the course objectives. It is important to monitor students' reactions to predict whether they are understanding or not the proposed activities. Among the strategies used by the teacher, we have that he encouraged a constant use of English, appealing in some cases to use body language or written phrases on the board, which helped students to understand.

The students as cultural beings

The purpose of this observation is to visualize the cultural component in the classroom, and the various aspects of teaching and learning that are permeated by culture. To carry out this observation, we previously met with the teacher, who shared with us his lesson plans. We analyzed

the objectives of the class and the activities he proposed, identifying what aspects of the culture were present at the moment of the instruction. It was evident that culture played an important role in the learning process for the teacher. Concerning the materials, these were authentic and updated. It caught our attention the fact that one of the characters used to approach the topic of “*Role Models and Public Figures*” was Malala, one of the characters we considered to include in our proposal.

Class activities and error management

The purpose of this observation was to identify the types of activities present in the different phases of the class and the cohesion among them, i.e. the way the teacher indicates the change of the phases and how one phase leads to the other. In this case, it is observed that the class is student-centered, the teacher intervenes when introducing the activity, when guiding the students, or solving questions. The students' speaking time is varied and dynamic, during the time-on-task students interact with each other using English. In this sequence of activities, we were able to identify various transitions in which materials played an important role in the learning process.

Regarding the treatment of error, we could see that corrections are given among students when making them; students can correct themselves when they realize their mistakes. Teacher corrections are given once the students' interventions are finished, he refers to errors when they are repetitive, using them as a means to learn. His corrections are made to the group in general, keeping the anonymity of the students. The feedback is given to each student separately.

After analyzing the six focalized observations, several conclusions were drawn. First, it can be said that the teacher was aware of the students' needs, constantly monitoring their learning process. Secondly, the teacher generated a good learning atmosphere, promoting tolerance, respect and eagerness towards the use of the target language, encouraging students to collaborate with their classmates. Additionally, it was found that students were engaged with the classes, constantly asking and answering questions to the teacher, getting involved and participating in the proposed activities. On the other hand, the teacher used several strategies to maintain group's attention, referring to students' mistakes when they were frequent, making learners aware of them. It was also observed a correlation between students' motivation and their perception towards the importance of English: The students with higher motivation were conscious of the advantages of learning a foreign language, while the ones whose level of motivation was low, lacked information about the advantages of learning a new language nowadays. During these observations, it was also noticeable the students' preference for oral activities, and the use of varied materials, including printed and electronic resources.

Results of the [Needs Analysis Questionnaire](#)

The students' needs and interests are of major importance to create tasks that foster interaction in the target language. According to this, it was necessary to design and apply a NA questionnaire, created based on the observations carried out in the group. To do this, we brainstormed ideas about the aspects to be considered to identify students' needs. The purpose of this NA questionnaire was to gather information related to students' experiences, expectations, difficulties, needs, and

motivations regarding their English learning. Such information allowed us to carry out a better orientation in the development of two tasks for the course.

To obtain relevant information for the design of the tasks, an online questionnaire was created using Google Forms. This questionnaire was divided into five sections: 1) **Background**; 2) **Experiences**; 3) **Expectations**, 4) **Content skills**, and 5) **Materials**; and it was made of a total of sixteen questions. The questionnaire was planned to be solved during a four-hour class, using students' Gmail accounts. The questionnaire was answered by thirteen students out of the fifteen enrolled in the English course at the *Extension Courses* at Universidad del Valle.

1) Background

The *Extension Courses* group was formed by fifteen students, where the majority were female. The age range was between twelve and fourteen years old. All the students were in high school, and the majority of them were in 9th and 10th grade.

2) Experiences

To get to know students' previous experiences regarding the use of English, they were asked whether they had been to an English-speaking country before. Students were also inquired about previous English courses they could have taken before being enrolled in the *Extension Courses*.

Regarding the students' experience, the majority of them affirmed not to have had immersion in an English-speaking country. In addition, the number of students who had taken English courses before this one, was not significant. It was necessary to notice that all the students had English classes at school. The questionnaire did not consider the students' knowledge acquired independently (Internet, friends or relatives, or own experiences).

3) Expectations

This section was designed to inquire about students' reasons for learning English; their satisfaction towards the English class; the time invested studying the target language outside the classroom; and, the aspects that affected, in a positive or negative way, their learning process. Among the students' reasons to learn English, the majority selected "*to travel*", as well as "*for their personal and professional future*" as the principal ones. Likewise, students pointed out "*entertainment*" and "*interaction with other people*" as strong reasons to learn a second language. Only few students considered the course as a mandatory one.

Concerning the student's satisfaction towards the English class, the majority of them expressed their enjoyment since they thought the class was fun, and they felt they were learning something new and meaningful. Students thought their teacher treated them well and fairly. In contrast, the only student who affirmed not to enjoy the class, said it was boring and monotonous.

In relation to the aspects that positively affected students' language learning, they recognized "*the use of varied materials and resources*" (music, T.V shows, movies, books, etc.),

and “*the use of English in real life*” (use of the language with family, friends, or at school). On the other hand, students perceived as negative aspects for their learning process some “*skills difficulties*” (mainly in writing), and “*the lack of practice*”. Regarding the time invested studying English, the whole group affirmed to work on the foreign language outside the class. Most of the students could spend between 1 and 2 hours working on the target language; while the rest could work more than two hours.

4) Content skills

The present section of this NA questionnaire was created with the purpose of examining the learning activities students prefer, the topics they were interested in, their preferred classroom activities, the degree of difficulty each skill posed on them, and the evaluation of their participation in class. According to students’ answers, the group preferred dynamic activities involving games, arts, technology, and audiovisual aids, as well as outdoor activities. The students also showed preference for building vocabulary through realistic and contextualized examples. This could be interpreted as the students need or preference towards engaging activities that foster communication, over the traditional ones that focus on language structures.

To identify the classroom activities that students preferred, we proposed them to rank ten activities according to their preference, using the following scale: “**I love it, I like it, I don’t mind, I can’t stand it**”. Such activities were: **Presentations, dialogues, grammar exercises, vocabulary exercises, translation exercises, short reading and writing texts, interviewing others, role playing, and watching movies or videos**. According to students’ answers, among the activities

they “**love**”, it can be found “**watching movies or videos**”; “**role playing**”; and “**translation exercises**”. Opposite to these, students classified “**grammar exercises**” as “**I can’t stand it**”. These results showed student’ predilection for activities of diverse nature that mainly involved oral production.

To explore the topics, students were interested in, we provided students with a list of eight topics: **Art, technology, music, sports, strategies to learn English, culture, history, literature**. Among these topics, the ones that students preferred the most were: **music, technology**, and **strategies to learn English**, followed by **art**. **Sports**, on the other hand, obtained the lowest rate. Regarding the degree of difficulty each skill posed on students, they claimed that “**talk (spontaneous)**” was “**easy**”; “**talk (planned)**” was classified as “**intermediate level**”; “**reading**” was classified as “**easy**”; “**listening**” was classified as “**easy**”; and “**writing**” was classified as both “**intermediate level**” for some and “**easy**” for others. In relation to the evaluation of students’ participation in class, they considered it mainly “**good**” and “**very good**”. During the observations carried out in class, we could see that most of students were willing to participate, even if they made mistakes, only a few of them were too shy and needed extra encouragement by the teacher to participate in oral production. For formal presentations students preferred using notes for self-guidance.

5) Materials

This section inquired students about the materials and resources they would like to use in the classroom; the technological devices they had available to use in the class; the internet access they

had at home; and, the availability of printed materials (dictionaries, encyclopedia, books, novels, short stories, and academic texts) at home. Regarding the materials students would like to use in the classroom, they showed predilection for **“T.V shows, videos, and movies”**; as well as **“songs in English”**. The former showed students’ preference for the use of audiovisual materials in the classroom. Likewise, an important number of students selected the use of **“News websites in English”** as an important resource. In contrast, a less, but still considerable number of students showed preference for the use of **“Books, workshops, dictionaries, magazines, and newspapers”**. These results showed students predilection for electronic materials and resources over printed ones.

It is important that students learn to incorporate new technologies to their learning process. When asking students about the technological devices they have access to in order to use in the class, most of them affirmed to own either a smartphone, tablet, or laptop that could be used during the English sessions. Few students claimed not to have any of those devices, or have them, but cannot bring them to the classroom.

Regarding students’ accessibility to internet, most claimed having access at home; only two students said not to have internet connection. This would allow us to develop activities that demand the use of internet outside the classroom. Considering the availability of printed materials at home, the majority of the students affirmed to have access to printed documents and resources in English. It would be positive for them if they could integrate those materials to the class. The questionnaire also allowed us to identify that most of the students owned dictionaries and encyclopedias. This means that, at home, the students could look for information using printed

resources. Some of them owned academic documents or texts; however, the questionnaire did not allow us to know on which topics.

Once the information collected through the NA questionnaire was analyzed and interpreted, it was concluded that a) students were interested in using the language within communicative situations, it means that students were willing to use what they had learned in real communication contexts; b) students expected to find a variety of engaging topics, activities, and materials according to their needs and interests; c) students showed preference for activities that favor oral comprehension and production, such as oral presentations and interviews; d) students expected to interact with varied type of materials in the classroom, showing special interest in the electronic ones.

The collected information was organized in a chart that contains several columns with the principal NA results and its interpretation; from this interpretation, we identified the group's principal needs; based on the identified needs, we came up with a list of tentative proposals; finally, we left a column to gather some of the results obtained from the implementation of the final proposal. ([See annex N° 13](#))

Right after having organized the information, a triangulation of the instruments used during the first phase of the research (Official documents, Class observations, and NA questionnaire) was made, giving us some insights for the designing of the intervention based on tasks.

To sum up, to plan both tasks, several aspects were taken into consideration: the methodology, the materials, the communicative functions, the cultural aspects, and the students' needs and

preferences. Considering the exploration made from the official documents, we considered that the methodology that best suited our proposal was the Task-Based Learning. In the Needs Analysis questionnaire, the students expressed their enthusiasm for employing varied materials. The former, lead us to inquire about the effects, in terms of language learning and perceptions, that the incorporation of two types of materials (printed and electronic) have in the students learning process. In relation to the communicative functions, it was established that the electronic task would focus on **“asking for and giving personal and professional information”** through the “design and performance of a role-play interviewing a famous character”; by its side, the printed task would focus on **“describing places and giving advices and suggestions”** through the “design and presentation of a poster of a touristic place where students would go if they were rich”.

Thanks to the topics developed in the tasks, it was easier to incorporate a cultural component to enrich the students learning process. In these tasks, the culture was approached from the exploration of the characteristics of different cities, and the recognition of inspiring people or role models. The students’ needs and preferences were incorporated through the development of activities aimed at promoting their oral production and comprehension; the use of the target language in communicative situations; and, the use of engaging activities that involve the use of diverse materials.

Planning and intervention stages

This intervention proposal was made considering the observations made in the classroom and the results obtained from the needs analysis of the participant group. Below are presented two learning tasks created from the interests and needs of the group, using different types of materials. One task was carried out by implementing exclusively electronic materials and another using printed materials. In each task proposal the objectives, the activities to be developed, the proposed materials and the time set aside for these tasks were specified.

