Contextualized Worksheets Focused on Tasks for Two Oral Communication Micro-skills

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Abstract

This qualitative action research study explores the contribution of developing and implementing contextualized worksheets, centered on the Task Based Learning (TBL henceforth) approach on two oral micro-skills to enhance communication functions and body language in a seventh-grade class at Diego Gómez de Mena a Public Rural School. The data gathered emerged through students’ artifacts (worksheets), teacher’s field notes and video recordings. The participants were twenty-three graders from a rural zone in Rio Frio, Tabio. The findings evinced that the use of contextualized worksheets made the process of speaking, pleasant, easier and fun, as they included their daily routines and learning styles in context. Furthermore, the results also suggested that the use of students’ mother tongue, pair and group work fostered communication about their likes, feelings and thoughts to describe their experiences and situations within their rural context, in favor of their learning environment and their motivation towards the oral communication in the English as a Foreign Language (EFL, hereafter) class. Regarding some pedagogical implications, it was evident that students were aware of their active role in the class while learning and expressing themselves in English joyfully and confidently since the topics were related to meaningful tasks in the rural context. Additionally, EFL teachers in the institution and I as a teacher-researcher-text developer realized the advantages that contextualized tasks offer students to communicate orally while having fun.

Keywords: contextualized materials (worksheets), tasks-based learning, oral communication and rural context.
Resumen

Este estudio de investigación acción cualitativa explora la contribución del desarrollo y la implementación de hojas de trabajo contextualizadas, fundamentadas en el enfoque de aprendizaje basado en tareas, sobre dos micro habilidades del habla, para mejorar las funciones comunicativas y el lenguaje corporal en estudiantes de grado séptimo, en la Institución Rural Departamental Diego Gómez de Mena. Los datos se recopilaron a través de artefactos de los estudiantes (hojas de trabajo), diarios de campo de la docente y grabación de videos. Participaron veintitrés estudiantes de zona rural en la Vereda Rio Frio, municipio de Tabio. Los hallazgos evidenciaron que el uso de hojas de trabajo contextualizados desarrolló dos habilidades comunicativas menores en los estudiantes y permitieron que el proceso de comunicación fuera agradable, fácil y divertido, especialmente por tener en cuenta sus necesidades, los estilos de aprendizaje y aspectos de sus rutinas diarias en el contexto rural. Por otra parte, los resultados también sugirieron que el uso de la lengua materna de los estudiantes, el trabajo en parejas y en grupo les ayudó a comunicar sus gustos, sentimientos y pensamientos, ya que podían describir sus experiencias y rutinas dentro de su propio contexto rural, en beneficio de su aprendizaje y motivación hacia la comunicación oral en la clase de inglés como lengua extranjera. En relación con las implicaciones pedagógicas, los estudiantes fueron conscientes de su rol activo en la clase de inglés mientras aprendían y se expresaban oralmente de manera entretenida, dado que los temas se relacionaban con tareas del contexto rural. Además, este estudio me hizo consciente de las ventajas que ofrecen las tareas contextualizadas tanto a los estudiantes, como a otros docentes de inglés de la institución.

**Palabras clave:** materiales contextualizados, aprendizaje basado en tareas, dos micro habilidades de la comunicación oral y contexto rural.
Introduction

The present qualitative research study took place at Diego Gomez de Mena High School, located in a rural zone in Tabio, North of Bogotá. This study explored the impact of contextualized worksheets dealing with seventh graders’ interests and needs allowing the connection of school activities with their real context to foster two oral communication micro-skills. Thus, this study aims at providing students with tasks based on their daily life activities associated with meaningful situations inside and outside the classroom, to develop oral communication micro skills, namely achieving communicative functions and using non-verbal language.

As a teacher, I am interested in using resources to engage students in the learning of a foreign language, based on speaking activities and considering the students’ lack of self-confidence. Since textbooks assigned do not include appealing topics, it is necessary to implement an effective approach to enhance students’ vocabulary and foster communication skills in the EFL classroom.

The current document consists of five chapters. Chapter I presents the research problem that underlies this study. Chapter II comprises the literature review with the theory that supports this study. Chapter III explains the methodological design, which includes the research design and the instructional design. Chapter IV describes the results from the data analysis. Finally, chapter V portrays conclusions and the pedagogical implications for the academic rural context, limitations and possible scenarios for new research.
Chapter I

Research Problem

Statement of the Problem

Throughout my experience, I have noticed that students have to practice English and learn grammar rules based on edited textbooks and standardized materials from foreign editorials providing a series of topics, which do not correspond to the students’ context, needs, and expectations. These materials offer very few chances to practice oral activities to use the foreign language to refer to students’ real-life facts and events. Additionally, the expectations to succeed in ‘Saber’ test and the requirements of National Standards are mainly focused on grammar, reading comprehension and writing. Furthermore, most of the school assessment strategies focus on writing, without considering speaking skills; perhaps because of the number of students in a class, and lack of time; teachers cannot assess the students’ oral performance regularly. Hence, when graduating from high school, students face English placement tests to start a university program; therefore, they feel discouraged about their poor performance. Speaking is the first skill developed by humans to express needs and state of mind, and the first means of communication to interact with other cultures. Therefore, it implies teachers’ commitment and time consuming. In contrast, some teachers neglect speaking and focus their teaching practice on grammar and reading, instead of encouraging oral activities.

Accordingly, it is necessary to go over the English program of my school, and incorporate strategies leading to develop oral skills, as stated in the General Education Act in Colombia, article 22, “The followings are objectives of the Basic Secondary Education: Literal (L) The comprehension and capability to express in a foreign language”. (MEN, 1994, p. 20). Furthermore, students in the rural context do not use the foreign language properly, due to the
prior variables mentioned, in addition to shortage exposure to bilingual contexts, socio-cultural situations, and lack of contextualized materials. Therefore, teachers need to improve strategies, create contextualized materials, and adapt learning activities to meet students’ needs and learning expectations, in addition to time to enhance oral communication micro-skills in public schools.

Consequently, in the present qualitative research, I conducted a survey (see Appendix A) and considered reflections from the teacher’s journal (see Appendix B), to identify my students’ interests and needs; the outcomes revealed their concern about practicing and enhancing speaking. They realized that speak about daily routines in English can be fun, challenging and innovative. Besides, as researcher, I noticed that the use of real and appropriated materials would rather empower their interest in learning English through different strategies no matter their level of performance in the use of the language.

Likewise, it is pertinent to emphasize on the implementation of teaching strategies to develop oral communication according to the context and learning needs. Moreover, as teacher-researcher, I had to plan activities to encourage oral micro skills such as “Accomplish appropriately communicative functions according to situations, participants, and goals; and use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings” (Brown, 2001, p. 272). Then, to start improving and correcting shortcomings in my institution, it is required to foster the implementation of contextualized worksheets centered on task based learning to develop the above mentioned oral micro-skills in seventh graders in this public rural school. Keeping this proposal in mind, I suggested the use of worksheets inside and outside the classroom to promote oral communication about students’ real experiences and daily activities in classes, taking advantage of the natural resources that the rural
context offers to us. Besides this, it was meaningful to include special events, topics and tasks to allow students to develop their skills to increase oral communication in English.

**Research Question**

How do contextualized worksheets centered on the Task-Based Learning (TBL) approach develop two oral communication micro-skills in seventh graders at a public rural school?

**Research Objectives**

**General objective:** To explore the contribution of contextualized worksheets centered on the TBL approach, to the development of two oral communication micro-skills in seventh graders in a public rural school.

**Specific objectives:** (a) to assess the effectiveness and suitability of contextualized worksheets centered on the task-based learning approach; (b) to describe the speaking strategies students resort when communicating orally during rural daily activities; (c) to appraise the usefulness of the task-based stages (Pre-task, Task cycle [task-planning-monitoring] and language focus) on achieving students' communicative functions and the use of non-verbal language to complement them.

**Related Studies**

The following related studies had special relevance due their close relationship with my enquiry and context. They allowed students to feel confident and motivated toward the English learning process and the development of their speaking skills.

Regarding Materials Development (MD hereafter), and Oral Communication (OC henceforth), Julio (2015) conducted a qualitative action research to optimize the learning of English inside and outside the school through Study Based Learning (PBL) worksheets in a public school in Ciudad Bolivar, in Bogotá. Her main concern was to foster opportunities for real
practice to improve oral communication micro-skills. They used field notes, interviews and video recordings to collect data. The design of worksheets based on cooperative learning let students become more responsible as they assumed roles and worked together towards the same goal. The findings suggest that oral activities in worksheets fostered students' oral communication micro-skills. PBL increased students' motivation and self-confidence with the task developed. I found this study helpful for the value of contextualized activities allowing students to associate vocabulary with topics that foster oral communication.

Likewise, Báez (2014) conducted a qualitative action research study, designing and implementing workshops to enhance oral activities and develop speaking micro-skills using photographs related to students’ interest, likes and needs as a tool to enhance the students' interactions in the classroom. The participants were ninth graders in a public school in Bogota. The researcher used a survey, field notes, interviews and photographs as instruments to collect data. The results suggested that the use of photographs in the pedagogical intervention promoted students’ participation and increased speaking skills.

In reference to OC and Task Based Learning (TBL hereafter), the study conducted by Peña and Onatra (2009) describes an action research experience with seventh graders at Francisco de Paula Santander, a public school in Bogotá. The researchers collected the data through audio recordings, field notes and pro formas. The results of the study allowed me to analyze different demands of transactional and interactional activities among novice English as a Foreign Language (EFL henceforth) speakers. TBL approach was the basis to develop the oral activities. The findings allowed them to consider mistakes as a means to monitor their learning process. In other words, mistakes represent new learning opportunities to recreate and strengthen individuals’ prior knowledge. Besides, they concluded that assigning a model during the task
cycle helps researchers understand the purpose and possible outcome of the task providing students with a confident learning environment. They emphasized that transactional and interactional oral activities reduced anxiety to promote students’ interactions. This study helped me grasp the value of students’ errors as a source of learning to enhance performance and the use of an effective model during the implementation of TBL cycle within the tasks.

In the same sense, Urrutia and Vega (2010) implemented a study with tenth graders in a public school located in Usme Zone in Bogota. They developed this action research study rising from their concern about students’ weaknesses when attempting to speak English. The students felt inhibited with activities involving oral interaction due to fear of criticism and jokes of what they said. To develop this study, the researchers used video recordings, the teacher’s journal and questionnaires answered by the students. Students felt better, free and confident when they performed oral tasks, particularly in games. During the implementation, they observed group collaboration, solidarity and interaction. Besides, students were relaxed and happy when they performed group oral activities. This research contributes to my study as the findings show how group interaction increases students’ self-confidence and creates comfortable settings.