Table. 18*Tasks' planning*

TASKS PLANNING		
Task	Using Electronic materials	Using Printed materials
Title	Interviewing a famous character.	The best place to go if you were rich.
Objective	Design and perform a role-play interviewing a famous character.	Design and present a poster of a touristic place you would go if you were rich.
Standards	B1.2 (MEN)	B1.2 (MEN)
Time	4 hours / 2 hours each Saturday	4 hours / 2 hours each Saturday
Topic or communicative situation	Interviewing a famous character.	Describing places and giving suggestions.
Skills	Integrated skills focusing on oral comprehension and production.	Integrated skills focusing on oral comprehension and production.
Communicative functions	Asking for personal and professional information.	Describing a touristic place (location, accommodation, food, historical background, landmarks).
Work modality	Pair work (interviewer, interviewee)	4-5 students' groups
Needs Analysis	<u>Saturday, October 15</u>	

Tasks Planning		
WHILE-TASK	Session one (two hours in total) 120 mins	
	Date: Session 1 Saturday, November 5th / 2 hours	Date: Session 1 Saturday, November 19th / 2 hours
	Warm up: Brainstorming in CourseSites. Here, the students will brainstorm some ideas about what makes a person famous. The students will write their answers or comments to the following questions: 1. Who is a famous character? 2. What is to be famous? 3. What have they done? 4. Who is a famous character that you admire? Materials: CourseSites Blackboard *Time: (15 mins)	Warm up: Game: Conditionals battle. During this stage the students will be reviewing some conditionals expressions. The students will be split in two groups; they will take a piece of paper with an uncompleted conditional written on it, and they will have to complete it. The group that correctly completes the most, wins. Materials: Cards with situations that complement each other. *Time: (15 mins)
	Activities: 1. Online pre-test about Famous characters: The students will have 30 minutes to solve a pre-test about famous people using their previous knowledge. Here, they will have to choose a character, mentioning his/her nationality, profession, and recognized work; then, they will have to formulate four questions for that famous and answer them while embodying the famous chosen. Materials: Online pre-test about Famous characters *Time: (30 min)	Activities: 1. Printed pre-test about touristic places: The students will have 30 minutes to solve a pre-test about a city using their previous knowledge. They will have to choose a city, mentioning a historical fact, a place for accommodation, typical food, touristic places or activities. Additionally, they will write three suggestions to a tourist on what to do in this place. Materials: Handout pre-test about touristic places. *Time: (30 min)
	2. Vocabulary development: Matching professions with famous people's photos (Quizlet) In the Quizlet platform, the students will explore some flashcards about famous people (short facts and audios); then, the students will play a matching game set in the platform which consists on pairing some images with the professions to make them disappear. Materials: Matching game on Quizlet *Time: (20 min)	2. Brainstorming: Discussing about your favorite place The students will answer the questions "Where would you go if you were rich?" and "What do you like about this place?", the teachers will write on the board students' answers to the second question and together will gather some categories according to the students' participation: Food, touristic places, transportation, accommodation, history, among others. The students will take notes of those categories on their notebooks. Materials: Flashcards and photos related to touristic places.

WHILE-TASK	3. Explore some flashcards and play the gravity game. Here, the students will get in contact with different famous characters, learning about their professions, nationalities, things they have done, etc. The students will play the Gravity game to review some personal and professional information. Here, they will type some professions according to the information previously reviewed in the website. Materials: Gravity Game *Time: (15 min)	*Time: (20 min). 3. Roundtable: “What makes a city interesting?” Considering the categories mentioned before, the students will explore some tourist books and guides. Then, the students will make groups of 5 to discuss about their favorite city. Finally, based on the books, the students will choose the city or country they would visit. Materials: Books, tourists guide, maps. *Time: (15 min)
WHILE-TASK	Activities: 4. Listening activity: Video interview “5 Questions for Emma Watson” (Parts of an interview) The students will watch a video-interview to Emma Watson. Here, the students will have to identify the different parts compounding an interview, as well as the roles involved. The video will be played again, pausing it after each question to discuss them. After watching the video, the students will be able to recognize the following segments in an interview: *Journalist introduces him/herself and the guest. *Short presentation of the famous character. *Questions and answers. *Closing of the video interview. Materials: https://www.youtube.com/watch?v=7XK6FYKDzXc *Time: (30 min)	Activities: 4. Oral presentation model: “Top 5 typical dishes you must try if you go to Cali” (Characteristics of Oral Presentations) The teachers will make a short presentation about 5 typical dishes you must try if you go to Cali. One of the presentations will be well-prepared and well-presented; while the other will be poorly-presented. The students will have a <i>thumb up</i> sign to give a “like” or “dislike” to each presentation. After this, the students will discuss about the basic attitudes when making oral presentations: *Enthusiasm *Eye contact *Use of voice *Use of time Materials: Thumbs up sign (Like/Dislike), markers, and whiteboard. *Time: (30 min)

WHILE-TASK	5. Raffle: The students will get in pairs to prepare their interview. Using the <i>Random Picker Tool</i>, the famous characters will be raffled to assign them to each group. Then, the students will decide who will play the journalist role and who will play the famous character role. Materials: Random Picker Tool *Time: (20 min)	5. Exploring the books: The students will explore some touristic books and guides about places around the world. They will get together in groups (5 students) and will choose one the places from the books. Later, the students will find some information according to the features previously established (accommodation, transportation, food, etc.). Then, in the groups, the students will assign a category to each student, who will make a presentation on the next class. Materials: Books, touristic guides, maps, flashcards. *Time: (20 min)
	Homework: Preparing the interview. In pairs, the students will create a <i>Google Doc</i> where they will write their interview script. In this <i>Google Doc</i> the groups should write the intro, questions, answers, and closing for their video-interview. Such document must be shared with the teachers before the next session to get feedback. Costume and makeup: Bring costumes to embody the famous character and the journalist role (clothes and makeup).	Homework: Find out touristic information. Using the books, the students will decide what information would be useful for the presentations. Each student will organize his/her oral presentation about one of the features previously assigned. The students can take home some of the books consulted in class. To make your poster: Bring materials to design your poster (pictures, drawings, markers, colors, etc.).
Session two (two hours in total) 120 mins		
WHILE-TASK	Date: Session 2 Saturday, November 12th / 2 hours	Date: Session 2 Saturday November 26th / 2 hours
	Warm up: Roundtable: What have you learned? In a round table, the students will share an interesting fact they learned while looking for information about the famous character they will interview. *Time: (15 min)	Warm up: Roundtable: What have you learned? In groups, the students will share some interesting information about the chosen places considering the categories previously assigned. *Time: (15 min)

WHILE-TASK	Activities: 1. Rehearsal: The students will have time to get dressed and rehearse the interview before recording it. During this time, the teachers will be passing by the groups to help the students with their pronunciation and answering their possible questions. Materials: Costumes and makeup, interview script. *Time: (20 min)	Activities: 1. Posters exhibition: The students will be exposed to different types of posters. Then, they will discuss the following questions: *What are the characteristics of the posters? *Do you notice any difference among them? *Should posters have text or not? In this way, the teachers will guide the students to prepare their own poster. Materials: Big papers, colors and markers, masking tape. *Time: (20 min)
	2. Script correction Time of the class will be granted to the students who couldn't complete the scripts or couldn't correct them when they received the feedback, the students will receive help from the teachers. Materials: Interview script *Time: (20 min)	2. Poster design: The students will design a poster to be used during the presentation of the chosen city. For this, they will be using the books, and the materials brought to the class. The teachers will be passing by the groups helping the students with their pronunciation and answering their questions. Materials: Books, big papers, colors, markers, masking tape. *Time: (30 min)
	3. Interview recording: To record the students' interviews, they will use their smartphones and tablets, or the available devices in the classroom, Materials: Smartphones, Google docs, costumes and makeup. *Time: (40 min)	3. Presentation of the posters: Every group will have 10 minutes to develop their presentation. It will be considered the use of the basic attitudes worked on the previous session. Materials: Posters, masking tape. *Time: (40 min)
POST-TASK	Activities: 4. Videos Sharing: After having a look at their partners' videos, the students will vote in a poll to choose the Top 3 presentations (best characterization, most interesting interview, and funniest interview) and will provide comments to their partners. Materials: Smartphones, tablets, PC's *Time: (20 min)	Activities: 4. Posters presentation: The students will have the opportunity to ask and answer questions about their favorite places and to provide comments to each presentation. Materials: Posters information *Time: (20 min)

POST-TASK	5. Online post-test about famous characters: Once the students have worked, researched, interviewed, and embodied a famous character, they will answer the same test format solved at the beginning of the task, but using their recently developed knowledge. The teachers will make some comments related to the students’ performance in the videos, their pronunciation, content, preparation, fluency, and clarity. Materials: Online post-test about Famous characters *Time: (30 min)	5. Printed post-test about touristic places: Once the students have read about their chosen place, and prepared their presentation, they will answer the same test format solved at the beginning of the task, but this time using their recently developed knowledge. The teachers will make some comments related to the students’ performance in the presentations, their enthusiasm, eye contact, use of voice, and use of time. Materials: Handout post-test about touristic places. *Time: (30 min)					
	6. Perceptions exploration: The students will develop a short survey composed by nine closed questions and one opinion question. Such survey aims at giving the teachers an overall image of the students’ point of view regarding the task, the topic and the use of electronic materials. Materials: Online Survey Students’ Perceptions *Time: (20 min)	6. Perceptions exploration: The students will develop a short survey composed of nine closed questions and one opinion question. Such survey aims at giving the teachers an overall image of the students’ point of view regarding the task, the topic and the use of printed materials. Materials: Printed Survey Students’ Perceptions *Time: (20 min)					
	7. Collecting information: Focus group discussion The teachers will develop a roundtable to talk with the students about the use of electronic and printed materials, with the purpose of knowing by first hand, their opinions on different categories like: <table><tr><td>*Interaction with their classmates</td><td>*Interaction with the material</td></tr><tr><td>*Easiness to manage the material</td><td>*Preference</td></tr><tr><td>*Use of second language</td><td>*Time required.</td></tr></table> Materials: Focus Group questions *Time: (20 min)		*Interaction with their classmates	*Interaction with the material	*Easiness to manage the material	*Preference	*Use of second language
*Interaction with their classmates	*Interaction with the material						
*Easiness to manage the material	*Preference						
*Use of second language	*Time required.						
Assessment	Oral production: Interview, ask personal questions to a famous character. Rubric: Interview	Oral production: Presentation of 5 different aspects about a city you would visit if you were rich. Rubric: Poster presentation					
*Note: Timing in these activities may vary according to students pacing.							

Note: Table created to design the tasks for the intervention, including timing and materials.

Taking into consideration the previous *task planning*, it could be said that both tasks proposals were characterized by the use of language in real world situations, since the chosen approach to carry out this proposal was TBL. This approach promoted the use of authentic language, encouraging students to perform meaningful activities presented as communicative functions (i.e. asking for personal and professional information, conducting an interview, describing places and giving suggestions). The tasks were planned based on the descriptors established by the MEN for the B1.2 level; such tasks included decision making and were characterized by presenting a clear and defined communicative outcome. Despite the fact that the tasks were focused on the development of the students' oral comprehension and production, the activities did not set aside the integration of the four skills.

Additionally, these tasks promoted teamwork, encouraging students to learn from each other, assuming an active role in their learning process. These tasks were planned to be carried out during four class sessions of two hours each. In the first part of the implementation, the students were asked to complete activities using electronic materials and resources exclusively, in contrast, in the second part of the implementation the students worked on activities that only incorporated printed materials and resources. Since both proposals followed a TBL approach, they included three main moments: the pre, while and post-task. Such moments are explained in detail in the following paragraphs:

- **Pre-Task:**

The *electronic task* addressed the communicative function of **asking for and giving personal and professional information** by planning and performing a role-play interviewing a famous character. The activities presented during the *pre-task* consisted on a **warm up** to activate the students' previous knowledge through a brainstorming in the platform *Course sites*, providing some ideas about what makes a person famous. During this activity, the students answered, in the platform, the four questions proposed by the researchers, promoting both written and oral interaction. Then, the **pre-test** was applied. For such test, the students were asked to write questions and answers about a famous character, embodying a journalist and the celebrity of their choice. At this point, the input was provided through an activity of **vocabulary development** in the Quizlet platform. Here, the students were exposed to different interactive flashcards with audios and photos to learn about the celebrities' professions, occupations, nationalities, among others. In this activity students had to match the images with information already given. The platform offered different types of activities which diversified the students' language practice, like the *Gravity Game*, where the students could practice the recently developed knowledge.

Likewise, the *printed task* addressed the communicative function of **describing places and giving advice and suggestions** by having students design and present a poster of a touristic place where the students would go if they were rich. During the **warm up**, a game called Conditional Battle was proposed. Here the students were split in two groups that competed to complete correctly the most amount of the given sentences, using the

structured studied in past classes, the unreal conditional “*If I were... I would...*”. After this introductory activity, the students solved a **pre-test**, where they provided information related to accommodation, food, touristic places and historical facts of the touristic place of their choice; additionally, the students had to give suggestions to a visitor. Then, students brainstormed the features that make the touristic places they like special. From this activity, five categories were established: Food, Touristic places, Transportation, Accommodation, History. After this, the students gathered in groups of five, they explored the touristic books and guides brought by the researchers, and finally discussed and decided which city or country they would work on.

- **While-Task:**

During the *electronic while-task*, oral input was provided to the students through a video-interview called “*5 Questions for Emma Watson*”. This video provided the students with a model of interview where they could identify its parts. Additionally, the students analyzed the questions and answers provided by the interviewer and interviewee, as well as their roles. Next, the students gathered in pairs to prepare their own interviews, using the *Random Picker Tool* a famous character was selected and assigned to each group. Within the groups, the students had to decide which role would be assumed by each one of them. As homework, the students had to use *Google Docs* to collectively write a script to be shared with the researchers for feedback before the video recording session. Additionally, the students were supposed to bring costumes or prompts to represent their roles. To start the following class, a roundtable was organized for the students to share with their classmates some interesting facts about the famous character they were assigned.

Afterwards, the students had time to get dressed and practice their interview before recording it. class time was granted to the students who could not complete the scripts or could not correct them, so they could get feedback as well. Finally, the students recorded their interviews. For this, the students could make use of their own devices or use one of the devices available in the classroom.

During the *printed while-task*, the researchers performed a presentation called “*Top 5 typical dishes you must try if you go to Cali*” providing two models of presentation, one of them was well-prepared while the other was poorly-presented. After the presentations, a roundtable was made to help the students analyze, discuss and identify some characteristics of an oral presentation. Later, the students returned to their groups to explore the books and guides of the specific country or city they chose before, and to assign the different categories among the group. As homework, students were asked to gather drawings, pictures and some information from the books and guides for their presentations. Additionally, they had to bring materials, such as markers and colors to do a poster in the following session. To start the next class, the students gathered in a roundtable to share with their classmates some interesting facts about the places they have researched. After this discussion, different types of posters were presented to the students to identify their characteristics. At this point, the students gathered on their groups to design their own posters, considering they would be used during an oral presentation. Finally, the students prepared the poster exhibit and get ready to make their oral presentations, considering the basics attributes for oral presentations worked in the previous session.

- **Post Task:**

In the *electronic post-task*, the students shared the tasks outcome by uploading the video-interviews to *Google Drive*, where they could be stored and reproduced. Once the videos were projected, the students had the opportunity to give and receive feedback from their classmates and teachers. As part of the feedback, the students participated in a poll voting the winner in three different categories: the best characterization, the most interesting interview, and the funniest interview. To conclude the task, the students solved the Post-Test, as a way to reinforce what was learned during the task development. At the end of the task, the teachers made some comments related to the students' performance in the videos: pronunciation, content, preparation, fluency, and clarity.

In the *printed post-task*, the students gave and received feedback from their classmates and teachers concerning their posters and oral presentations. As part of the feedback, the students voted the most interesting place to visit and the most creative poster. To conclude the task, the students solved a post-test, which give them the opportunity to put into practice the knowledge developed during the task. At the end of the task, the teachers made some general comments about the students' performance in the presentations: their enthusiasm, eye contact, use of voice, and use of time.

During the implementation, the students were asked to focus on the advantages and disadvantages offered by the materials at the moment of the tasks' development. These findings will be reported in the following paragraph.

After the tasks were accomplished, the students were evaluated regarding the effects such materials had in their language learning and learning perceptions. To do this, two tests (pre and post-tests) were designed to keep record of students' language learning performance before and after the task's implementation. To explore the students' perceptions, a survey was applied after each task was completed, the collected information was complemented with a focus group discussion that took place at the end of the intervention. The following section exposes the pre and post-tests results obtained from each task, as well as the score given to students for the tasks' products, consequently the tasks findings will be compared.

Results of the Electronic Task: [Pre and Post Tests](#)

The purpose of the pre and post-tests was to keep record of the students' performance at the starting point of the implementation and at the end of the process. To solve these tests the students were not allowed to look for information on the internet, since their answers should reflect their previous knowledge, and the one acquired during the task implementation. The students had to choose a famous character, providing personal information, as well as asking and answering questions related to the chosen character. Later, the students' answers were compared with the ones gathered in the post-test to analyze their learning progress during the tasks, providing us with information about their achievements and difficulties.

Famous People

Remember a famous character you have heard of and write some information about him/her.

***Obligatorio**

Student name: *

Tu respuesta

Date:

Fecha

dd/mm/aaaa

SIGUIENTE

Página 1 de 3

Nunca envíes contraseñas a través de Formularios de Google.

Famous People

***Obligatorio**

Choose a famous character and complete the following information

Name *

Tu respuesta

Profession *

Tu respuesta

Nationality *

Tu respuesta

Works *

Tu respuesta

ATRÁS **SIGUIENTE**

Página 2 de 3

Famous People

***Obligatorio**

What questions would you ask her/him if you had the opportunity to interview her/him? Below, write the possible answers she/he would give.

1. *

Tu respuesta

2. *

Tu respuesta

3. *

Tu respuesta

4. *

Tu respuesta

5. *

Tu respuesta

ATRÁS **ENVIAR**

Página 3 de 3

Famous People

Good luck!

Este formulario se ha creado con Formularios de Google. [Crear el tuyo](#)

Google Forms

Image 3: The pre and post-test created to compare the students' language learning during the electronic task.

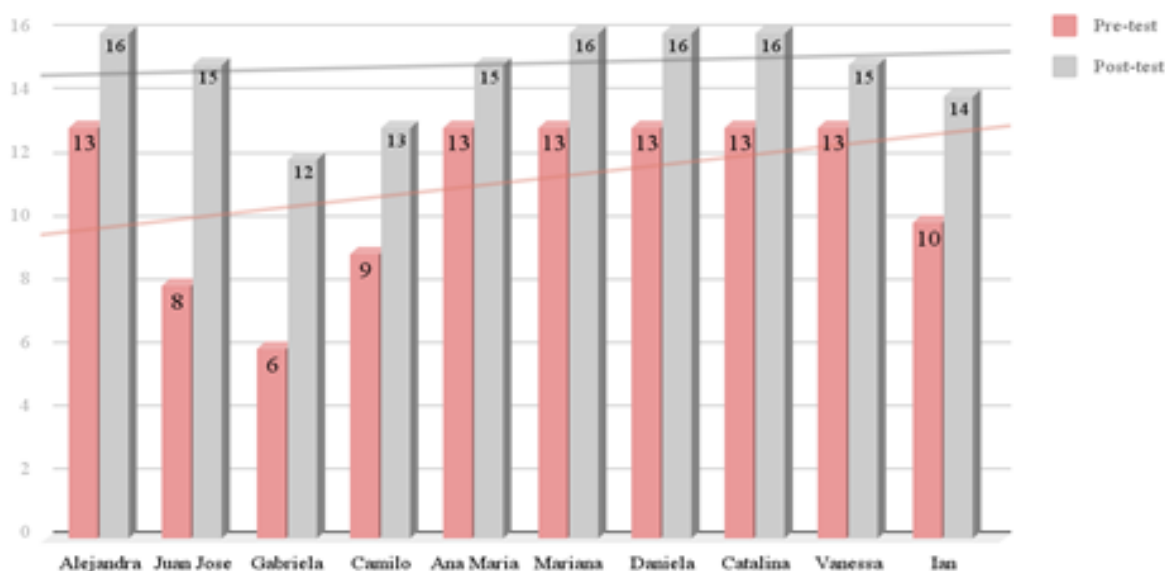
In order to show the students' development of the targeted communicative function: **asking for and giving personal and professional information**, the electronic task was assessed through two instruments: a *pre* and a *post-test*, and an *outcome evaluation*. To evaluate this communicative function, the pre and post-tests focused on assessing the students' capacity to formulate questions and answers in a coherent way, and to provide detailed information on their answers. With the former in mind, the rubrics to evaluate such tests were conceived considering the following descriptors: *Spelling*, *Questions & Answers*, *Details & Content*, and *Coherence*. The *Spelling* descriptor was intended to evaluate the grammar accuracy in a written piece. The *Questions & Answers* descriptor evaluated whether the students formulated all the questions requested (5) and provided its answers. The *Details & Content* descriptor evaluated if the students provided 5 or more details about the interviewee. Finally, the *Coherence* descriptor evaluated if all the questions and answers were understandable and coherent. Such rubric rated the students from 1 to 4 -where 1 was “**Poor**” and 4 was “**Excellent**”- in order to get a numeric score.

In terms of the *outcome evaluation*, the rubric was designed to assess the students' performance of a role-play, interviewing a famous character. For such purpose, six descriptors were included in the rubric: *Clarity*, *Pronunciation*, *Fluency*, *Comprehension*, *Content*, and *Work quality & Effort*. The *Clarity* descriptor evaluated if the questions and answers provided were clear and comprehensible. The *Pronunciation* descriptor evaluated if the students' speaking ability was understandable. The *Fluency* descriptor evaluated whether the students were able to ask and answer questions clearly with almost no hesitation. The *Comprehension* descriptor was intended to evaluate if the student fully understood the questions made and answered them correctly. The *Content* descriptor evaluated if the questions were asked and answered appropriately. Finally,

the *Work quality & Effort* descriptor evaluated the effort invested by the students in the completion of the task. Additionally, a short comment was given by the researchers considering the score obtained in both tests and the task outcome. Such analysis can be seen in the table annexed in “*Electronic Task: Pre and Post Learning*” ([See annex N° 16](#))

Regarding the pre and post-tests, all the students registered a remarkable improvement after the task implementation. In the pre-test, 6 students, out of the 10 who took the test, obtained 13 points, being the highest score registered; and only one student got 6 points, being the lowest score registered. On the other hand, in the post-test, 4 students got 16 points, being the highest score, the students could possibly get according to the rubric; followed by 3 students who obtained 15 points. The lowest score registered in the post-test was 12 points, obtained by only one student. These results showed a general progress in the students’ performance. The former is shown in the graphic below, where the trendline reveals that the group’s language level was diversified before the implementation, contrary to what was documented in the pre-observations. The difference between the results obtained in the pre-test shows a variation of 7 points between the lowest (6 points) and the highest score (13 points). On the other hand, the post-test results showed that the group’s language level became comparatively alike after the task implementation. The difference between the results obtained in the post-test shows a variation of 4 points between the lowest (12 points) and the highest score (16 points). This means that after completing the task, not only the students’ scores raised, but they also got leveled.

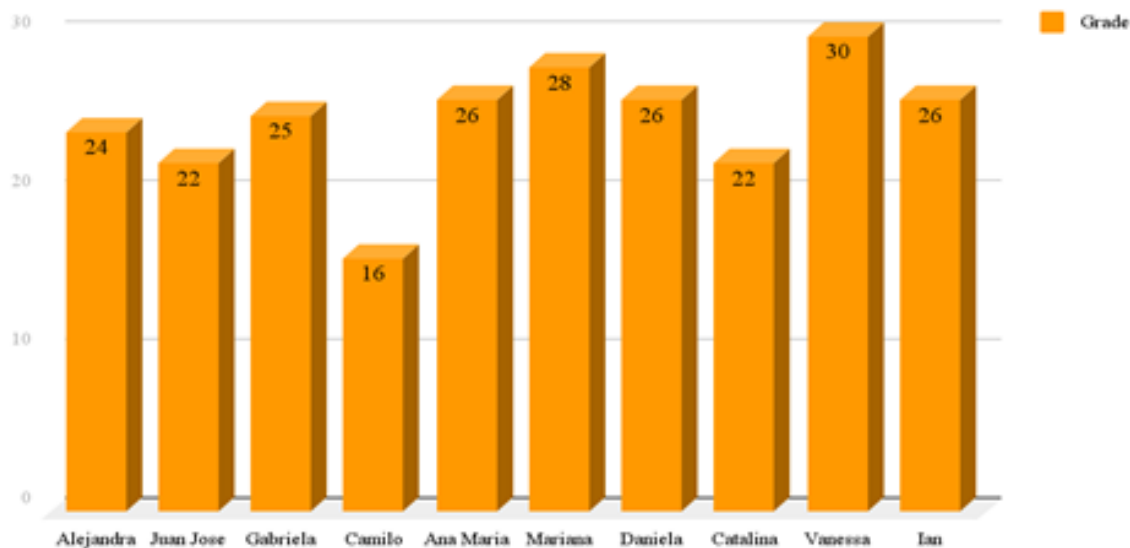
Electronic Task: Pre and Post tests results



Graph 3: Comparative scores obtained by students in the electronic pre and post-tests.