In relation to TBL and OC, Forero (2005) sought to improve oral interaction via tasks in an action research study conducted with fifty-seventh graders, at Isabel II School, a public school in Bogotá. To collect data, the author performed two questionnaires, recordings and a proforma instrument. After analyzing data, she concluded that students became interested in pair and group work; at first, students found difficult to develop oral activities but gradually they became confident with the tasks assigned. This study helped on the way to plan and guide the process of oral interaction in my study.
The qualitative action research study conducted by Gutiérrez (2005) centered on TBL that described the development of ninth grade students' oral skills, took place at Institución Educativa Distrital Britalia, in Bogotá. The researcher promoted three interactive tasks, a free conversational activity, and basic oral defenses of viewpoints. The instruments to collect data were direct observation, videos and audio recording, which showed oral communication enhancement. The outcomes of the study show changes in the syllabus design and in learners’ attitudes towards the oral communication. Moreover, the role of the teacher as a promoter of oral language use showed a positive result. The usefulness of this study is the design of interactive task to foster oral communication based on the identification of students' needs and interests.

Regarding Rural Context (RC henceforth) and MD, it is necessary to clarify that due to the very few studies performed in rural context and in secondary schools, it is essential to mention studies developed in primary institutions in the country. In this regard, Ladino (2013) conducted a qualitative study on a public rural primary school in Bogotá, involving fifth graders. She developed didactic units through contextualized materials to enhance the use of classroom vocabulary and daily activities students face in the rural context. The instruments to gather information were a survey, field notes and students’ artifacts. The findings show the usefulness of contextualized vocabulary and activities developed in a suitable environment, which helped students to be more interested in their own learning process, improve relationships and share their new knowledge of the foreign language.

Furthermore, it is required to take into account experiences held abroad, in a similar context and draw on its innovation during the implementation of some learning strategies. For instance, a study in Sri Lanka rural-medium school, conducted by Samaranayake (2016) centered on Communicative Orientation Language Teaching (COLT) scheme and local L2 methodology
in rural state schools. The researcher applied classroom observation, interviewing participants, and videotaping students’ interaction as data collection tools. The participants were 54 tenth graders, aged 15, from two rural schools, which belong to Sinhala ethnic group who do not have any exposure to English out of the classroom. This study revealed that practices and teaching materials different from COLT principles, not effective for students’ oral interactions, while unusual English teaching approaches and classroom strategies, and proper materials helped rural students improve their oral proficiency; this is a clear contribution to the present research study.

Setting

Diego Gómez de Mena Public Rural School, founded in 2009 is located in Tabio, Cundinamarca. The class material I used in seventh grade includes a textbook and a C.D. The Institutional Educative Study (PEI acronym in Spanish) states that “each area and subject will program the objectives according to General Educational Act, 115 of 2014 in Colombia” (PEI, 2013, p. 31). Thus, the school organized Curriculum Meshes, and teachers develop the program through this curriculum, which approaches one communicative skill per academic term, based on the English textbook. Students attend three class sessions per week. Due to their very basic proficiency level, it is urgent to implement strategies to improve English learning process.

Rationale

This study complies with the Basic Colombian Standards of Competence in Foreign Language (2006), which declared that seventh graders must interact in oral activities. One of these standards reads, “I keep a monologue to do short presentations and explain in a simple way my preferences, activities and other topics related to my interests and context” (p. 23, trans.). Thus, this study aimed to enhance seventh graders’ oral micro speaking skills through the design and implementation of contextualized worksheets. It also contributed to my teaching practice since it allowed a better class planning taking into account the students’ genuine needs and
interests, as well the resources of the rural context. Moreover, this rewarding research experience enhanced both my theoretical insights and the creativity to design materials aimed at helping students accomplish the communicative functions of language, supported by the use of body gestures.

Likewise, the Colombian government has implemented the Bilingual Program (2015-2025) with the aim of using English in a pragmatic way not to emphasize on grammar and vocabulary, but on students’ use of language in real situations of their daily life. In other words, the key is to create a space where students find a reason to speak about real situations in English.

In this regard, the government expects to have bilingual Colombian population by 2025. According to Amador (2011), the need to communicate in English yields to speak about bilingualism, extremely ambitious in Colombia. In public schools, grammar out of context and meaningless exercises are part of teaching activities, which interfere with the pragmatic use of the language. The author encourages teachers to find a proper methodology to foster communicative competence to express needs and feelings in the foreign language. Additionally, the Suggested English Curriculum in Colombia emphasizes on the importance of focusing teachers’ attention on oral competence and task-based learning approach in sixth and seventh graders, regarding the goals to attain in this field by 2025. (MEN, 2016, p. 25, 35).

Besides being an academic contribution to the school English program to encourage teachers and students in rural institutions to participate in meaningful oral activities in English classes, the current study attempts to offer a pedagogical intervention to develop and implement contextualized worksheets linked to the field of Materials Development. Following Scaffolding for MD proposed by Núñez, Téllez, Castellanos and Ramos (2009), teachers must consider students’ diversity, affective needs, interests, and institutional polices.
Chapter II

Literature Review

This chapter portrays the theoretical constructs underlying this qualitative action research study are Materials Development (MD), Task-Based Learning (TBL hereafter), Oral Communication (OC), and Rural Context (RC henceforth) to build contextualized worksheets based on TBL learning strategies to develop seventh graders’ micro-speaking skills in a rural public school.

**Materials Development**

Reasoning processes and creativity are essential in the academic activity of designing materials to meet students’ language learning needs. Some scholars such as Harwood (2010), Jolly and Bolitho (1998), Núñez, Pineda, and Téllez (2004) Núñez and Téllez (2009), Núñez and Téllez (2015), Núñez et al. (2009), Masuhara (1998) McDonough, Shaw, & Masuhara (2003), Rico (2012), and Sercu (2005), Tomlinson (1998, 2011) asserted that MD goes beyond individuals' intuition and inspiration since it implies the merger of rational and artistic procedures. On the basis of these implications, materials developers must conceive creation of materials as a means to help students understand the importance of class interactions to develop their ability to express themselves in English.

Developing language teaching and learning materials encompasses theoretical foundations and practical endeavors. To this respect, in Tomlinson’s (2011) words, MD “is both a field of study and a practical undertaking” (p. 66); as a field, it entails the tenets and procedures to create, implement, and evaluate materials. The author later asserted that MD “refers to all the processes..., including materials evaluation, their adaptation, design, production, exploitation
and research” (Tomlinson, 2012, pp. 143-144). Besides this, for Núñez et al. (2009) MD “entails various actions to improve teacher practice and so, students learning. This includes the adaptation and or creation of a learning exercise, tasks, activity or lesson…” (p. 16). To sum up, MD implies a hard-interesting task in teachers’ practices in which students’ achievements are rewarding.

To broaden the view of MD, it is worth mentioning some methodological issues pertinent to the language learning and teaching context. Núñez, Téllez and Castellanos (2013) mentioned that MD “as a field of study, demands an informed methodology that allows validating the efficiency, appropriateness and relevance of materials within the context of learning a language” (p.10). Similarly, Graves (2000) stated that MD “is the planning process by which a teacher creates units and lessons within those units to carry out the objectives of the course.” (p. 149). Nowadays, EFL teaching is demanding and claims skilled teachers to design appealing materials that engage students in their learning process.

Regarding teachers’ professional growth, MD fosters personal and professional progress. In this sense, Tomlinson (2003), Harwood (2010) and Núñez, Téllez and Castellanos (2012) argued that “teachers understand and apply theories of language learning … to achieve personal and professional development” (p. 445). Thus, teachers must be aware of their responsibility to create and adapt materials in accordance to the current academic needs and requirements.

As abovementioned, MD involves awareness, knowledge and skilled developers. From this view, Tomlinson (2003) stated that teachers gain “greater knowledge… awareness and skill which come from monitored experience of the process of developing materials” (p. 448). Hence, teachers become skilled text developers when they design suitable materials for their context.
Defining materials. First, the concept of materials refers to all resources used to facilitate knowledge acquisition, no matter the context or age. Tomlinson (2011) suggested that, “material is anything which is used to help learners to learn” (p.13) or the use of a variety of resources to help learners learn the language (Tomlinson, 1998). For Rico Troncoso (2012), “language materials ... are a source of exposure for learners to language and culture.” (p. 130) In addition, Núñez et al. (2013) affirmed that materials “are socio-cultural resources that facilitate not only linguistic interaction but also cultural exchanges between the various human groups.” (p. 10). Thus, besides simplifying the learning process, materials aim at facilitating socio-cultural encounters.

Typology of materials. Materials vary depending on a series of circumstances. For this reason, it is possible to find different concepts. According to Tomlinson (2003) materials “can be linguistic, visual, auditory or kinesthetic, and they can be represented in print, Cd or DVD or the internet” (p. 2). From Tomlinson’s (2012) view, types of materials can inform about the language, “informative”; facilitate language practice, “instructional”; allow learners to experience the language, “experiential”; motivate learners to use it, “eliciting”; and help them to explore it, “exploratory” (p. 143). Finally, Núñez and Téllez (2015), Núñez and Téllez (2009), and Núñez et al. (2009) proposed a wide range of materials to develop like a book, a module made of two units, didactic units, workshops, lessons, worksheets, learning tasks, or learning activities. Therefore, materials depend on the learning purpose; in this case, they are adjusted to rural context features to facilitate students’ English language practice and motivate them to use it.

Whatever we use or create to make students’ language learning process more interesting, may turn into materials. In this regard, Núñez et al. (2004) suggested that “we should call and
maintain our student’s attention by using meaningful, well-elaborated, updated, challenging, enjoyable and relevant materials” (p. 131). The most important of this proposal is that the contextualized materials addressed the pedagogical purposes proper to this particular context.

**Contextualized materials.** The term ‘contextualized’ corresponds to real setting, design teaching resources, to accomplish meaningful and effective learning. In this sense, Graves (1997) and Núñez and Téllez (2015) contended that contextualization is assumed as to give materials the suitable form to respond to students’ needs and attain learning targets. In doing so, Núñez, et al. (2013) asserted that contextualizing materials implies principles, theoretical frameworks, and components of this process. Thus, contextualized worksheets respond to students’ real context learning needs and interests.

Another way to contextualize materials is through adaptation, which consists of making changes in existing materials, or supplementing them to adjust them for learners. Accordingly, Tomlinson (2011) stated that “adaptation can include reducing, adding, omitting, modifying and supplementing. Most teachers adapt materials every time they use a textbook in order to maximize the value of the book for their particular learners” (p. 14). In this case, I adapted some activities from the students’ textbook considering the features of the rural context without neglecting students’ age, preferences, English proficiency, or socio-cultural behaviors.

In short, contextualized worksheets were suitable materials to develop two oral communication micro skills in my class because the students needed to enhance their speaking skill and in-house materials could contribute to accomplish this purpose. According to Ur (1996), supplementary teacher-made worksheets “provide for the needs of a specific class… [and] are arguably the best there are: relevant and personalized, answering the needs of the learners in a way no other materials can” (p. 192). Correspondingly, Núñez (2017) defined contextualized
worksheets as those especially developed for particular learners in a specific context. They can be designed by focusing on fostering the development of a single language skill. In addition, Lee (2014) claimed “worksheets are able to act as agents of teachers to lead students’ attentions and give students opportunities to … work at their own paces and the teacher can have time to take care of those students who need more help” (p. 96). The worksheets proposed in this study were responsive to the specific needs, interest and context of my students to give them opportunities to enhance two oral micro speaking skills while working at their rhythm under the guidance of the teacher.

Why to develop materials? There are evident reasons to develop contextualized materials for specific settings and purposes. As stated by Ramos and Aguirre (2014), teachers’ own materials yield innovation, inclusive learning settings, and home and school link; besides, they ease research. This is the case of materials included in this study. They join students’ daily activities with rural family life, as an issue that triggers meaningful outcomes.

Teachers have different reasons to develop their own materials: appreciate students’ joy to learn, stimulate and facilitate process, put EFL theories and principles into practice, and become skilled text developers. MD fosters better learning and settings, encourage students to handle challenging activities, catch their attention enhancing understanding, turning them from passive to active agents of change (Núñez & Téllez, 2009; Núñez et al. 2009; Ramos & Aguirre, 2014). Summing up, teachers’ own materials lead to better results, despite the risk to take.

Authentic and inauthentic materials. Authentic materials are those not adapted for teaching purposes, while non-authentic are the ones adjusted for teaching purposes (Azri & Rasdhi, 2014; Gilmore, 2007; Cabrera, 2014). Some examples of authentic materials are poems, newspapers, menus, postcards, songs, magazines, brochures, which engage learners to use real
life language in daily communication; non-authentic materials are textbooks, readers, picture dictionaries, teacher-designed materials, among others. Scholars differ about this issue. From Tomlinson’s (2003) view, textbooks are simple and overprotect students depriving them from learning in context, just to succeed in a class, instead of teaching them to interact in live contexts.

However, combining these types of resources favors class atmosphere. In fact, Carter considered that “both inauthentic as well as authentic texts can inform the curriculum” and according to Carter and Shortall, “inauthentic as well as authentic texts are pedagogically exploitable” (as cited in Hardwood, 2010, p. 5). Therefore, when the teacher implements them properly, engages students by connecting unauthentic resources (e.g. the textbook) and the authentic ones (e.g. Contextualized worksheets) with experiences closer to reality.

The Second Language Acquisition Principles (SLA henceforth) rule language teaching and learning materials and theoretical frameworks, addressed in chapter three.

Having discussed the first construct, the next section describes the task based learning approach, its definition, features and cycle.

**Task-Based Learning Approach**

The methodological approach underlying the pedagogical intervention is the TBL approach. To this regard, Willis (1996) claimed that “within the TBL framework, tasks and texts combine to give students a rich exposure to language and also opportunities to use it themselves” (p.101). Correspondingly, Rozati (2014) remarked that it “considers the functional role of language in real tasks as the major goal for students to communicate at the class for an ideal learning” (p. 1273). Tomlinson, (2011) associates “task-based approaches” with materials used to perform authentic tasks allowing learners to use the language as people use it in the “real world” out of the classroom. (pp. 14-16). This premise highlights the importance of having
students work on oral tasks that reflect real life situations, and that can be executed inside and outside the classroom, which make oral tasks more meaningful to them.

**Definition.** Regarding the TBL approach, several scholars agree on describing a task as the main objective during the language learning process. Willis (1996) defined tasks as “activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome” (p. 23). Ellis (2003) considers task “as a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed” (p.16). Tomlinson (2011) defined tasks as, “activities in which the learners are asked to use the target language in order to achieve a particular outcome within a particular context (e.g. solving a problem; planning a meeting; selecting candidates for an interview etc.” (pp.14-16). For Rozati (2014) the task “is an aim-centered activity that enables the students to achieve a real outcome” (p. 1276). These views converge on the concept of task to accomplish expected results, and the proper use of the target language as it occurs in the real world, incorporating all the language skills.

**Tasks features.** On basis of Ellis’s description, these are the features to create tasks in the worksheets from the TBL approach focused on communicative purposes:

1. A task is a work plan in the form of teaching materials or ad hoc materials for activities that arise during the course of teaching; 2. a task involves a primary focus on meaning. That is, it uses language pragmatically; 3. a task should allow learners to choose the linguistic and non-linguistic resources needed to complete it, and achieve the outcome of the activity; 4. a task involves real-world processes of language use to engage in activities emulating the real world, such as completing a form, asking and answering questions, or dealing with misunderstandings; 5. a task can involve any of the
four language skills; (6) a task engages cognitive processes, that is, the work plan requires learners to employ cognitive processes such as selecting, classifying, ordering, reasoning, and evaluating information; (7) a task has a clearly defined communicative outcome” (as cited in Quixal, 2013, p. 55).

As abovementioned, these features must be part of tasks to accomplish communicative goals, and attain an outcome when students convey thoughts and feelings pragmatically.

**The TBL cycle.** Task-based learning proposes a final task outcome after following some steps to attain it and use the target language. According to Willis (1996), “A task is an activity where target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome.” (p. 28). In other words, teachers state an objective to work on, and students use the language as a bridge to achieve by following some steps. Through this process, students may use English as a communicative link with their real context (rural, in this case). Moreover, they can develop the proposed tasks integrating their cultural background with their communicative abilities. Figure 1 below describes TBL cycle to organize tasks. Willis, J (1996).

*Figure 1.* Components of the task-cycle (Willis, 1996)
Considering TBL Cycle, it is worth explaining its components. According to Willis (1996), pre-task is the stage in which the teacher must introduce the topic of the activity. In this study, the topic of the worksheets and the proposed task will be centered on oral interaction. Task cycle, the step, consisted of three steps: Task Planning and Report, the significant part, as the teacher organizes class groups or pairs, monitors and boosts them to perform the task. The students prepare their work report orally or in writing. The teacher gives feedback, and selects a pair of students or a group, to share their report with the class and gives feedback on content and form.

Finally, in the language focus stage, the students must analyze their classmates’ presentations and identify similarities between their own work, and their partners’ reports. The teacher provides students with new words and some sentences from the information used in the activity or worksheet. After that, there is a reflection about their work. The teacher encourages students to use the vocabulary learnt in their context through communicative functions. In this regard, “Task-based learning is like an adventure - learners surprise you by coming up with all kind of things…exploring language in this way opens up whole new seen” (Willis, 1998, p. 8). That is to say, students take advantage of a variety of tasks that allow free exploration of vocabulary, meaning and content; hence, the TBL approach helps students to express themselves.

To sum up, an effective class atmosphere allows students to express themselves and interact in the target language alone or in a group. In this regard, Holmes (2004) asserted that “task-based learning means helping the students choose a job that they want to do and then let them go out and do it, individually, on their own or within peer-learning a group” (p.7). To
Conclude, TBL fosters peer and group interaction to achieve learning outcomes while sharing ideas, thoughts and feelings.

Additionally, catching students’ attention, and understanding their interests are crucial to achieve the task outcome. In this sense, Willis (1998) affirmed, “It is the challenge of achieving the outcome that makes TBL a motivating procedure in the classroom” (p.23). Moreover, it is important to know students’ interests, and ask them to use the language simulating real life contexts. In this case, the rural context allows them to enjoy performing activities, no matter if mistakes occur. Moreover, Willis declared that students can convey ideas without thinking of errors, as they communicate the message (as cited in Torres, 2013, p. 26). Then, in spite of students’ limitations, the TBL approach fosters the development of students’ oral expression.

To this point, I have addressed the TBL approach, definition, features and cycle. The next segment presents the third construct underpinning this study, oral communication and speaking.

**Oral Communication and Speaking**

Speakers accomplish communication through both verbal and non-verbal language, orally, or in writing; and with speaking or listening purposes, and the latter, expressed via facial expressions gestures, body language, proximity, touch, personal appearance or silence to complement oral communication (OC henceforth). OC entails verbal, non-verbal and listening skills. Hence, humans use speaking skill in oral communication. These aspects have a straight relation, as observed in figure 2 below.

OC is the core concept of this study, and speaking triggers OC. In other words, the first concept is a compound process, while the latter is the particular ability of humans which demands linguistic competence (language components) and sociolinguistic competence (what,
why and when to produce language). Therefore, this study concerns with OC, nurtured by oral activities proposed in contextualized worksheets based on the TBL approach.

*Figure 2*

Types of Media Communication

Similarly, oral activities focus on the achievement of communicative functions (verbal language) and the use of complementary body language (non-verbal language). At a broader level, speaking is a conscious activity; it is the production of words, phrases or ideas expressed through communicative functions. In this sense, Thornbury (2009) asserted, “Speaking is so much a part of daily life that we take it for granted” (p. 1). Thus, speaking skill is natural and innate, and people seemingly forget how difficult it was for them to acquire this ability.
Additionally, Burns and Joyce stated “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information” (as cited in Torky, 2006, p. 30). This process takes time and requires giving students opportunities to rehearse, incorporating the teacher’s feedback. In this sense, Harmer (2007) stated three salient features of teaching speaking aimed to foster self-directed use of the foreign language: “To offer rehearsal opportunities…to practice real-life speaking; [and] …to use any or all the language they know; students become autonomous language users” (p. 123). As defined by Chaney, “The process of building and sharing meaning through the use of verbal and non-verbal symbols, in variety of contexts” (as cited in Šolcová, 2012, p. 17). For the purpose of this study, speaking assists OC micro-skills and allows students to express ideas and thoughts verbally or through gesture to communicate in pair and group tasks. Despite having similar ideas and views, people have diverse ways to convey them through verbal and non-verbal language. The first, points to accomplishing communicative functions according to the context, and the second draws to the use of facial and body language.