The following graphic presents the scores obtained by students in the electronic task outcome. Although the task was developed in pairs, the students' performance was evaluated individually. Such evaluation consisted of six descriptors that graded students' performance in terms of Clarity, Pronunciation, Fluency, Comprehension, Content, and Work Quality & Effort. These descriptors were graded using a scale from 1 to 5 -being 1 the lowest score or "**Failed**", and 5 the highest score or "**Excellent**"-

Electronic Task: Interview results



Graph 4: Scores obtained by students in the electronic task outcome.

The results obtained by the students regarding each descriptor showed that **“Pronunciation”**, **“Comprehension”** and **“Work quality and effort”** were the aspects where most of the students received a **“Good”** as score. These results demonstrated that the group’s pronunciation was, in general terms, clear and easy to follow; the students’ level of comprehension was good, showing that the questions and answers they proposed were understandable and appropriate; and, that students teamwork had a positive impact in the task product, since it was evident the effort and time invested into the task.

The relationship between the descriptors and the number of students who obtained the score, according to the scale, is presented in the following table:

Table. 19

Task' product descriptors and the number of students per scale.

ELECTRONIC TASK: Interviewing a famous character						
Descriptors Score	Clarity	Pronunciation	Fluency	Comprehension	Content	Work quality & Effort
Excellent	3	3	2	3	4	2
Good	5	6	4	6	4	6
Fair	2	-	4	1	2	1
Poor	-	1	-	-	-	1
Fail	-	-	-	-	-	-

Note: Relationship between the descriptors that evaluate the task product and the number of students per scale.

The following pictures shows some of the tasks' products for the electronic task. The students conducted interviews to famous people such as Malala, Frida Kahlo, Usain Bolt, Marie Curie, etc.

Screenshots of students' video-interviews:



Image 4: Students conducting their interviews.

In conclusion, after comparing the pre and post-tests, it can be said that the task proposed, and the incorporation of electronic materials had a positive impact on students' performance. The task outcome helped us complement this information, allowing us to have a record of the whole process followed by the students in the accomplishment of the task. During the process, the students were engaged in the activities proposed. The use of electronic devices also allowed asynchronous work since students could "meet" online at different times. An example of this was the homework, which permitted students and teachers to communicate regardless their different locations.

Results of the Printed Task: [Pre and Post Tests](#)

The purpose of the pre and post-tests was, as it was previously indicated, to collect students' results at the beginning and at the end of the process. To solve these tests students were not allowed to look for information on internet or books, since their answers should reflect their previous knowledge, and the one acquired during the task implementation. The students had to describe a touristic place, providing information about activities, accommodation, food, historical facts, and give some suggestions to a tourist who wants to visit the chosen destination. Later, students' answers were compared with the ones gathered in the post-test to analyze their learning progress during the task, providing us with information about their achievements and difficulties.

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PRE-TEST

STUDENT'S NAME: Vanesa Hija Renteria
DATE: November 24, 2020
SCORE: _____

1. Which city around the world would you like to visit if you were rich?
If I were rich, I would travel to Hawaii.

2. Complete the following chart regarding the city you chose.

CITY	TOURISTIC PLACES	TOURISTIC ACTIVITIES	REPRESENTATIVE FOOD OR RESTAURANT	TRANSPORTATION	ACCOMMODATIONS	HISTORICAL FACT
Hawaii	The beaches are very beautiful.	The people from Hawaii are so friendly and they do parties in sand.	Really delicious food.	Small because I can see all the things that are in the road.	In the hotel, most of them are in front of the beach.	They are part of the united states, the song says.

3. What would you recommend a tourist to do in this city?

- The food is really delicious.
- The beaches are so pretty.
- You can make some friends, because the visitors are really friendly.

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TRABAJO DE GRADO

POST-TEST

STUDENT'S NAME: Vanesa Hija Renteria
DATE: December 18, 2020

1. Which city around the world would you like to visit if you were rich?
I would travel to Tokyo.

2. Complete the following chart regarding the city you chose.

CITY	TOURISTIC PLACES	TOURISTIC ACTIVITIES	REPRESENTATIVE FOOD OR RESTAURANT	TRANSPORTATION	ACCOMMODATIONS	HISTORICAL FACT
Tokyo	Japan is beautiful.	If you visit you go to the old culture.	Japan	Japanese food, sushi, ramen, etc.	Hotels, Tokyo.	In the second capital of Japan.

3. Why would you recommend a tourist to do in this city?

- Go to the Tokyo when you visit.
- Visit the big museum.
- Learn the culture.
- Travel in Japanese.

Image 5: The pre and post-tests created to compare the students' language learning during the printed task.

To show the students' development of the communicative function targeted in the printed task: **Describing places and giving advices**; the task's assessment was developed through two instruments: a *pre* and *post-test*, aimed at providing evidence of the students' entering and concluding stage to the task, and a *task outcome evaluation*, to evaluate the aforementioned communicative function. The *pre* and *post-tests* focused on assessing the students' ability to describe a touristic place including information about location, accommodations, food, historical background and landmarks. To do so, the rubric to evaluate the *pre* and *post-tests* included the following descriptors: *Spelling*, *Information & suggestions*, *Details & Accuracy*, and *Coherence*. The *Spelling* descriptor evaluated the students' grammar accuracy in a written piece. The *Information & Suggestions* descriptor evaluated if the students provided enough information

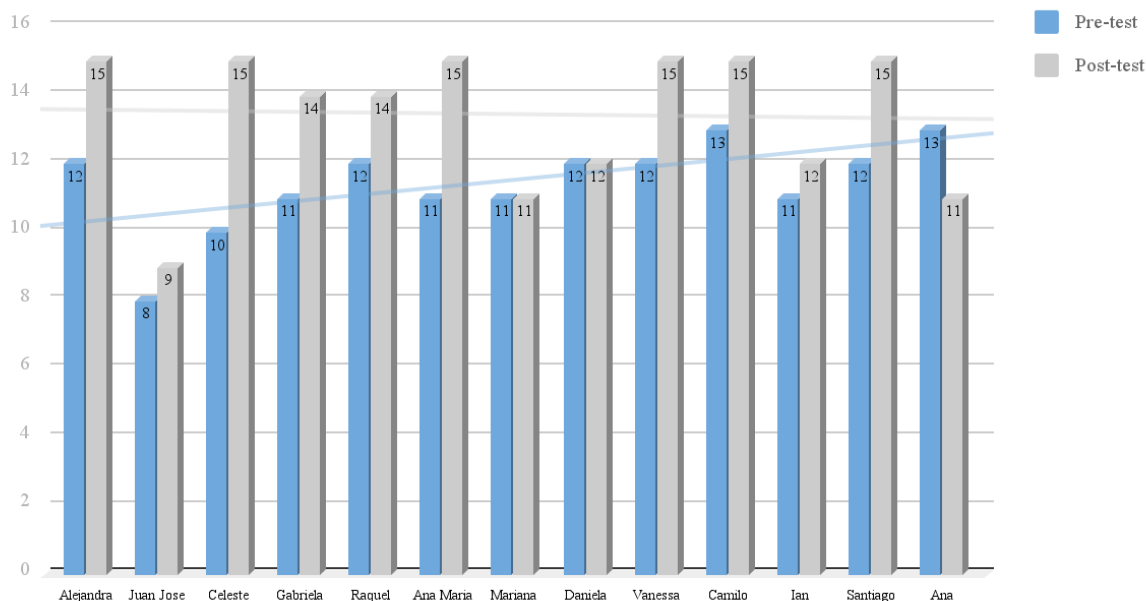
and the four suggestions requested. The *Details & Accuracy* descriptor was intended to evaluate whether the information given by the students was accurate and provided enough details. The *Coherence* descriptor evaluated if all the information requested, and the given answers were understandable and coherent. Such rubric rated the students' performance from 1 to 4 -where 1 was “**Poor**” and 4 was “**Excellent**”- in order to get a numeric score.

The printed task outcome was evaluated using a rubric intended to assess the students' descriptive presentation of a touristic place they would visit if they were rich. To do so, the rubric included six descriptors: *Presentation*, *Pronunciation*, *Fluency*, *Style & Creativity*, *Poster Content*, and *Work quality & Effort*. The *Presentation* descriptor evaluated if the students' presentation was clear and well prepared, showing their complete understanding of the information presented. The *Pronunciation* descriptor evaluated if the students' pronunciation was good enough to be understood. The *Fluency* descriptor evaluated if the student was able to communicate ideas in a clear way, with almost no hesitation. The *Style & Creativity* descriptor was intended to evaluate if the poster was clear and concise, showing creative elements that made it different from a simple list of facts. The *Poster Content* descriptor evaluated if it included relevant information to the topic, organized in a coherent and appealing way. Finally, the *Work quality & Effort* descriptor evaluated if there was evidence of the time and effort invested by the students in the completion of the task. Additionally, a short comment was given considering the grade obtained in both tests, and the task outcome, as can be seen in the following table “Printed Task: Pre and Post Learning” ([See annex N° 17](#))

Regarding the pre and post-tests, most of the students showed significant improvement after the task implementation. However, two students maintained a stable score; and only one student got a lower score in the post-test, in comparison to the pre-test. In the pre-test, 2 of the 13 students who took the test, obtained 13 points out of the 16 obtainable points according to the rubric; followed by 5 students who obtained 12 points; and other 3 students obtained 11, 10 and 8 points respectively. In the post-test, 6 students got 15 out of 16 possible points; followed by 2 students who obtained 14 points. Another 2 students got 12 points, 2 more students obtained 11 points; and, the lowest score registered in the post-test was 9 points, obtained by only one student. These results showed a general progress in most of the students' performance, except for few students who did not show any evident advancement.

The former is shown in the graphic below, where the trendline reveals that during the pre-test, the students' language level was average and heterogeneous. Accordingly, the post-test showed that, after the task implementation, the students' language level improved, but it was still varied. The difference between the results obtained in the pre-test showed a variation of 5 points between the lowest (8 points) and the highest score (13 points); and the difference between the results obtained in the post-test showed a variation of 6 points between the lowest (9 points) and the highest score (15 points). This means that after completing the task, the group's language level remained diversified even though the students' scores raised in general.

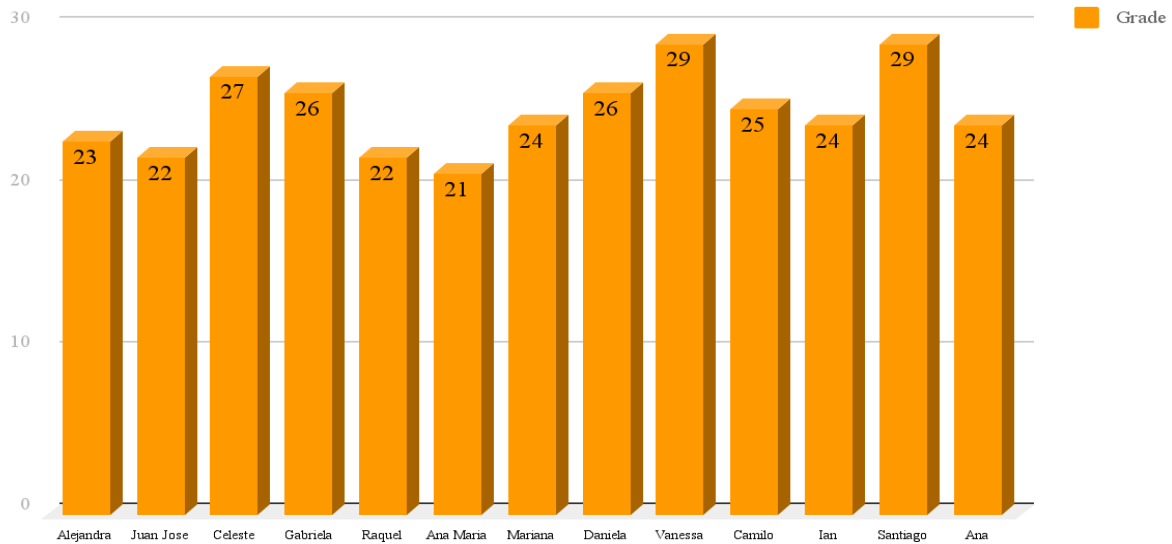
Printed Task: Pre and Post tests results



Graph 5: Comparative scores obtained by students in the printed pre and post-tests.