Furthermore, Burns and Joyce conceived speaking as a complex construction involving the speaker’s mental and physiological process. In fact, there are some skills that need to be developed that include recognizing the appropriate moment to get a turn, signaling the fact that you want to speak, recognizing when other speakers are signaling their wish to speak, yielding the turn and signaling the fact that you are listening (as cited in Thornbury, 2009, p. 9). Hence, oral communication tasks planned in contextualized worksheets required cognitive and emotional attachment built on learning strategies for students to accomplish communicative functions verbally and in gesture.
Additionally, when teachers intend to develop students’ speaking skills, it is more effective to implement the pragmatic use of the language; in other words, teaching the spoken language. In this respect, Šolcová (2012) declared that teaching the spoken language means using samples of spoken texts as part of teaching speaking. Accordingly, contextualized worksheets included some exercises dealing with vocabulary, phrases, and sentences for students to rehearse and express orally. Finally, McDonough, Shaw, & Masuhara (2003) claimed that “speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub-skills, which added together, constitute an overall competence in the spoken language” (p. 15). This implies developing micro-skills as part of a whole; it means to foster some micro-skills orally to strengthen speaking as a skill.

**Oral communication micro-skills.** The process of teaching spoken language involves the development of some micro-skills. Among the micro skills stated by Brown (2001), I selected two of them: “To accomplish appropriately communicative functions according to situations, participants, and goals, and use facial features, kinesis, body language, and other nonverbal cues along with verbal language to convey meanings” (p. 272). On this basis, students can interact and convey a message regardless of their length, while describing and performing situations about their real life in the rural context, which are supported by gestures, movements and mimics.

As I mentioned before speaking activates OC, and speaking is a compound of micro skills; then, I deemed pertinent to mention El-Koumy’s (2004) definition “as a collection of micro-skills, including vocabulary, grammar, pronunciation, etc… speaking is an oral process of meaning construction and expression” (p. 85). Thus, the purpose in this study is to develop my
students’ oral micro skills because communication entails not only to express something orally, as a single skill, but rather a composed set of micro skills.

**Classroom speaking activities.** Suitable EFL speaking activities are helpful in accomplishing students’ oral practice in the class and enhance positive attitudes toward the activity. On the one hand, Harmer (2007) proposed some activities to develop speaking as a skill, with no specific level: Information-gap activities, telling stories, meeting and greeting, surveys, student’s presentations, among others. The most suitable activities provide students with opportunities to rehearse, give and receive feedback and motivate them to speak. On the other hand, Holmes (2004) stated that, “In this age of progress the teacher has to come down from his pedestal at the front of the room to interact with the individuals in the class “on the level” to use the English idiom” (p. 7). Therefore, the choice of activities proposed in the worksheets aimed at promoting the development of speaking micro skills while rehearsing, giving and receiving feedback, which demand the teacher to play the role of an approachable facilitator, favoring class participation in a non-threatening teacher-students’ relationship.

After portraying oral communication, speaking and speaking micro skills, the subsequent part is devoted to the rural context as the fourth pillar of this study.

**Rural Context**

**Definition.** The term “Rural Context” (RC hereafter) has special relevance due to the implications of teaching a second language in this kind of community. In this regard, Castro and Reboratti stated that “an area can be considered rural if has less than 2,000 in habitants… if an area has from 19% to 49% of its inhabitants in rural areas, it is considered an intermediate region” (as cited in Bonilla & Cruz, 2013, p. 119). However, other definitions associate with economic activities in rural settings. Grajales and Concheiro (2009) affirmed that “in economic
terms, it is assumed that rural population traditionally deals with the primary sector own activities” (p. 147) (Trans). It refers to primary sector activities such as agriculture and livestock. As already mentioned, Diego Gómez de Mena school, located in Rio Frio, involves two sectors: East and West sidewalks; the school is located on the West area, and according to the last census of Dane (2010), the results of SISBEN (social security service for low income population) Tabio (Cundinamarca), Rio Frio West has 1,529 inhabitants. For this reason, the context of this research study is rural and the participant played a starring role in the pictures of the worksheets, which may encourage them to do the activities proposed.

**Pedagogical requirements.** Besides educational needs, the area requires resources in its infrastructure, teaching materials, food, and teachers’ training, among others. As Perfetti et al. (2001) affirmed, “one of the main problems is the lack of specific areas licensed with adequate knowledge of the methodologies and pedagogies willing to work flexible Education in Rural Areas” (as cited in Restrepo et al. (2016, n. p.). In this sense, there are some educational proposals for rural areas in Colombia for this century; some of these are: (a) ruralize educational programs and public policy, (b) design a master plan for rural education infrastructure, (c) create a program of zero illiteracy in rural areas, (d) review relevant programs of higher education for rural led by MEN (Restrepo et al. 2016, n. p.).

In relation to English teaching and learning process, in Colombia, the bilingual program stated by MEN (2004) requires teaching English as a foreign language. In this regard, Bonilla and Cruz (2013) stated “this is particularly the case in rural areas as teachers carry the responsibility of working towards the accomplishment of these goals” (p. 124). Teachers have a commitment to teach the target language allowing students to understand the importance of learning about other cultures through EFL learning.
Consequently, my proposal adjusts to the policy of MEN engaging my students in learning English to express themselves in contextualized situations while solving class tasks pleasantly. Besides, I maximized the value of having children as participants of this study, who are still naturally motivated to work on oral drills and dynamic tasks that incorporate the rural context triggering the development of two micro-speaking skills.
Chapter III

Methodological Design

In view of the contribution of contextualized worksheets inspired on the Task-based Learning approach, this chapter comprises the research and instructional designs of this study. The first portrays the research approach and type of study; the participants and data gathering instruments. The second entails the pedagogical intervention, its objectives, the theory of the nature of language and language learning, innovation, methodological approach, and the pedagogical intervention and its relationship with the research inquiry, and the instructional phases.

Research Design

Approach. According to the nature of my research study, I selected the implementation of a qualitative research approach as it allows me to collect, analyze and evaluate data based on the observations followed by the description of students’ performance throughout the communicative tasks. From Merriam’s (1998) view, “Research is, after all, producing knowledge about the world, in our case, the world of educational practice” (p. 3). Thus, action research implies observation and detailed analysis of the context of the study, and the researcher’s plan to hold it. Regarding qualitative research, Taylor, Bodgan and DeVault (2016) found “the phrase qualitative methodology refers, in the broadest sense, to research that produce descriptive data—people’s own written or spoken words and observable behavior” (p. 7). Hence, this approach fits needs and features of this study, yielding to perceive students’ behavior through my pedagogical intervention.
This type of research is an interpretative study in which “education is considered to be a process and school is a lived experience” (Merriam, 1998, p. 4). In other words, “qualitative research is an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible” (Merriam, 1998, p. 5). This approach attains the needs of my research study since it allows a better understanding of the stages students followed through their oral interaction in their natural context. Denzin and Lincoln (2000) conceived qualitative research as multi-method in focus, involving interpretive, naturalistic approach to its subject matter. Qualitative researchers study facts within their natural settings, interpreting phenomena in terms of the meanings people bring to them (as cited in Richards, 2003, p. 11). Therefore, the qualitative approach helps me understand particular situations that occur in the rural context, and the reasons students have to perform orally in this particular setting.

**Type of study.** This study followed the framework of the action research. Following Mill (2003), “Any systematic inquiry conducted by teacher researchers to gather information about the ways that their particular school operates, how they teach, and how their students learn” (as cited in Donato, 2003, p. 1). Indeed, this process is challenging for novice teacher researchers. Therefore, the progress accomplished over the process is highly rewarding.

An additional aspect of this approach refers to participants. As asserted by Wallace (2000), “Action research is conducted by teachers and for teachers. It is small scale, contextualized, localized, and aimed at discovering, developing and monitoring changes to practice” (as cited in Donato, 2003, p. 1). This type of study allows teachers to explore what is happening in or out the classroom, as researchers can analyze the participants’ characteristics and behaviors. Hence, teacher-researchers can design, implement and evaluate materials for this
purpose in a small-scale in contextualized settings. Moreover, action research occurs in the classroom where teachers can observe students’ experiences, strengths and weaknesses in detail, and make adjustments during the process to achieve better results.

An action research study implies substantiated research stages. Kemmis and McTaggart (1988) proposed “1. developing a plan for improvement, 2. Implementing the plan, 3. observing and implementing the effects of the plan, and 4. Reflecting on the effects of the plan for further planning and informed action” (as cited in Donato, 2003c, p. 1). On this basis, this type of study yields to discover a plan to innovate and intervene, and allows adjustments throughout the implementation.

**Participants.** There are two basic participants in this study: the students and the teacher-researcher and materials developer.

**Students.** The participants in this action research study were 23 seventh-graders from a public rural school, 13 girls and 10 boys aged 11-14 years. Most of them belonged to the rural context and others came from the urban area of Tabio. A large number of children were born in humble families who worked on farm activities, flower plantations and livestock. Most students were shy and were afraid of speaking English in class. Therefore, my study focused on developing oral communicative skills to perform spoken tasks, and let students enjoy the target language to communicate and interact in real situations related to their real rural life context.

In what concerns with the selection of participants, I used the convenience sampling technique based on the convenience of the researcher, due to the availability or accessibility (Stevens, 1996). In addition, Marshall (1996) argued that this qualitative sampling “has to take account not only of the individual's characteristics but also …, the context of the study” (p. 524). Therefore, I selected the participants due to their readiness to enhance oral communication
activities through contextualized worksheets. Despite their level, their remarkable positive
degree toward the class, and their spontaneity encouraged them to participate in this research study.

**Language teacher-researcher and materials developer.** In this study, I performed three different roles: as a researcher during the inquiry process, I became part of the context being studied (Hammersley & Atkinson, 1983); as a text developer, I designed assessed the effectiveness and suitability of contextualized worksheets centered on the task-based learning approach to develop students’ oral communicating micro skills, since every teacher has the potential to become a text developer (Graves, 1997; and Tomlinson, 1988). As a teacher in my daily practice, I chose and implemented the methodology and learning strategies (Harmer, 2007) to enhance students’ oral performance through communicative tasks.