The following graphic presents the scores obtained by students in the printed task outcome. This task was developed in groups; therefore, the creativity, style and content of the poster were evaluated in group; however, the students' performance was evaluated individually. Such evaluation was compound by six descriptors that graded students' performance in terms of **Presentation**, **Pronunciation**, **Fluency**, and **Work Quality & Effort**. And the poster in terms of **Style & Creativity**, and **Poster Content**. These descriptors were graded using a scale from 1 to 5 -being 1 the lowest score or "**Failed**", and 5 the highest score or "**Excellent**".

Printed Task: Oral Presentation results



Graph 6: Scores obtained by students in the printed task outcome.

The results obtained by students regarding each descriptor showed that **“Presentation”**, **“Pronunciation”** and **“Work Quality & Effort”** were the aspects where most of the students received a “Good” as score. These results demonstrated that the group’s pronunciation was, in general terms, clear and easy to follow; however, their **“Fluency”** could improve, since most of the students took long pauses or hesitated during their presentations. Regarding the **“Work Quality & Effort”**, the results showed that working in groups encouraged students to become more active and engaged in the task. This type of work also offers students the opportunity to learn from each other. Most of the students received an excellent grade for the designing of the poster in **“Style & Creativity”**, as well as in **“Poster Content”**. This could be interpreted as the students’ desire for incorporating arts in their creations.

The relationship between the descriptors used in the rubric to evaluate the task outcome; and the number of students who received each grade according to the scale, is presented in the following table:

Table. 20

Oral presentation and poster exhibit

PRINTED TASK: Oral presentation and poster exhibit						
Descriptors Score	Presentation	Pronunciation	Fluency	Style/ Creativity	Poster Content	Work Quality & Effort
Excellent	2	5	4	9	5	2
Good	10	6	3	--	4	11
Fair	1	2	6	4	4	---
Poor	---	---	---	---	---	---
Fail	---	---	---		---	---

Note: Relationship between the descriptors that evaluate the printed task product and the number of students per scale.

The following picture shows some of the posters created by the students. Among the students' favorite cities or countries to visit, we can find: Munich, Germany; Tokyo, Japan; and, Scotland.



Image 6: Students' posters product.

To sum up, the pre and post-tests and the task outcome showed that the majority of the students improved their performance after the implementation. However, this improvement was not evident in all the students in a similar degree, evidencing that the group's language level remained diversified. During this task, it was also noticed that students' fluency was one of the aspects they needed to pay more attention to. Despite this, the use of printed materials promoted in students an active participation in the activities, facilitating the interaction among them. The teamwork was favored, enhancing students' responsibility, and giving them the opportunity to learn from each other.

Electronic vs Printed: [Learning comparison](#)

In order to compare the students' language learning results during each one of the tasks, it was necessary to include only the students who had completed the whole process (pre and post tests and task product) in both tasks. The purpose of this analysis was to identify which one out of the two learning tasks had a major incidence in the students learning. The names in the chart correspond to the students' real names.

Table. 21

Students who completed the whole tasks process.

N°	Students	Electronic task			Printed task			TOTAL
	Activity	Pre	Post	Task	Pre	Post	Task	
1	Alejandra	13	16	24	12	15	23	YES
2	Juan José	8	15	22	8	9	22	YES
3	Celeste	NO	NO	YES	10	15	27	NO
4	Gabriela	6	12	25	11	14	26	YES
5	Raquel	NO	NO	YES	12	14	22	NO
6	Ana Maria	13	15	26	11	15	21	YES
7	Mariana	13	16	28	11	11	24	YES
8	Daniela	13	16	26	12	12	26	YES
9	Vanessa	13	15	30	12	15	29	YES
10	Camilo	9	13	16	13	15	25	YES
11	Santiago	YES	NO	NO	12	15	29	NO
12	Ian	10	14	26	11	12	24	YES
13	Alejandro	YES	NO	NO	YES	NO	YES	NO
14	Ana	YES	NO	YES	13	11	24	NO
15	Catalina	13	16	22	YES	NO	NO	NO

Note: Relation of students who presented the tests and task outcome.

The previous table showed the scores obtained by students in the pre and post-tests for both tasks (electronic and printed), as well as the scores obtained in the tasks' outcomes. From the 15 students registered in the B1.2 group, a total of six students did not complete one of the tests or the tasks, making such information incomplete for the analysis since there was not a point of comparison among the scores. Nine students completed the whole process, providing us with sufficient information to establish the students' achievements.

Electronic vs Printed tests and tasks comparison

To compare the pre and post-tests results obtained by students regarding the electronic and printed proposal, it was necessary to add both scores to obtain a single result for each one of the proposals. Such results were compared to the possible points students could get in both tasks, (16 points in the pre + 16 points in the post = 32 total points) as it is shown in the following formula:

Table. 22

Formula to compare tests' scores

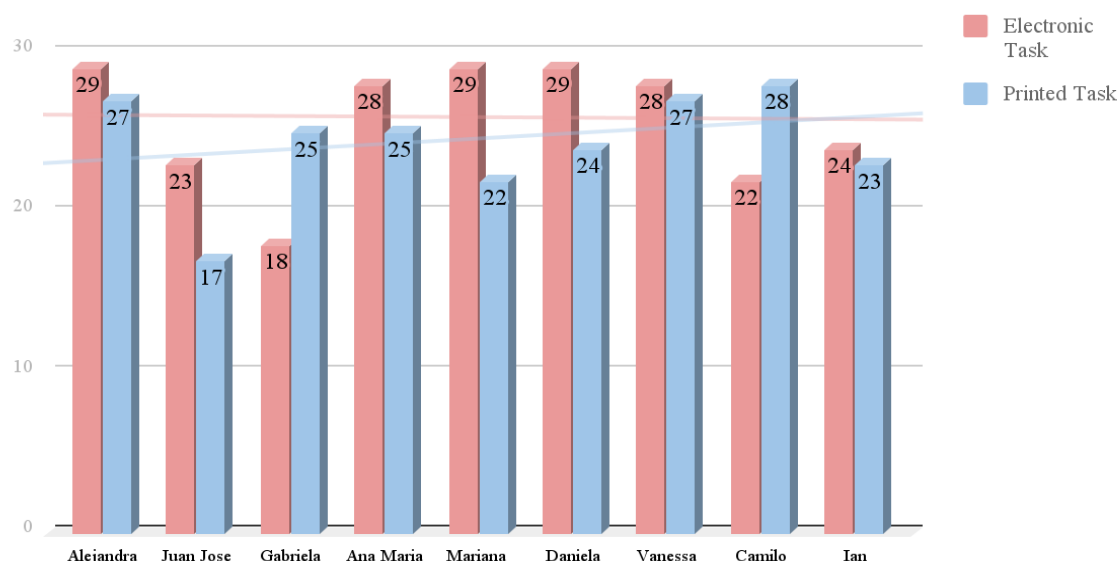
MODALITY	PRE	POST	TOTAL
ELECTRONIC	$A/16$	$B/16$	$A+B/32$
PRINTED	$C/16$	$D/16$	$C+D/32$

Note: Formula used to compare the scores of the electronic and printed tests.

With the purpose of analyzing which one of the two tasks' proposals had a major incidence in students' language learning, it was presented a table that compares their results in the tests and tasks' outcomes. Later, such results were analyzed separately to give account of the process followed by students in the accomplishment of each task.

The graphic below shows the comparison between the tests' scores obtained in the electronic and printed tasks. Out of the 9 students who completed both tasks, 7 got higher scores in the electronic; and the other 2 got higher scores in the printed. The former reveals that most of the students had a better performance after the electronic task implementation, making evident that the **electronic** task had a major incidence in the group's language learning.

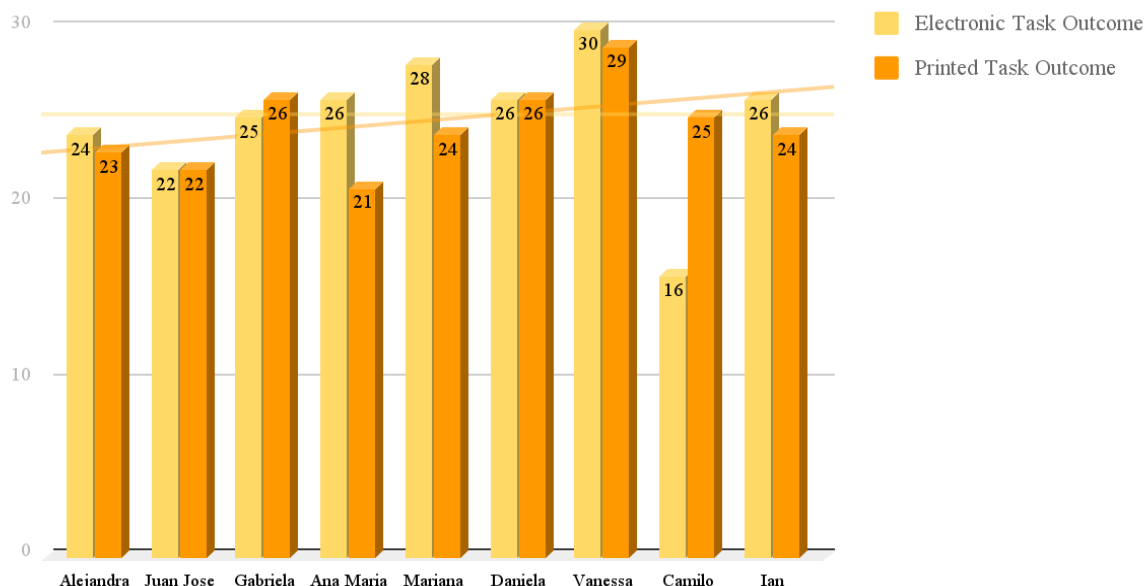
Electronic vs. Printed tests results



Graphic 7: Comparison between the electronic vs printed tests results.

The previous idea was supported by a graphic that showed the task outcome results, where 5 students out of the 9 who completed both tasks, got higher scores in the electronic task; 2 students got higher scores in the printed task; and the other 2 obtained the same score in both tasks outcomes. After the completion of the tasks, it became evident that the majority of students got **“Good”** as score in **“Pronunciation”**; that is, their pronunciation was in general, clear and understandable, with some errors. On the other hand, the majority of students obtained **“Fair”** as score in **“Fluency”**, which shows that students often made unnatural pauses and showed hesitation when speaking. Regarding the **“Work quality & Effort”**, the majority of students got **“Good”** as score in both tasks. This means that team/pair work fostered students’ responsibility and compromise to have a good result; encouraged students to become more active and engaged in the task; and, offered them the opportunity to learn from each other.

Electronic vs Printed Task Outcome



Graphic 8: Comparison between the electronic vs printed tasks outcome.

To conclude, it can be said that both tasks proposals had a positive impact on students' language learning. Nonetheless, it was evident that during the electronic task, students showed a better performance in comparison to the printed task, where the improvement was not evident in all the students in a similar degree. The electronic task had the advantage to allow asynchronous work since students could “meet” online through their electronic devices. However, the interaction was mainly between the student and the device, reducing the interaction among classmates in situ. Meanwhile, the printed task promoted a more active participation of students in the activities, facilitating the interaction among them, however this type of activities required a settle time and space so interaction occurs.

Researchers' [Journal](#)

This instrument was used throughout the whole research process, being useful to record the reflections made after the class observations and during the sessions held for the pedagogical intervention. The purpose of this document was to collect information that gave us account of the process followed by students in the development of both electronic and printed tasks. It also helped us to keep track on students' perceptions, comments, and reactions regarding the materials used during the implementation.

This journal is a collection of 13 entries, from which, the first six ones were done before the implementation. Such observations had the purpose of exploring the instructional context and its participants and were previously analyzed in the *Class Observations* section of this document. One entry was dedicated to the researchers' reflections on the *Needs analysis questionnaire* applied. Two more entries registered the researchers' considerations around the tasks planning. The last four entries were dedicated to collect information about the students' performance during the tasks' accomplishment. This section centered attention in the pedagogical intervention; it gathered information concerning students' performance and the analysis identified eight categories: materials, topics, activities, interactions, classroom layout, students' performance, motivation, and students' perceptions and reactions.

Materials

To select the materials used during the implementation, the group's language level was considered; their preferences expressed in the NA questionnaire, where students indicated to be

interested in materials and resources that help them develop oral comprehension and production; to do this, three types of materials were considered: adapted, authentic and designed, aimed at developing students' communicative competence in real-life situations. The materials used during the implementation were appealing to capture students' attention. Such materials were presented in terms of the task proposal: electronic and printed materials.