**Data gathering instruments.** According to Merriam (as cited in Lankshear & Knobel, 2004), “Instruments are pieces of information found in the environment that are collected in systematic ways to provide and evidential base from which to make interpretations and statements intended to advance knowledge and understanding concerning a research question or problem” (p. 172). In this study, I selected artifacts (contextualized worksheets), field notes and video recordings like instruments to collect and analyze information that accomplish the requirements of validity, reliability and triangulation.

**Students’ artefacts.** The artifacts designed were used to complement the textbook students work throughout the classes. As defined by Burns (1999), “Artefacts are a source of documents readily available to all language teachers.” (p. 140). The artefacts involve the contextualized worksheets that contain guidelines for the development of the two oral
communication micro skills, while containing topics related to rural context and their analysis was used to find trends and draw conclusions about students’ learning process.

**Field notes.** Le Compte and Schensul (as cited in Lankshear & Knobel, 2004) stated that field notes “are written in the heat of the moment as events unfold before the researcher’s eyes and tend to be the primary data collection tool during observation” (p. 229). They are useful to collect information right at the moment that students perform the tasks. According to Burns (1999), field notes describe facts occurred within the research setting. They usually describe gesture, attitudes, and additional details related to students’ interactions and reactions to later organize and organize into reflections.

**Video recordings.** Finally, I collected information through video recordings. As remarked by Burns (1999), this technique registers valuable accurate details of students’ class interactions, and complementary information, which teachers cannot observe during the class. This instrument was used most of the time through the while-speaking and post-speaking stages to record students’ pair and group work. For this reason, I asked parents to sign a consent letter, allowing the children to participate in the study, to avoid illegal procedures or ethical problems during the implementation.

**Instructional Design**

This section portrays the instructional design involving the pedagogical intervention, its main and specific objectives; the intervention as an innovation; the theory of the nature of language and language learning; the methodological approach that lies beneath this pedagogical intervention; the relationship of this pedagogical intervention with the research concern. Besides, it describes the instructional phases to implement the pedagogical intervention. At the end, there
is a sample of a worksheet of this pedagogical strategy. All strategies and materials aimed at improving two oral micro-skills through the implementation of six contextualized worksheets.

**Pedagogical intervention.** The class material consisted of six contextualized worksheets, centered on the TBL approach, to enhance two oral communication micro-skills in seventh graders in a rural context.

Indeed, these contextualized materials met the needs of this particular setting where the level of English is low, and the curriculum and the teachers neglect oral communication, which is a serious problem to solve. As Núñez et al. (2009) asserted, “Innovative didactic materials that address students’ language learning needs and goals raises attention, enhances motivation and so boosts effective learning” (p. 19). Therefore, working on these worksheets will gradually nurture students’ oral communication to express their thoughts and ideas around rural daily activities held inside and outside the classroom. Thus, I expect my students to be able to speak and express themselves in English and interact with others when implementing the worksheets as an innovative way to learn, and enjoy English classes.

In relation to the SLA principles relevant to these contextualized learning materials, I chose five as envisioned by Tomlinson (1998). One of this is novelty, to impact students’ attention to discover new issues. Another one is variety, to encourage imagination and avoid monotony. Besides learning, productive materials increase self-confidence and provide students with opportunities to communicate in L2, bearing in mind the students’ learning styles, providing them with the corresponding feedback, and fostering students’ self-investment. This last principle aimed at promoting the conscious application of learning strategies under the overt or explicit model of strategy instruction (Chamot, 1999). In the end, the aim of the study was to provide the students with a space for autonomous learning and discovery, and broaden the
teachers’ awareness of a wide range of resources and opportunities to get a betterment of learning.

The structure of the contextualized worksheets proposed consist of three main sections: pre-while- and post-speaking tasks centered on the TBL approach to develop students’ two oral communication micro-skills in a rural context. I allowed myself to make some adaptations of this model to the level of learning and needs of students in their rural context. Following Canagarajah (2002), “Although the method may change… teachers will work with the same pedagogical paradigm…they would tailor it to suit their specific purposes and needs by incorporating the necessary features from the context” (p. 138). In the same sense, Riddell (2014) affirmed “it is also worth remembering that the precise staging of a TBL lesson may vary, as long as the basic principles of the lesson remain in terms of completing a task and building on language use” (p. 59). These assertions benefited the idea of implementing this approach through the contextualized worksheets proposed for the pedagogical intervention of this study.

Giving my previous argument, the adaptations I made to the TBL framework proposed by Willis (1996), shown in the comparative table below:

Table 1

Task Based Learning Adaptation

<table>
<thead>
<tr>
<th>Task Based Learning</th>
<th>Task Based Learning for Contextualized Worksheets (to develop two oral micro-speaking skills)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jane Willis’ Framework</td>
<td>Pre-speaking as an introduction to the topic with contextualized vocabulary and expressions.</td>
</tr>
<tr>
<td>Pre-Task as an introduction to the topic and the task</td>
<td>While-speaking: tasks completed in pairs and group work.</td>
</tr>
<tr>
<td>Task-cycle: task, planning and report</td>
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</table>
These adaptations aimed to give the students the opportunity to work on the tasks during the while-speaking stage longer and get a better understanding of what they had to do in the final stage. In the planning, the teacher expected the students to rehearse the learned vocabulary and expressions learned, and incorporate them in their interventions in the report stage. Despite their basic level of English, the tasks designed aimed at allowing students to learn key expressions and ask for new vocabulary required to start a short conversation or a description. In addition, teacher modeling and monitoring is contemplated both in the while and the post-speaking stages, in absence of a contextualized tape script or a native-speaker model. These changes were planned considering that this was the first time the students faced an oral presentation in front their classmates while being video-recorded. Once the students finished performing each worksheet, the teacher provided feedback focused on meaning of structured expressions and contextualized vocabulary, followed by a self-reflection on the post-speaking stage, and a self-assessment section of the aspects related to the main constructs informing the current study.

**Main instructional and specific objectives.** The main objective of this pedagogical intervention was to implement and develop six contextualized worksheets to enhance oral micro-skills in a group of seventh graders of a public rural school.

To frame this pedagogic strategy, I stated five specific objectives, as follows. (a) To sensitize students regarding the importance of improving their oral communication micro skills. (b) To encourage students’ oral communication development through contextualized materials. (c) To boost a friendly learning environment to persuade students use English in daily communicative situations. (d) To provide students with samples of communicative tasks they can
manage to interact in their daily life situations. (e) To foster students’ knowledge and the use of English to express real experiences orally in their particular context.

**Intervention as an innovation.** It is worth identifying different definitions of this concept. Nicholls stated that “an innovation is an idea, object or practice perceived as new by an individual or individuals, which is fundamental in nature and is planned and deliberate” (as cited in Markee, 1992, p. 231). This concept guides activities proposed turning them into a new way to acquire knowledge. These contextualized worksheets developed with my students were innovative inside and outside the classroom while exploring situations about the rural context.

Innovations also aimed at promoting changes in pedagogical resources, methodologies and ethical aspects. In respect of change, Markee (1992) pointed out “change in pedagogical material, approaches, and values” (p. 231). There is another definition that relates innovation to change in the role of the teacher’s pedagogical practice:

Innovation has a major role in MD and that teacher-developed materials can be seen as an innovative practice in the EFL classroom … [as materials] constitute a true resource for teachers to respond to students’ needs and foster institutional innovation in language teaching (Nuñez et al. 2012, pp. 24-25).

These scholars argued the need of a qualitative change, which implies to innovate and adjust its characteristics to the learners’ context. The abovementioned worksheets included features, resources and students’ daily activities performed in their real setting. Additionally, I deemed important to clarify the implications of innovation. According to De Lano and Riley (1994), “An innovation involves a change which can occur on a variety of levels from the individual up to the program… innovation is not an isolated event but a cyclical process of revision; an innovation should constitute improvement” (p. 487). Thus, creating materials
implies recurrent revision, adjustment and innovation to enhance discipline knowledge and creativity.

**Theories of the nature of language and language learning.** The theory of the nature of language that informed my study was the interactional view. According to Richards and Rogers (2001), “Language is the vehicle for the realization of interpersonal relations and for the performance of social interactions among individuals” (p. 21). Likewise, Núñez (2011) argued that interactional view emphasizes the creation and maintenance of social relationships; the TBL approach frames patterns of exchange and interaction concerned with my study as one objective is to allow students’ interaction in situations where they can improve social relationships.

Nevertheless, in the English program of my school, there is a noticeable trend to manage the structural view as teachers mainly emphasize the use of grammatical structures, lexical units and lists of vocabulary. Although the use of a textbook provides a series of activities directed to develop the four communicative skills, most class activities involve grammar structures out of context. Accordingly, teachers need to implement effective and interactive language teaching built on students’ needs to focus their attention on the use of language to convey authentic messages and behave spontaneously, as they do in real-life situations. The TBL approach allows planning and implementing a whole strategy to develop contextualized worksheets with meaningful oral tasks to enhance the language communicative functions according to the situations, and the use of facial gestures and nonverbal language, likewise, it is one of the approaches proposed by MEN (2016) in the suggested curriculum.

The theory of language learning underlying my study is the role of affect. In Tudor’s (2001) words, “If students enter the classroom with a positive predisposition to the language or to the learning process, there is a good chance that productive learning can be achieved” (p. 96).
Therefore, affect had a relevant role in my study since my seventh-grade children still needed affection, love and trust to feel comfortable when they tried to understand and perform activities. In this regard, as Núñez et al. (2009) stated, “Teachers can facilitate students’ learning process by stimulating different positive emotional factors such as self-esteem, self-value, empathy and motivation” (p. 21). Similarly, Berman (1999) found “experiences charged with strong emotions or feelings are more likely to be retained in the long-term memory (as cited in Núñez, 2011, p. 6). Hence, affection was crucial to attain effective learning.

Methodological approach underlying the pedagogical intervention. This pedagogical intervention considered the principles of the TBL learning that according to Richards and Rogers (2001) refers to an approach based on tasks that involve students in meaningful and natural communication. Thus, the tasks become the main part in the organization and planning of a language course. In the same line of thought, Ellis (2005) claimed that teachers must involve students in authentic class activities of communication, in which the language is the learning instrument to attain fluency, accuracy and grammatical competence. In other words, it is a good command of notional-functional approach. In this sense, considering that my study seeks to strengthen two speaking micro-skills (i.e., the communicative function and nonverbal language use) the aforementioned view has relation with the goals I posed in my research study.

On basis of TBL, this study allowed students to interact and share real-life situations in their rural context. According to Prabhu, students are more likely to learn when performing a task, than learning by linguistic and non-contextualized problems (as cited in Duran, 2015, p. 30). Similarly, Larsen-Freeman (2000) stated that, “TBL is an approach highly beneficial for students to be provided with a natural context for language use ... as well as abundant opportunity for student-student and student-teacher interaction” (p. 279). I deem this is the best
approach to provide students with opportunities to express their feelings in familiar situations. The goal is to enable students to make sense of and perform a communicative task, which is the expected outcome.

**Relation of the pedagogical intervention with the research question or inquiry.**

Researchers, as claimed by Richards (2006), “Can extrapolate from research a set of principles that can be used to support particular pedagogical approaches” (p. 8) and to accomplish a productive work, I followed these instructional principles throughout the implementation of the lesson plans, in my case, worksheets.

The pedagogical strategy of this research study addresses my research question: How do seventh-graders develop two oral communication micro-skills through contextualized worksheets centered on the TBL approach in a public rural school? To do so, I intended to create a comfortable language-learning environment by developing communicative tasks in which students can interact using English vocabulary and language functions in their rural context.

In accordance with TBL cycles, and following Willis’ framework (1996), the worksheets were implemented inside and outside the classroom and the school because of the wide space of the rural context. I mainly focused on three specific scenarios to develop the worksheets; first some areas around the school, including the river and a farm; then, the students’ family members and routines; finally, school activities outside the classroom and friends.

**Instructional stages.** The instructional design consists of seven phases. The first, related to the identification of students’ needs and interests, in regard to the speaking process; it means that before applying the pedagogical strategy, I designed and conducted a survey, and analyzed reflections extracted from the teacher’s journal to identify the students’ perceptions, needs an interest in materials and oral communication aspects on activities that deal with the rural setting
The proposed material development framework, which was the result of comparing and contrasting the existing MD frameworks to build my own proposal (see Table 2). The third one had to do with the informed consent in which, as a researcher, I informed the administrative staff of the school, invited students to participate in my research study and I asked their parents for permission, (see appendix C). The fourth phase dealt with sensitizing my students about what I expected them to attain through the pedagogical intervention. The fifth phase was the piloting of the first worksheet, with a group of students under the same learning conditions and context for adjustment and improvement. The sixth phase was the envisioning of implementing the materials (worksheets) that consider the hands-on work or putting developed materials into practice. Finally, the seventh phase was the evaluation of the whole process, focused on the theoretical foundations that informed the pedagogical intervention, for finely-tuned adjustment and improvement.

**Proposed material development framework.** After a thorough revision of the MD field literature, I present a contrastive summary of features suggested by different scholars, as shown in Table 2 below. Therefore, this study considers frameworks and theoretical foundations to design and implement materials, which in turn, strengthen and inspire research in the field of materials development (Graves, 1996; Jolly & Bolitho, 1998; Masuhara, 1998; Masuhara, 2004; Núñez, Pineda & Téllez, 2004; Núñez & Téllez (2009); Núñez, Téllez, Castellanos & Ramos, 2009; and Núñez, Tellez & Castellanos, 2012).

Table 2

*Comparative Frameworks for Materials Development*
<table>
<thead>
<tr>
<th>Author</th>
<th>Framework</th>
<th>Number of components or stages</th>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graves (1996)</td>
<td>Framework of components</td>
<td>Seven (7)</td>
<td>Needs assessment</td>
<td>Consideration of resources and constraints</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Defines goals and objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conceptualizing content</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Selecting and developing materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organization of content and activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Determine the goals and objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Methodology of the materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Testing and evaluating</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pedagogical realization of materials finding appropriate exercises and activities</td>
<td>Contextual realization of the proposed new materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physical production</td>
<td>Exploration of the problem, defines what skills, what functions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(Production and use of the material by students)</td>
<td></td>
</tr>
<tr>
<td>Núñez, Pineda, and Téllez</td>
<td>The process of Course and Material Design</td>
<td>Five (5)</td>
<td>Needs analysis</td>
<td>Learning/teaching activities</td>
</tr>
<tr>
<td>(2004)</td>
<td></td>
<td></td>
<td>Objectives</td>
<td>(What activities do the materials require students perform? Type of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Which skills should materials aim at?</td>
<td>participation).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Selection and sequence (what tasks, what content)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment and evaluation of goals achieved</td>
<td></td>
</tr>
<tr>
<td>Núñez and Téllez (2009)</td>
<td>Essential components in the process of creating and adapting Materials</td>
<td>Seven (7)</td>
<td>Needs assessment</td>
<td>Resources and constraints</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Selecting goals and objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Selecting and developing materials and activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organizing content and activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluation</td>
<td></td>
</tr>
<tr>
<td>and Ramos (2009)</td>
<td></td>
<td></td>
<td>Developing the material</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(anything teachers want to do: create or adapt)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Revising and evaluating the materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Piloting the materials</td>
<td></td>
</tr>
<tr>
<td>Núñez, Téllez and Castellanos</td>
<td>MD framework</td>
<td>Seven (7)</td>
<td>Needs assessment</td>
<td>Making adjustments</td>
</tr>
<tr>
<td>(2012)</td>
<td></td>
<td></td>
<td>Identifying the method and the approach underlying the materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Selecting goals and objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Selecting and organizing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Content</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Organizing activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Asssessing</td>
<td></td>
</tr>
</tbody>
</table>
The scholars cited above partially agree on the identification of needs, establishment of objectives defining the methodological approach, the selection of content and activities; the physical production or development of the activities; and revision, evaluating or assessing the materials. However, Graves (1996) included resources and constraints. Masuhara (1998) considered the design of a syllabus, and Jolly and Bolitho (1998) added the identification of a problem and the contextual realization of the proposed new materials, (exploration of the problem, defining what skills, what functions). Núñez et al. (2004) embraced the learning and teaching activities, the materials required students to perform, type of participation, and the students’ use of background knowledge; Núñez and Téllez (2009) considered resources and constraints; finally, Núñez et al. (2009) and Núñez et al. (2012) incorporated adjustments. Thus, the pedagogical challenge was to come up with my own proposal of MD rationale.

Therefore, I decided to build up contextualized materials according to my population within the rural context, being respectful of their ideology, habits, English level, feelings and thoughts. Consequently, I propose the IDSAPUE framework, which arose from the comparison and contrast of the existing frameworks, and allowed me to identify and analyze the most relevant aspects to consider and apply to the rural context. This proposal was developed through the creation of the six contextualized worksheets and entailed seven phases as follows:

**Identify students’ needs and interests, making a diagnosis:** To determine students’ English level. **Define objectives and goals** to state skills or micro-skills that the contextualized worksheets aim at. **Select the content** according to the curriculum of the school, the textbook (if necessary) and relate topics with rural context and its requirements, to develop materials. **Align**
the creation of suitable materials responsive to rural context. Pilot materials: contextualized workshops or worksheets. Use the materials, implementing the selected methodological approach. Evaluate the whole process making adjustments and improvements to the tasks proposed in the worksheets.

With so many aspects to consider, text developers may find it complex to guarantee the design of appealing and motivational materials. Concerning motivation, Richards (2006) suggested some principles to generate and maintain students’ motivation and connect the task to their contextual reality aiming at attaining a successful learning process (see Table 3). Therefore, these motivational features were essential to the process of creating the worksheets for the classes in the rural context, according to the proposed IDSAPUE framework.

Table 3
Motivational Features for the Pedagogical Strategy

<table>
<thead>
<tr>
<th>Richards’ motivational strategy features</th>
<th>Relation with my Pedagogical Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Connect students can relate all tasks to their own experiences</em></td>
<td>Rural context is part of their real life and the activities it demands.</td>
</tr>
<tr>
<td><em>Connect students are provided with adequate preparation and support for tasks</em></td>
<td>Students had an adequate background to develop tasks and the teacher engages them with these tasks.</td>
</tr>
<tr>
<td><em>Connect tasks are varied</em></td>
<td>There was a set of varied activities about the river, the animals, their homes, the school, the rural context.</td>
</tr>
<tr>
<td><em>Connect games and game-like activities make learning fun</em></td>
<td>Proposed activities granted students to enjoy the tasks and get as much fun as possible because they are still young children.</td>
</tr>
<tr>
<td><em>Connect personalization tasks for students to use target language to speak about themselves</em></td>
<td>Descriptions, routines, personal presentations, introducing people, describing places allowed students to speak about them.</td>
</tr>
</tbody>
</table>

Source: Richards (2006, p.10)
Once the materials were tailored following the proposed MD framework for the rural context, the next instructional phases and their content occurred as described below.

**Informed consent.** I informed students of the research study and its pedagogical intervention. In doing so, I answered students’ questions in regard to the study. I gave my students a consent letter to read. However, as my students are children, their parents signed it allowing them to participate in the study. I also wrote a letter to the principal of Diego Gómez de Mena School, asking for his approval to conduct this study. (see Appendix C). Finally, I did emphasize on the fact of keeping information in strict confidentiality for research purposes exclusively.

**Sensitization.** Students were acquainted with the pedagogical intervention and with the details of timing and the way to present and develop the worksheets. Besides, I highlighted the importance of contextualized tasks based on their rural context encouraging students to get familiar with the methodology underpinning this implementation and the data gathered instruments.

**Implementation of the materials.** During this phase, I implemented six contextualized worksheets, starting with some warming up questions to engage students both emotionally and cognitively with the topic and to encourage them to use the English language. All the learning tasks proposed in the worksheets included pre, while and post speaking tasks informed by the selected SLA, to be implemented in the instructional phases as described below:

I developed six contextualized worksheets for this pedagogical intervention whose ultimate purpose was to start from the less complex tasks and gradually move to the most demanding ones. These worksheets were to be worked in three sessions of ninety minutes each, which implied that the whole intervention totaled 18 sessions. The English program of the institution regularly allotted three hour-sessions per week for English classes, and the pedagogical
intervention was not expected to burden students with extra tasks that would result in exhausting or hindering students’ production. Hence, I planned to implement a worksheet for two weeks, which covered an intervention period of twelve weeks to be distributed along an interval of three months. However, the implementation of each worksheet took extra time that I had to negotiate with my colleges, who teach other subject matters, for the completion of the intervention.

Having mentioned the process of implementing the contextualized materials, it is worth describing the implementation of the sample worksheet (Worksheet No. 1 below) called “A journey to our river”. In the Previous knowledge phase, or pre-speaking stage, I posed some questions inviting students to think of meaning associated with real pictures, using the learning strategy for eliciting words in a context. Students used vocabulary to complete a puzzle and complete ideas about the landscape around the river.