Table. 23

Materials and resources

Electronic Materials	Printed Materials
Devices: *Cellphone *Computers *Laptops Platforms: *Course Site Blackboard *Google Docs *Google Forms (Surveys and tests) Audiovisual: *Video *Games *Flashcards Tools: *Internet *Random Name Picker	Authentic: *Touristic guides *Tourist books Visual: *Posters *Flashcards *Maps Tools: *Whiteboard *Dictionaries Developed: *Handouts (Surveys and tests) *Flashcards *Game cards

Note: Materials and resources used during the implementation.

Regarding [electronic materials](#), some of the advantages observed were that a) the activities provided immediate feedback to students, in this way, they could be aware of their mistakes and try the activities again; b) this type of material fostered the integration of all the skills in an interactive way. Students could listen, speak, read and write through the same material; and c) the

electronic task allowed asynchronous work since students could “meet” online through their electronic devices at a time that better suited them, promoting students’ autonomous work.

The activities carried out using the different platforms and web pages were created and adapted by the researchers’ aimed at making them appealing and interactive. During the development of such activities, different students manifested their enjoyment when completing the exercises and interacting with the material. The incorporation of technological devices as their cell phones and tablets seemed to be attractive to students, who were willing to use them. The use of internet in the classroom, for instance, seemed to be a tool that stimulated students’ interest.

Concerning [printed materials](#), some of the advantages identified were that: a) the material was easier to be manipulated inside the classroom, allowing students to explore and share it with their classmates; b) such material favored the interaction among students, since it was used as a mean for communication to happen; c) it compelled students to read more when looking for specific data, approaching students to a wider range of information. It should be noticed that printed materials require teachers to be constantly monitoring students’ process, to give them effective feedback. Such characteristic differed from its electronic counterpart, where the activities automatically provided feedback to students once the exercise was finished.

Topics

As it was mentioned before, both tasks focused on oral production and comprehension, the official documents, and the students’ preferences expressed through the NA questionnaire. As a result, during the **electronic** task, the topics revolved around famous characters, personal and

professional information, and historical facts. These topics were smoothly integrated with the ones students worked on prior to this implementation. The group showed a general favoritism for art, making role-playing an engaging activity for them, which could be observed in students' excitement for the topic when personifying such characters.

Regarding the **printed** task, the topics circled around touristic places and information, as well as oral presentations. These topics approached students to different cultural aspects, which resulted appealing and engaging to them. Students showed enthusiasm when looking for information on their favorite touristic places and comparing such information with their previous knowledge.

Activities

Both printed and electronic tasks were planned to follow a TBL approach, which implies the completion of three main phases conducting to a final product. During the different tasks' phases, students were exposed to activities aimed at developing oral production and comprehension, thus most of the activities provided oral input and encouraged students to use their oral skills. To understand the process followed by students, it was necessary to explore the pre, while and post phases for each task. Below are presented such phases:

Table. 24

Tasks' phases

Electronic Task	Printed Task
- During the Pre-task phase, the topic was introduced and activities to activate previous knowledge were developed. - In the While-task, students received enough oral input developing several activities. The students got in groups to plan the task outcome, and to rehearse the interviews, that would be later recorded. - During the Post-task phase, the students uploaded their interviews in an online platform, where the rest of the group could watch the videos and vote for their favorite one. Here, students could give and receive feedback from their classmates and teacher.	- During the pre-task phase, the topic was introduced and activities to activate previous knowledge were developed. - In the while-task, the students received enough oral input developing several activities. Students got in groups to explore the information and create a poster that would be presented later. - During the post-task phase, the students made the oral presentations about their favorite country or city to visit, giving and receiving feedback from their classmates.

Note: Comparison between the electronic and printed materials and resources used during the implementation.

The **electronic** task presented appealing materials that captivated most of the students, including interactive activities that gave immediate feedback to students, which made them aware of their strengths and weaknesses. The activities during this task were intended to be developed individually and in pairs. As a result, the students' interaction was principally given with the material (computers and other devices); and, with the partner who worked with them in the interview.

On the other hand, the **printed** task included activities designed to be developed in groups, promoting students' interaction. The students expressed their enthusiasm when working with printed materials, which were presented in a creative way, making them part of games and dynamics that encouraged students to participate and compete with each other. The groups' general preference for activities involving art, engaged them in the process of posters' creation, since such

activities required their creativity. The feedback here was not immediately given by the material, to compensate this, teachers and students were encouraged to provide feedback after each activity.

Interactions

During the development of the tasks, and for this classification work, the interaction was analyzed in three categories: *Teacher-Students interaction*, *Student-Student interaction*, and *Student-Material interaction*.

Regarding the **electronic** task, the *Teacher-Students* interaction took place not only in the classroom, but also outside class time. Such interaction was possible thanks to electronic devices and platforms like Google Docs, which permitted instant feedback. Moreover, the *Students-Students* interaction was limited during class time, since students were working individually on the online activities proposed in the platforms and web pages. Such individual work made students focus on solving the exercises, rather than interacting with their classmates. In the electronic task, an active *Students-Material* interaction was observed. In addition, students were perceived motivated towards the activities, games and videos presented during this task.

During the **printed** task, students worked in groups, which demands oral interaction among the group's members. In this case, students used the target language to discuss and make decisions about the information they would use to complete the task. This teamwork modality encouraged students to teach and learn from each other, while using the target language. Since the interaction was given mainly among students, the *Teacher-Students* interaction occurred less frequently.

Finally, the *material* used served as a means to foster interaction between students, since they could share and discuss such material, not only within the group, but also with other groups.

Classroom layout

Due to the focus on diverse types of materials, both tasks were developed in different environments. During the **electronic** task, students worked in the computer's room, this room's layout reduced the possibilities of interaction between classmates, making the interaction with the material the principal means for learning to occur. In this case, the students expressed their enthusiasm when they were told they would use the computer's room, which evidence that a change on the learning setting had a positive impact on students' engagement with task development.

In contrast, during the **printed** task the students worked in a classroom, with a round-table arrangement. This type of layout allowed a better interaction among classmates, since these could move around the classroom to reach other groups. Such arrangement also favored the students' interaction with the material, making it easier to share with the rest of the class. It should be mentioned that the students did not show any particular sign of excitement when using the classroom, since this place was the usual setting where classes were developed. Despite the former, the classroom layout fostered a positive learning environment.

Students' performance

According to the journal entries and the test results, it can be said that all students' language level improved after the **electronic** task implementation. During this task accomplishment students were attentive to the class dynamics, they were committed to the work, and they solved their questions within classmates, when possible. Most of the students demonstrated to be self-aware of their learning process, since they could correct themselves and others when making mistakes.

Regarding the **printed** task, most students' performance improved after the implementation. However, a small group of students did not show any improvement, according to the tests. In this task, students seemed to be aware of their learning process when correcting themselves and others. In addition, the teamwork modality reinforced the students' responsibility and commitment to the task accomplishment. This task offered the students, who showed a lower preference for electronic materials, the opportunity to increase their level of motivation towards the new material. It can be stated that such variation on students' motivation occurred due to their preferences for the material used during the task and the topic it addressed.

Motivation

Students' motivation was explored in this section through the reflections made after the *Class observations* and the *NA questionnaire*. In both instruments, data related to students' motivation (intrinsic and extrinsic) were referred. Regarding the *Class observations*, it was identified that most of the students recognized the advantages of learning a foreign language (intrinsic motivation). On the other hand, the *NA questionnaire* determined that students showed both

intrinsic and extrinsic motivation when learning a foreign language, Students considered important to learn a second language; some of the reasons were: “to travel” (intrinsic motivation) and for their “personal and professional future” (extrinsic motivation).

The group’s general motivation during the accomplishment of both tasks was high. To evidence the former, it was observed that during the **electronic** task, some students preferred to stay playing the *Gravity* game during the recess time, such game was one of the activities proposed to practice vocabulary. It should be mentioned that only one student showed low interest in using the electronic materials. However, the same student showed higher motivation during the **printed** task. This can be explained since the student constantly referred her preference for printed materials over the electronic ones. A similar case was presented by a student who showed a lower level of motivation during the electronic task; in contrast, during the printed task his motivation increased, not because of the change in the type of material used, but due to the topic developed by the task, since the student showed a personal interest for the “Japanese Culture”. Such variation in the students’ motivation can be explained due to the students’ particular features, like their personality, attitudes, and learning style.

Students’ perceptions and reactions

Students perceptions on the tasks proposals were deeply explored in the *Perception Surveys* and the *Focus Group Discussion* sections of this research. Some general aspects collected in the researchers’ journal are shown below.

The students showed a positive reaction towards the **electronic** task. They were enthusiastic to develop the activities proposed; to use the computers' room; and, to incorporate their own devices to the class. The students also expressed their excitement towards the famous characters' culture, and achievements; most of the students chose people they admired and were willing to personify. For the interview recording session, the students brought wigs, makeup, and costumes to embody these characters. Facing the **printed** task, the students were willing to use the materials proposed, they explored the books and tourist guides, and shared the new information with their classmates. The students got involved in the activities and dynamics, participating and giving their opinions respectfully.

After analyzing the eight categories identified in the journal, several conclusions were gathered in relation to the electronic and printed tasks. Regarding the **electronic** task, it can be concluded that a) the **materials** were interactive and they integrated the four skills, such materials also provided immediate feedback and allowed the incorporation of students' technological devices (cell phones, tablets, and laptops), which permitted an asynchronous work; b) the task was mainly developed in the computers-room, which **layout** favored the interaction between the student and the materials in detriment of the interaction among students; c) the **activities** were proposed following a TBL approach and its three phases (pre-while-post) conducted students to create a final product. Such activities were mainly developed individually or in pairs, promoting the interaction between the students and the material; d) all the students' **performance** improved after the implementation, they were perceived attentive and committed to the class dynamics, solving their classmates' questions, and being aware and capable of correcting themselves when making mistakes; e) the task fostered better **interaction** between the students and the material in detriment of the

interaction among students. Regarding the *Teacher-Students* interaction, it not only happened inside the classroom, but also outside class time; f) concerning **motivation**, most of the students were engaged during the task, which was evident when they preferred to stay during the recess to play the *Gravity* game; when they brought wigs, makeup, and costumes to personify the famous character; and, when they got involved in the activities proposed participating and asking questions; g) the **topic** explored during this task was about *famous characters*. Here, students asked and provided personal and professional information, and historical facts about a role model; and, h) students' **perceptions and reactions** could be described as enthusiastic towards the activities proposed (arts, games, role-playing); students felt excited to use the computer-room, and to integrate their own devices to their learning process.

Concerning the **printed** task, it was concluded that) the **materials** were presented in a creative way, (games and dynamics), which favored interaction among students, such materials were easy to be manipulated inside the classroom, and compelled students to read more when looking for information; b) the task was principally developed in the classroom where a round-table **layout** was set, allowing a better interaction among classmates, who could move around to communicate and share the materials within the group and with other groups; c) the **activities** were designed to be developed in teams, reinforcing students' responsibility and commitment. Moreover, the feedback was given by the teacher and the classmates; d) most of the students showed improvement in their **performance** after the task implementation. However, a small group of students did not show any noticeable improvement (according to the tests). Additionally, students seemed to be aware of their learning process, correcting themselves and others; e) most of the activities were developed in teams, such work modality fostered a better **interaction** among

students; f) all the students showed a high level of **motivation** facing this task proposal, even the students who were not motivated by the electronic task, were captivated by the change of material (printed) and the topic (countries) developed in the task; g) as it was mentioned before, students' motivation was highly affected by the **topics** developed. During this task students explored and shared information about touristic places and oral presentations; and h) the students' positive **perceptions and reactions** towards the task proposed were identified thanks to students' involvement in the dynamics and activities, participating and giving their opinions respectfully. The material proposed also generated a welcoming reaction, making students willing to explore and share it with their classmates.

Surveys

In order to analyze students' perceptions towards both tasks proposals, and the use of electronic and printed materials, two perception surveys were carried out after each task implementation. Even though both surveys were anonymous, and had the same design, with nine closed questions and one open question; these surveys varied on the presentation (one printed, the other electronic), and on the material focus (one focused on printed materials, the other on electronic materials). To measure students' perceptions, a Likert scale was used, since it allowed us to explore a range of options from one extreme to the other (*Always* to *Never*) including a neutral midpoint.

Students' perceptions towards the use of electronic materials.

The purpose of this survey was to explore students' perceptions towards the task proposal and the use of electronic materials in the development of such task. This survey was compounded of nine

closed questions and one open question and used a Likert scale to rate students' answers. Out of the 15 students enrolled in the B1.2 English Course, a total of 12 students took this survey.

Table. 25

Electronic materials: students' perceptions

Questions	Always	Most of the times YES	Sometimes yes, sometimes no.	Most of the times NO	Never
1. The activities proposed by the teachers were interesting.	2	9	1		
2. The use of technology during the class made it easier to learn and practice English.	8	1	2	1	
3. I got to know online tools that I can use in other projects in my life .	2	8	2		
4. I could integrate devices I usually use in my life to the class.	6	5	1		
5. I enjoyed working at the computers-room .	7	1	3	1	
6. In my opinion, the use of technology is an important part of my development for the future .	1	6	5		
7. I like when we use technology in the class.	3	8	1		
8. My teachers guided me when I had questions and issues related to the use of technology.	5	7			
9. The topic was interesting and helped me discovering people or topics I didn't know about.	5	7			
10. Write the opinion (positive or negative) that you have facing the use of technology in this class.	"Technology facilitates many things and helps us learn, but it is not good to always be using it"				
	"It's cool because you learn it easier and faster."				
	"I like that we use something different like the technology specially because this is something very important actually"				

	"I'm happy, we use the technology like we have to use, and We use the technology in the funniest way :)"
	"I almost don't like to use the technology, I prefer regular jobs"
	"It was so cool and of much help in understanding"
	"Sometimes we distract in other things"
	"Positive: Is funny, interesting, and the activities are really different and that makes them really good. Negative: Sometimes is uncomfortable the cell phone recording but is part of the job so...that is the only thing"
	"technology was fun and help me understand, but I was distracted with other things sometimes."
	"Positive: technology helped us to know new things faster. Negative: you can be distracted by other things in the internet."
	"I like technology in the class, but it was not easy to record all the interviews."

Note: Survey of students' attitudes towards the use of electronic materials and resources.

Regarding the **electronic** task proposal, the majority of students rated as **"Most of the times YES"** when inquired if the topics and activities were interesting and helped them discover some famous people they did not know about. Students also rated as **"Most of the times YES"** when asked if they received teachers' guidance when they had questions or issues related to the use of technology. Concerning the materials used during the task, most of students rated as **"Always"** when asked if they could integrate devices they usually use in their daily life to the class, as well as if the use of technology made it easier to learn and practice English, and if they enjoyed working at the computers room. It was important to highlight that one student rated as **"Most of the times no"**, in the last two questions, since the student had a negative opinion regarding the use of technology. Moreover, the majority of students rated as **"Most of the times YES"** when asked if they liked when technology was used in the class; and, if they got to know online tools they could use in other projects in their lives. It should be noted that when students

were asked if technology was an important part of their development for the future, the group was divided between **“Most of the times YES”**, and **“Sometimes yes, sometimes no”**.

Considering the comments made by the students about the use of **electronic** materials, it could be said that their opinions were divided between the advantages and disadvantages of integrating technology in the classroom. They expressed that technology helped them access information faster and easier, and they recognized technology importance nowadays. However, they also identified they usually got distracted when using internet, and that the use of their cellphones and tablets as recording devices was not always convenient. The students’ general opinion revealed that the electronic task and its materials, were considered as **“Most of the times (YES)”** effective, having a positive impact on their language learning process, despite its few disadvantages. This perception of the group was correlated with the fact that all students showed improvement in terms of their language level after the electronic task implementation.

Students’ perceptions towards the use of printed materials.

The purpose of this survey was to explore students’ perceptions towards the task proposal and the use of printed materials in the development of such task. This survey was compounded of nine closed questions and one open question and used a Likert scale to rate students’ answers. Out of the 15 students enrolled in the B1.2 English Course, a total of 13 students answered this survey.

Table. 26

Printed materials: students' perceptions

Questions	Always	Most of the times YES	Sometimes yes, sometimes no.	Most of the times NO	Never
1. The activities proposed by the teachers were interesting.	7	5	1		
2. The use of printed materials and resources during the class made it easier to learn and practice English.	9	4			
3. I got to know printed materials that I can use in other projects in my life .	6	4	3		
4. I could integrate printed materials I usually use in my life to the class.	5	6	2		
5. I enjoyed working at the classroom .	7	5	1		
6. In my opinion, the use of printed materials and resources is an important part of my development for the future .	5	7	1		
7. I like when we use printed materials and resources in the class.	5	8			
8. My teachers guided me when I had questions and issues related to the use of printed materials.	4	9			
9. The topic was interesting and helped me discovering places or tourist information I didn't know about.	5	7	1		
10. Write the opinion (positive or negative) that you have facing the use of printed materials in this class.	“Positive: I think the printed was easy to do because we can use things we have at home like books and magazines. Negative: I think that the information is more difficult to find.”				
	“I liked to use books, i liked to read real books no photocopies, the books were beautiful and had many beautiful pictures of places”				
	“P: The books have a lot of pictures and aren't old and you can see them with your friends. N: Maybe the information is old, and we have to read more to find the information”				
	“I like that I can move around the classroom with the material and share the info with my partners in the group, we all read the info and choose what we need.”				

	“It helped to understand the information better because sometimes read in the computer is difficult and you can't underline the information, i like to read books more that the computers”
	“The space in the classroom is big and I can go to other groups to ask things I don't know to my partners”
	“I like that we use the poster, is different and I did my poster”
	“Positive: With this printed material I work more with my partners. Negative: books are heavy and not always easy to transport with you”
	“The books have many information, but sometimes I have to read a lot to find what I want”
	“I feel I learn more when I read the book”
	“I am happy with the materials because I love drawing and painting”
	“Positive: I use English more when we did the poster. Negative: in my group, my friend take the book and I didn't have at home”
	“I like the books we use because I see different images of beautiful places”

Note: Survey of students' attitudes towards the use of printed materials and resources.

Regarding the **printed** task proposal, the majority of students rated as “**Most of the times YES**” when asked about the guidance provided by teachers when they had questions and issues related to the use printed materials, and when inquired if the topics and activities were interesting and helped them discover about places and tourist information they did not know about. When inquired about the activities proposed by the teachers, most of the students said they were “**Always**” interesting. In relation to the materials used during the task development, most of the students said they “**Always**” enjoyed working in the classroom, the materials made it easier to learn and practice English, and they could incorporate the materials used in the class, in their daily life. Likewise, the students rated as “**Most of the times YES**” when asked if they liked when they use printed materials and resources in the class, as well as if they could integrate printed materials they usually use in their lives to the class, and if the use of this type of material was an important part for their future development.

Concerning the comments made by students about the use of **printed** materials, it could be said that their opinions pointed out the advantages and disadvantages of integrating such materials in the classroom. They expressed that printed materials fostered a better communication among classmates, which allowed them to use target language more often. It should be noted that students liked books because they present beautiful images and they were attractive for the reader, and for the fact that printed materials privileged more artistic activities and outcomes. A negative aspect, that students recognized about this type of materials, was that they had to read more to find the information they were looking for, making it difficult to find specific data. They also remarked that the information in the books was not always updated. The students' general opinion revealed that the printed task and its materials, were considered as “**Always**” and “**Most of the times (YES)**” useful in enhancing their language learning. These opinions of the group corresponded to their perceptions found through the focus group discussion.

After analyzing students' perceptions, it could be concluded that they recognized positive and negative aspects in both type of materials. Even though, they showed preference for the **printed** ones, stating that this type of material fostered a better communication among classmates; encouraged the constant use of the target language; stimulated their artistic side (students feel inspired to draw, paint, create); and, compelled them to read more when investigating, which showed them a wider panorama; however, students recognized that the former also made it harder to find specific information, and that such information could be outdated. On the other hand, some of the positive aspects highlighted by students regarding the use of **electronic** materials were that such materials and resources facilitated the access to specific

information faster than when using printed materials, students also pointed out that in terms of interaction, the material prioritized the *Student-Material interaction* in detriment of *Student-Student interaction*. Some of the negative aspects indicated by the students were that with this material they could get easily distracted and that, when working, the devices' malfunctioning or poor internet signal could affect the development of the activities. The previous results revealed that students' perception regarding the materials used in the tasks, were not correlated to the results obtained in the tasks' performance. Even though the electronic task showed better learning results; students showed preference for the printed task; such relation is exposed in the table below:

Table. 27

Language learning and perceptions regarding both tasks.

Items	Electronic	Printed
Learning	Higher	Lower
Perception	Lower	Higher

Note: Correlation among students' language learning and perceptions regarding both tasks.

Focus Group Discussion

In order to deeply explore students' feelings and impressions regarding the tasks implemented, a focus group discussion was developed at the end of instruction. This focus group was carried out to explore the students' perceptions based on five different topics: the interaction with the material, the interaction among classmates, the use of the target language, the learning process, and preference for certain material. To participate in this discussion, students were told they could use English or Spanish, depending on how they felt more comfortable. To moderate the discussion the following questions were proposed:

- Which of the two materials allows a better interaction with your classmates?
- What type of material allows you a better interaction with the material?
- With what material do you feel you learned best?
- In which tasks do you interact more with the foreign language?
- What do you like about the use of electronic materials?
- What do you like about the use of printed materials?

Conventions:

Pink: Positive comments.

Blue: Negative comments

Table. 28

Focused group categories

CATEGORIES	ELECTRONIC TASK	PRINTED TASK
Interaction with the material		“Me gusta más trabajar con materiales impresos porque puedo sentirlos, pude tocar y oler los libros que usamos; me gusta interactuar con los materiales, más que con la pantalla.”
Interaction with the material	“A mí me gustó cuando fuimos a la sala de cómputo porque allá pude interactuar más con el programa.”	
Interaction with the material, and between classmates.	“Si, yo pienso que en la task electronic pudimos interactuar más con el material porque te sientas y estás tú ahí con el programa, haciendo lo tuyo; pero a la vez eso no permite que interactúes tanto con tus compañeros...”	“...se interactúa mejor con los compañeros cuando se usan materiales impresos.”
Interaction between classmates.		“Si, pienso igual, que con la de los materiales impresos, con los libros y haciendo el poster interactuamos más con los compañeros.”

Preference for the material.	“A mí me gusta trabajar con los computadores y software, pero se me hace un poco difícil porque en mi casa no hay internet.”	
Use of target language.		“En las dos usamos el inglés, pero siento que en la segunda (printed) usamos más la lengua porque teníamos que hablar con los compañeros sobre el diseño del poster.”
Preference for the material.		“A mí siempre me ha gustado trabajar más con impresos, me gusta dibujar y pintar; en realidad no me gusta usar computadores. ¡No me gusta!”
Interaction with the material.	“Con Internet depende de si la señal es buena, pero si se cae, nos frena en las actividades.”	
Learning.	“...con el computador solo voy directo a lo que necesito y no veo nada más.”	“Yo siento que aprendo más cuando tengo los libros porque eso me obliga a buscar la información...”
Preference for the material.	“A mí me gustaron los juegos que hicimos en el computador, me gustó ir a la sala de sistemas.”	
Learning.	“Con los computadores podemos tener la información más rápido”	“...pero los impresos nos obligan a memorizar más.”
Learning.		“Me parece más fácil aprender cuando tengo los libros, las imágenes, los materiales impresos.”

Note: Students’ perceptions obtained through the Focus groups discussion

This focus group discussion revealed that all the comments around the printed materials were positive. Students highlighted that this type of material promoted a better interaction among them, which made them constantly use the target language, such interaction did not occur with the same frequency when using electronic materials. In general, students showed preference for the printed material, since it encouraged them appropriating the researched information, and compelled them to read more when investigating, this process of reading approached them to additional information they would skip otherwise. Regarding the electronic materials, students recognized both positive and negative aspects of its use. Among the positive elements, students considered that the use of games, platforms and websites allowed a better interaction with the material, in detriment of the interaction with classmates. This type of material helped students to reach specific information

faster, however, such immediacy made them skip some information. Students recognized as a main constraint the lack of access to internet some students could have, and the weak internet signal that could limit the activities completion. To sum up, it could be stated that students had preference for the printed materials over the electronic ones.