Throughout the while-speaking tasks, the students went to the river and worked in pairs, and then in groups representing activities that people do in a river, through body language (mime) initially. In addition, they expressed if these activities were correct or incorrect. During the post-speaking stage, still in the river, they rehearsed and then reported their ideas about the importance of the river to this community following some model expressions teacher gave them. Then, they acted out in front of the class, and shared activities around the river. The worksheet included pre, while, and post-speaking activities. Finally, in the language focus, (the post-speaking stage), the teacher gave feedback on the most relevant vocabulary and expressions and at the same time, students made a reflection on their final presentation and experience. At the end, students completed a self-assessment hybrid text where they analyzed items referred to the four theoretical constructs informing the study. Besides, all the events previously mentioned, a camera assistant recorded the students’ interactions.

**Sample of Worksheet No.1: A Journey to Our River**
Worksheet #1

A Journey to Our River

✓ Do you know this place?
✓ Where is it located?
✓ What is the name of this river?
✓ Do you like going to the river?
✓ Who are the people in the picture?

Developed by María Isabel Munévar Jerez
General Objective:

- To describe the landscape around the river and mention the importance of protecting it to improve the community's life style.

Specific Objectives:

- To identify different activities people can do in the river.
- To use vocabulary related to landscape around the river.
- To express short ideas about the importance of rivers in people's life.

Pre-Speaking (In the classroom)

Learning strategy: Eliciting words in a context.

1. Label the pictures below and answer these questions:
   a. What can you see in the pictures?
   b. How many animals are there?
   c. What is the duck doing?
   d. What is the butterfly doing?

Tip:

If necessary, ask these questions:
What is the meaning of ___? And How do you say ___ in English?

Developed by María Isabel Munévar Jerez
2. Work in groups to find nine (9) words in the puzzle below. Use the words in the box.

<table>
<thead>
<tr>
<th>tree</th>
<th>frog</th>
<th>duck</th>
<th>fish</th>
<th>hare</th>
</tr>
</thead>
<tbody>
<tr>
<td>plants</td>
<td>flower</td>
<td>water</td>
<td>web</td>
<td></td>
</tr>
</tbody>
</table>

In the river we can find a...

<table>
<thead>
<tr>
<th>F</th>
<th>B</th>
<th>C</th>
<th>H</th>
<th>A</th>
<th>R</th>
<th>E</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>E</td>
<td>R</td>
<td>T</td>
<td>L</td>
<td>P</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>X</td>
<td>F</td>
<td>L</td>
<td>O</td>
<td>W</td>
<td>E</td>
<td>R</td>
<td>S</td>
</tr>
<tr>
<td>E</td>
<td>C</td>
<td>A</td>
<td>B</td>
<td>E</td>
<td>L</td>
<td>A</td>
<td>H</td>
</tr>
<tr>
<td>K</td>
<td>R</td>
<td>E</td>
<td>V</td>
<td>B</td>
<td>R</td>
<td>E</td>
<td>T</td>
</tr>
<tr>
<td>C</td>
<td>P</td>
<td>L</td>
<td>A</td>
<td>N</td>
<td>T</td>
<td>S</td>
<td>O</td>
</tr>
<tr>
<td>U</td>
<td>E</td>
<td>F</td>
<td>R</td>
<td>O</td>
<td>G</td>
<td>S</td>
<td>H</td>
</tr>
<tr>
<td>D</td>
<td>S</td>
<td>E</td>
<td>R</td>
<td>E</td>
<td>T</td>
<td>A</td>
<td>W</td>
</tr>
</tbody>
</table>

**Learning strategy:** Placing words in context.

3. Complete these sentences with the vocabulary in the puzzle.

a. The________is green and small.
b. The________is yellow and black.
c. The________is blue and yellow.
d. The________are red and perfumed.
e. Our________is long and beautiful.
f. We like________and________of the river.
g. The________is fast, it looks like a rabbit.
h. The spider is in the________.
i. The________are green, tall and they have many leaves.

Developed by María Isabel Munévar Jerez
While-Speaking (Outside-In the river)

**Learning strategy:** Using gesture to express what you need.

1. While walking to the river, practicing with your classmates and the teacher the question:

   *How do you say __________ in English?*

2. With a partner, talk about the activities you can do by/near/ in Rio Frio.

   **Example:** S1: In the river, I can swim.
   
   S2: By the river, I can go camping.

3. Now, get into groups of six. The teacher puts the name of the actions in a bag (see the Word Bank). Take turns to mimic the actions you can do in the river in front of the group. The students, who guess correctly, continue with the activity. Look at the following pictures to get ideas.

   ![River Activities Images]

   **Note:** Teacher can say the vocabulary aloud and students identify the action.

   **Word Bank**

   - share with friends
   - go camping
   - play volleyball
   - play with water
   - go on a picnic
   - go jogging

   - run
   - jump
   - fish
   - swim
   - cook over the fire
   - make a fire

   Developed by Maria Isabel Munévar Jerez
4. Now compare the previous pictures with these ones. Decide whether they are correct (✓) or incorrect (✗). Use complete sentences to say whether the action is correct or incorrect and complement it with a gesture (✓ ✓).  

Pictures taken from:  
https://www.google.com.co/search?q=imagenes+reales+de+rios+con+desechos+y+animales

a. To throw garbage ( )  
b. To leave dead animals ( )  
c. To take care of animals ( )  
d. To throw gasoline and oils ( )  
e. To protect plants ( )  
f. To wash cars ( )  
g. To wash clothing ( )  
h. To collect flowers ( )  
i. To breath pure air ( )  
j. To throw industrial waste ( )

Post-Speaking (Outside- In the river)

Learning strategy: Combining elements in new ways to produce a longer sequence or sentence.

1. Work in groups. Complete and read the following ideas aloud.

5. Rio Frio is important because in it I can ______________________

6. I like Rio Frio because there are __________, __________ and __________

7. We have to protect Rio Frio because ______________________

8. Rio Frio is long; it is near/far from my house/school ______________________

9. People have to protect the river because there are ______________________

2. In the same groups, think about the importance of our river to this community and answer this question orally: Why is it important to protect our river? Use the following model:

- It is important to protect Rio Frio because in it we can fish.
- It is important to protect Rio Frio because in it we can jump.

Developed by María Isabel Munévar Jerez
3. Re-organize groups. Select one of the following activities, represent it and describe the landscape around the river. Mention the importance of protecting it to promote a better community's life style. The rest of the class takes notes regarding similarities and differences of their classmates' presentation and their own ones. Also, make suggestions to improve their work. These are some ideas:

- We share activities like ..., but we differ in ...
- You can improve your presentation with ...

- go camping
- make a picnic
- play volleyball
- go swimming and splashing
- have a fire and share with friends
- play the guitar and sing
- play with a float
- cook over the fire
- go swinging

Some of these pictures were taken from https://www.google.com/search?q=image&sourceid=chrome&ie=UTF-8&hl=es&start=0&num=200&safe=off&tbm=isch&sa=X&ved=0ahUKEwjw6OG_Ew3zAhXpjhcKHWI9C5AQ_AUI0A&biw=1536&bih=862

Developed by María Isabel Munévar Jerez
4. Let’s reflect. In the same groups discuss the experience of working on your final task and choose the best option. Justify.

a. The final presentation (or outcome) allowed us to:

- become confident to speak in front of the class.
- socialize our ideas about the importance of protecting Rio Frio with the class.
- value our rural context as a significant resource to explore and learn.

b. The process of creating the final presentation allowed us to:

- work and interact in groups.
- listen to and take into account our classmates’ opinions/ideas/thoughts.
- learn English while having fun.
## Self-assessment

<table>
<thead>
<tr>
<th><strong>My worksheet...</strong></th>
<th><strong>It does</strong></th>
<th><strong>It can be better</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>offers a variety of oral communication tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ofrece una variedad de tareas de comunicación oral.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has an attractive design and eye-catching photographs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tiene un diseño atractivo y fotografías que captan la atención visual.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has a useful content.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tiene un contenido útil.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>considers my needs, preferences and learning styles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>considera mis necesidades, preferencias y estilos de aprendizaje.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>promotes the application of learning strategies that help me do or solve the tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>promueve la aplicación de estrategias que me ayudan a hacer y resolver tareas.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sequences the learning activities gradually so that I can learn in a relaxed way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sequence gradual de actividades que me permiten aprender de manera descomplicada.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>provides opportunities to learn from both my classmates and teacher’s observations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>promueve oportunidades para aprender tanto de mis compañeros como de las observaciones de la profesora.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Learning in a rural context...

<table>
<thead>
<tr>
<th><strong>Aprender en un contexto rural...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps me use vocabulary related to actions people can do in Rio Frio river.</td>
</tr>
<tr>
<td>me ayuda a usar vocabulario relacionado con actividades que la gente puede hacer en el río.</td>
</tr>
<tr>
<td>allows me to express short ideas about the importance of rivers in people’s life.</td>
</tr>
<tr>
<td>me permite expresar ideas cortas sobre la importancia del río en la vida de las personas.</td>
</tr>
<tr>
<td>lets me describe the landscape around the river and the importance of protecting it for the community’s life.</td>
</tr>
<tr>
<td>me permite describir el paisaje alrededor del río y la importancia de protegerlo en la vida de la comunidad.</td>
</tr>
</tbody>
</table>

Developed by María Isabel Munévar Jerez.
<table>
<thead>
<tr>
<th>Helps me to identify different activities people can do in the river.</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do</td>
<td>I can improve</td>
</tr>
</tbody>
</table>

| To develop my oral communication...  
*Para desarrollar mi comunicación oral...* |  |
| --- | --- |
| I accomplish the communicative functions according to the situation, participants, and goals.  
*Logro funciones comunicativas acordes con la situación, participantes y metas.* |  |
| I use facial features and body language to complement verbal language and convey meaning.  
*Uso gestos faciales y lenguaje corporal para complementar el lenguaje verbal y transmitir un significado.* |  |

| The task-based learning approach...  
*El enfoque basado en tareas...* |  |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>It does</td>
<td>It can be better</td>
</tr>
</tbody>
</table>
| Makes me use the target language to achieve a particular outcome within my rural context.  
*Me hace usar el nuevo lenguaje para alcanzar un resultado particular dentro de mi contexto rural.* |  |
| Promotes materials (worksheets) didactically designed around a series of authentic tasks.  
*Promueve materiales (talleres) que son diseñados didácticamente alrededor de una serie de tareas auténticas.* |  |
| Gives me opportunities to experience and use the language to interact in real situations.  
*Me da oportunidades para experimentar y usar el idioma e interactuar en situaciones reales.* |  |

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Developed by Maria Isabel Munévar Jerez
Chapter IV

Data Analysis and Findings

In view of the aim of the present study to assess the effectiveness of contextualized worksheets centered on the task-based language learning approach to enhance students’ oral communication, I used students’ artifacts, teacher’s field notes and video recordings as data gathering instruments. This chapter portrays the findings emerged from the analysis of data collected during the implementation of the pedagogical intervention.