Instruments' findings

The findings exposed above were synthesized in a table, presenting the results obtained in the research and the aspects that were considered to analyze such results. ([See annex N° 21](#))

6.2 Discussion of the Results

In this section will be exposed the principal findings of the implementation effects, in terms of *learning* and *perceptions*, of two learning tasks using *electronic* and *printed* materials separately in a B1.2 English course. Such findings are analyzed in the light of the conceptual framework and the previous studies reviewed in the background of this research.

6.2.1 Regarding Language Learning

The development of the learning task using **electronic materials** allowed the integration of the four skills, promoting interactive learning. As it was stated by Derewianka (2003:199-220) in her work, “Electronic materials offer a balanced coverage of all the macro skills -listening, speaking, reading, writing-, as well as opportunities for integrated skills development”. Such type of material also allows easier and faster research of specific information, provide immediate feedback, and

favors the incorporation of students' technological devices (smartphones, tablets, and laptops). In addition, the use of electronic materials fostered a better **interaction** among the students and the material proposed; as it was observed by Derewianka (2003), electronic materials encourage interpersonal communication in a synchronous and asynchronous way promoting interactions between teachers and individual students; teacher and the whole class; students in other classes and countries; groups of students engaged collaboratively on a specific task; among individual students; and between teachers; a similar situation was observed during our implementation, where the type of material allowed an asynchronous work, since students could interact with their classmates and teachers outside of the classroom and in different moments besides the class time. However, it was observed a clear reduction of the interaction among students during the sessions held in the computers-room, which **layout** limited the interactions. During this task, the students developed **activities** following a TBL approach, consisting of three phases: pre-while-post that lead students to a final product. Such activities were mainly developed individually or in pairs, encouraging students to be autonomous in their learning process.

Another finding of this implementation was the positive impact that the incorporation of **electronic materials** had in students' language learning. During the task implementation students were perceived attentive and committed to the class dynamics, solving their classmates' questions, and aware and capable of correcting themselves when making mistakes. The former demonstrates the students' engagement with the activities and the materials proposed. Once the implementation was completed, the *pre* and *post-tests* solved by students were compared. The *pre-test* revealed that the group's language level was diverse before the implementation, such information contradicts the registered in the class observations, where the group's language level was believed

unvaried. The *post-test* showed that the group's language level became comparatively alike after the task implementation. This means that after completing the task, not only the students' scores raised, but they also got leveled. In addition to the tests, the task outcome reveals that students' "**Pronunciation**", "**Comprehension**", and "**Work Quality & Effort**" were satisfactorily developed in the accomplishment of the task. These results demonstrate that the group's pronunciation was, in general terms, clear and easy to follow; the students' level of comprehension was good, showing that the questions and answers they proposed were understandable and appropriate; and, that students pair work had a positive impact in the task product, since it was evident the effort and time invested into the task.

In terms of the printed task, the present study revealed that the incorporation of **printed materials** encourages students' creativity and compel them to read more when looking for information. Such type of materials resulted easy to be manipulated inside the classroom and allowed both teachers and students to oversee providing feedback, in contrast to the electronic material where the feedback is provided by the material itself. In addition, the printed task favored the teamwork, enhancing students' responsibility, and giving them the opportunity to **interact** and learn from each other. During the task development it was perceived that teamwork encouraged the learning process, as it was observed by Richards (2006), who claimed that the *collaborative creation of meaning* is one of the principal process that lead students to learn. The activities carried out during this task were developed in the classroom where a round-table **layout** was set, allowing a better interaction among students, who could move around to communicate and share the material within the group and with other groups. However, the use of printed materials requires a

settle time and space to occur, in contrast with the electronic counterpart, that allows work from several locations and in different moments.

In terms of the students' performance, it was found that most of the students showed a significant improvement after the printed task implementation, except for a few students who did not show any evident advancement. The *pre-test* showed that the group's language level was varied; however, after the tasks' implementation, the post-test revealed that the group's language level improved in comparison to the *pre-test*, but it was still diversified. In the outcome assessment, the aspects that received a better rate were **"Style & Creativity"** and **"Poster Content"**, as well as **"Work Quality & Effort"**, such results showed that working in groups encourage students to become more active and engaged in the task. This type of work also offers students the opportunity to learn from each other, making students aware of their learning process, demonstrating a high level of compromise and assertiveness when correcting themselves and others.

To sum up the previous findings, it can be stated that both tasks proposals (printed and electronic) had a positive impact on students' performance, such statement is supported by the results obtained in the *pre* and *post-tests* that showed students' improvement in both tasks proposals, with a slight difference between the electronic and the printed, being the electronic one, the task where all the students presented better results. The former can be compared with the results obtained by Ibañez (2016), in her work, the author explained that the type of material had an influence in students' reading comprehension since the tests results proved a better understanding of the texts when presented in an electronic format. Another difference identified between the two types of material was given in terms of the interaction in the classroom: The *electronic materials* permitted

better interaction between the students and the material proposed, in detriment of the interaction among students. On the other hand, the *printed materials* allowed better interaction among students, as well as with the material proposed. Regarding the interaction outside the classroom, the electronic materials offered a mayor accessibility, since the documents or activities are available online to be consulted from a different setting outside of the classroom, as well as in a different moment outside of the class time. The printed materials, on the contrary, are restricted to a settle physical space (the classroom) and a settle time (the class time) making impossible to access the material in a context different from the class.

6.2.2 Regarding Perceptions

In terms of the **electronic task** and its material, this study showed that students' perceptions were mostly positive, identifying the following features: a) The students considered that the activities, topics, and materials were interesting, and allowed them to explore new information, besides, the use of technology helped them access to specific information faster and easier than when using its printed counterpart. However, the immediacy of accessing to specific information, make students to skip other important ideas; b) The students pointed out that this type of material prioritizes the interaction among the student and the material, allowing the possibility to integrate their own devices to their learning process. However, this type of material prioritizes students-material interaction in detriment of the student-student interaction; and c) The students highlighted they got to know online tools they could use in other projects in their lives, most of the students expressed that they liked when technology was used in the class, since this type of material and resources were effective when learning and practicing the target language. However, the malfunctioning of

devices and the poor internet signal that may affect the development of the activities. Students also recognized that electronic materials present multiple distractions. Despite the few negative aspects that students could recognize in this type of material, their general perception is correlated with the fact that all students showed improvement in terms of their language level after the electronic task implementation.

Regarding the **printed task** and its material, it was found that despite students had, in general, a positive perception on the use of this type of material, they were able to identify advantages and disadvantages of its incorporation in the class, as follows: a) The students had a welcoming reaction to the material presented, highlighting that this material could be easily incorporated in their daily lives. However, students pointed out that when using printed materials, the information consigned there could be outdated; b) When inquired about the effectiveness of printed materials in language learning, the students affirmed that this type of material made it easier to learn and practice English; c) The use of printed materials provided both advantages and disadvantages, depending on the perspective it is observed: on one hand, the students affirmed that printed materials compelled them to read more when investigating, making more difficult to reach specific information. However, from a different perspective, such situation can be interpreted as positive, since this reading process bring students closer to additional data they would skip otherwise, giving them a wider and deeper sense of the researched information; d) The students expressed that the topic and activities presented in the printed task were interesting and helped them discover new information; in terms of the topic, the students considered that their motivation was highly influenced by the thematic addressed. Regarding the activities, the students got involved in the dynamics, participating and giving their opinions respectfully; and e) The students indicated that

the use of printed materials enhanced their language learning since such materials fostered a better interaction among students, encouraging them to constantly use the target language, such interaction did not occur with the same frequency when using electronic materials.

The Needs Analysis questionnaire applied before the implementation revealed students' predilection for **electronic materials**. Such perception changed after the tasks' implementation, since the students showed a positive reaction towards both tasks proposals and its material, being able to recognize the advantages of using both types of materials in the classroom. However, when the students were inquired about their preferences regarding both proposals, the group preferred the **printed task** over the **electronic** one, since it fosters a better communication among students; encourages the constant use of the target language; stimulates the students' artistic side (students feel inspired to draw, paint, create); and, compels them to read more when investigating. This finding is contradictory to the commonly accepted assumption that the use of electronic materials makes learning more appealing and motivational for students. The former lead us to agree with Ibañez (2016), who found that the type of material (printed or electronic) did not have a strong influence over the students' motivation, concluding that the activities and the pedagogical organization had a stronger impact in students' motivation in comparison to the material. This phenomenon was observed in the students who poorly connect with the activities during the electronic task, but once the topic, material and activities changed to the printed proposal, those students showed a positive response in terms of their performance and perception.

VII. CONCLUSIONS

After analyzing the findings obtained in the need's analysis and the official documents exploration, it was concluded that a **Task-Based Learning methodology** was the one that better suited the group's needs, its characteristics, the course's objectives and the class time given to be developed. This methodology allows the use of varied materials and the incorporation of technology; it also establishes the course objectives in terms of communicative functions; and promotes a “formative” evaluation; fostering communication in a natural and active way and promoting learning through students' participation in collaborative activities. Considering the previous, it can be said that both tasks proposals were characterized by the use of language in real-world situations, included decision making, integrated the four skills, and presented clear and defined communicative outcomes. Additionally, these tasks promoted teamwork, encouraging students to learn from each other and to assume an active role in their learning process. Such tasks proposals were planned based on the descriptors established by the MEN for the B1.2 level, incorporating two different types of materials (electronic and printed).

Based on the comparison of the pre and post-tests results, it can be stated that after the implementation, both tasks proposals contributed to improving the students' performance. However, when comparing both tasks results, it was found that the electronic task proposal presented a higher improvement in all the students, in comparison with the printed task, where few students did not show any evident advancement in their language learning process. Considering the tasks outcomes, both showed similar results, obtaining the highest scores in “Content” and “Style and Creativity”, such can be interpreted as the students' desire for incorporating arts in their creations, and their preference for the topics and activities proposed. Regarding

“Presentation”, “Pronunciation”, “Work quality and Effort” and “Comprehension”, the majority of the students obtained “Good” as score, demonstrating that the group’s pronunciation was clear and easy to follow; their interventions were understandable and appropriate; and, that teamwork had a positive impact in the task product, encouraging students to become more active and engaged in the task.

The results obtained from the perceptions’ surveys and the focus group revealed that the students recognized advantages and disadvantages in the incorporation of both types of materials (printed and electronic). Regarding the **electronic** ones, the students highlighted that this type of material helped them access to specific information faster and easier than when using printed materials. However, such immediacy makes them skip some information; the students also pointed out that this type of material allowed an asynchronous work since they could “gather” online through their electronic devices. The students also considered that the use of electronic games, platforms, and websites prioritized the *Student-Material interaction* in detriment of *Student-Student interaction*; additionally, the students identified that they get easily distracted by this type of material and that the devices’ malfunctioning, the lack of internet, or a weak signal could affect the development of the activities. Concerning the **printed** materials, the students expressed that they foster a better communication among them, promoting the use of the target language more often. Such interaction did not occur with the same frequency when using electronic materials. On the other hand, the students expressed that printed materials compelled them to read more when investigating, giving them a wider panorama and encouraging them to appropriate from the researched information. Nonetheless, the students remarked that the information found in books could be outdated. Additionally, the students said that they preferred books due to their images

and attractiveness, indicating that such materials stimulated and privileged artistic activities and outcomes.

In conclusion, it could be established that both tasks proposals had a positive influence on the students learning. However, it was proven that during the electronic task the students performed better in comparison to the printed task. The former is supported by the results obtained after comparing the *pre* and *post-tests*, where a slight difference between the electronic and the printed, confirmed that with the electronic one, the students obtained better results. Such results were not correlated to the students' perceptions since they affirmed to prefer the printed materials over the electronic ones. This finding is contradictory to the commonly accepted assumption that the use of electronic materials makes learning more appealing and motivational for students. As a result of this pedagogical experience, it is recommended to combine both types of materials according to the objectives and activities envisioned for the class.

For further studies, it is recommended to carry out a longer intervention making possible the exploration of some aspects that were not deeply covered in this research. Such aspects are related to the implementation of learning strategies, which promote and develop students' autonomy through independent work, helping them to acquire study habits; another aspect that would be interesting to explore is related to the different learning styles that the students may present, since as proven in this research, students' learning styles and preferences have a great incidence in their motivation and later performance.

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