Data Analysis Procedures

At this stage, it is essential to highlight that data analysis followed the grounded approach principles. This theory, as conceptualized by Strauss and Corbin (1994), “Is a general methodology for developing theory that is grounded in data systematically gathered and analyzed” (p. 273). The grounded theory is, according to Strauss and Corbin, “Inductively derived from the study of the phenomenon it represents” (as cited in Chamot, 1999, p.23). Thus, the results emerged from the information collected, which organized through the color coding technique, and later interpreted, reduced and analyzed in light of relationships among them. In this regard, with the data analysis, I identified recurrent commonalities, similarities and relationships relevant to my research question.

To organize and develop the analysis, first, I went over information from students’ artefacts; next, I explored data from the teacher’s field notes. Then, I examined information from the video recording transcriptions; in this part of the evidence, the data appear with the corresponding time in which they were recorded to give the transcription a greater formality. Finally, I printed all data for better handling. After having all data organized, I used a coding
procedure to find relevant issues. Hence, I used the color coding technique with each instrument. In this regard, Stottok et al. (2011) stated that this technique “helps researcher to move quickly from open to focused coding, and to develop categories and sub- categories at an early stage” (p.10). Thus, I labeled my data by using four different colors for each construct of my research question: Material development (red), task based approach (orange), oral communication (blue) and rural context (green), to observe which parts of the transcriptions illustrate subcategories that feature the final research categories and their significance to answer the research question.

Another technique to establish the validity of a qualitative study is the triangulation as a strategy to reduce bias. According to Marshall and Rossman (1989), this is “the act of bringing more than one source of data to bear on a single point” (p. 146). In this study, data triangulation is based on three instruments previously mentioned. Thus, I used the theoretical and methodological triangulation strategies. The first one uses multiple perspectives and theories to support the collected data. In this regard, Denzin (1978) stated that “approaching data with multiple perspectives and hypotheses in mind ...various theoretical points of view could be placed side by side to assess their utility and power” (pp. 239-240). It means that the theoretical triangulation builds on different theories to back up the findings, the categories and subcategories of the results obtained and their corresponding analysis. On the other side, we have the methodological triangulation; Denzin (1989) affirmed that it involves using different data collection modes, such as observation, interview, and document analysis. In other words, this type of triangulation uses multiple ways to collect data, and thus to study the problem. Hence, it allows recognizing patterns presented in the evidence from each instrument.
Therefore, I coded, labeled and analyzed all the information collected with the three instruments. Once I developed the process of data analysis, I identified four categories and sub-categories as follows:

**Research Categories**

Table 2. 
*CATEGORIES AND SUB-CATEGORIES FOR THE RESEARCH QUESTION*

<table>
<thead>
<tr>
<th>Research Question</th>
<th>Categories</th>
<th>Subcategories</th>
<th>Salient issues / recurrent patterns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research Question:</strong> How do contextualized worksheets centered on Task-Based Learning (TBL) approach develop seventh grader’s two oral communication micro-skills in a public rural school?</td>
<td>Accomplishments of contextualized materials</td>
<td>• Building empathy with the materials</td>
<td>• Suitable and effective contextualized materials:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applying learning strategies</td>
<td>• Achieve impact through novelty, variety, attractive presentation, and appealing content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Help learners develop self-confidence.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Facilitate student self-investment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Provide opportunities for communicate purposes in the target language. Considers students' different learning styles.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Application of learning strategies.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Shortcoming, failing to fully explicit learning strategy use.</td>
</tr>
<tr>
<td></td>
<td>Experiencing the English language through TBL</td>
<td>• Connecting to English through authentic tasks in a rural context</td>
<td>• Uses the target language to attempt to communicative outcome in authentic in a real context.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practicing English in real situations</td>
<td>• Fosters the work on authentic tasks.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Provides opportunities to experience and use the language to interact in real situations.</td>
</tr>
<tr>
<td></td>
<td>On the path to communicate daily activities</td>
<td>• Achieving communicative functions</td>
<td>• I accomplish the communicative functions according to the situation, participants, and goals.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Resorting to non-verbal language</td>
<td>• I use facial features and body language to complement verbal language and convey meaning.</td>
</tr>
<tr>
<td></td>
<td>The rural setting: A source to connect English learning with real experiences</td>
<td>• Fostering the use of vocabulary related to rural daily activities</td>
<td>• Fostering the use of vocabulary related to rural routines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Elaborating short ideas and descriptions of meaningful rural situations</td>
<td>• Elaboration of short ideas and descriptions of meaningful rural situations.</td>
</tr>
</tbody>
</table>
Data collected and their analysis allowed me to identify recurrences and patterns, and conducted me to establish research subcategories and categories. In this sense, Fetterman asserted that the researcher “begins with a mass of undifferentiated ideas and behaviour, and then collects pieces of information, comparing, contrasting, and sorting gross categories and minutiae until a discernible pattern or behaviour becomes visible” (as cited in Lankshear & Knobel, 2004, p. 305). Hence, considering my research study aimed at exploring how contextualized worksheets centered on the TBL approach to develop two oral communication micro-skills in a rural public school, I identified four different categories that consolidate all the information gathered from three instruments.

**Accomplishments of contextualized materials.** Regarding the benefits and shortcomings of the contextualized worksheets, several scholars agreed on the fact that contextualized materials provoke students’ learning as they feel identified with the task developed, and the teacher is decisive for this purpose. In this regard, Crowford (2002) assured that “teacher is prepared to adopt an interpretive rather than a transmissive methodology and to adapt materials to the context in which learning is taking place” (p. 87). Accordingly, I created materials, in which students were the main characters and felt important during their learning process. Similarly, Nuñez and Tellez (2009) stated that “effective materials make learners feel comfortable and confident because both the content and type of activities are perceived by them as significant and practical to their lives” (p. 184). Therefore, the tasks students developed in this implementation attempted to highlight daily activities they do in rural context as illustrated later. This category yielded two subcategories: *Building empathy with the materials and applying learning strategies*, which are analyzed, evinced and supported theoretically below.
Building empathy with the materials. When the students received the materials, they expressed happiness and curiosity to see it from the beginning to the end. First, it was new to them, and second, because the layout was eye-catching too. Rutter (1998) claimed that

When you begin the creative process, you follow a basic structure using the essential instruments of type, color, paper and format; along with a pinch of intuition and a dash of inspiration … the best layouts reveal that the designer trusts his or her instincts to know what is appropriate for the intended audience. (p. 4)

The excerpts below are evidence of the way students built empathy with the materials developed to be implemented in the EFL class.

(Students’ Artefacts, Worksheet No. 2 “In Rio Frio we take care of animals” and self-assessment)
They were willing to see and work with the first worksheet where they appeared. They wanted to do the activities because of the photos were taken and because they liked to go to the river. [sic]

(Field notes worksheet No. 1)

They liked and enjoyed the song, also the activity when they imitated sounds of some animals. Most of them laughed when they saw themselves again in the photos. [sic]

(Field notes worksheet No. 2)

0:01:40 T: What kind of animal do you have? In English S6: Dog, cat, pig S2: Cow, how do you say “cabra” T: Goat

0:02:55 T: What is your favorite animal? S9: My favorite animal is dog

0:03:18 T: What is your favorite animal? S3: Is the rabbit

0:05:37 T: B…, do you have a pet at home? S5: yes T: What kind of animal? S5: My pet is dog [sic]

(Video transcription Worksheet No. 2)

The students’ artifacts and their corresponding self-assessment, and the field notes show how the students connected with the materials, especially because of their layout, content and activities (Worksheet No. 2); thus, they were willing to see themselves in the pictures that made part of the daily-life activities in the rural setting since the real and full-color pictures caught their attention and interest; similarly, the eliciting or prompting questions on the first page of this worksheet, played a key role in raising students’ curiosity, expectation and eagerness to answer them. The video transcription ratifies the students’ connection and response to the proposed task, since most of them like animals and have pets at home, they were eager to ask and answer questions about their pets. According to Lamb (2011), “Visual appeal is key not only in its ability to grab the interest of your reader but also to help the readers remember the details of your message” (p. 14). Thus, when students worked on the second worksheet, for example, they showed interest in knowing how to say the name of their pets and favorite animals, and participate describing them, an issue made evident in the video transcription when S2 asked for the word to name his pet in English, and the teacher provided the word, a goat. Tomlinson (1998) found that suitable and effective materials are those that inspire not only cognitive, but also emotional connections. This issue is evident in the first pre-speaking activity and the teacher’s field notes, when the students expressed fondness and got excited about the song. In consequence, the students’ enthusiasm and
happiness, when working on the worksheets evinced that they built empathy with the materials and with the teacher-text developer due to the attractive layout and meaningful content and activities.

**Applying learning strategies.** This subcategory addresses the students’ use of learning strategies when being asked to complete contextualized sentences with the vocabulary in a given puzzle, and surveying their classmates on their routines in the school to register their answers and share them with the class. These tasks required the students to place words in context and combine to produce a longer sequence or sentence. It is worth mentioning that the strategy instruction model considered to promote the students’ use of learning strategies was the overt or explicit one. Although the teacher briefly explained the learning strategies to her students, she omitted mentioning their use, modelling them, and stressing their importance in the completion of tasks, and in the learning process of English and other subject matters. Nevertheless, this omission did not affect the accomplishment of the tasks since the students applied the strategies in an unconscious way, as alternatively proposed by Chamot (1999) in the implicit model of strategy instruction. The following excerpts evinced that students understood the strategy to solve the tasks proposed, though they did not become aware of applying them.
2. A class survey. Walk around the class to survey your classmates. Register their answers about their school daily routines. Make sure you ask most of students in the class.

<table>
<thead>
<tr>
<th>Question</th>
<th>Student’s name</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What time do you attend classes in the school?</td>
<td>Periquito Perez</td>
<td>I attend classes from 7:00 a.m. to 1:30 p.m.</td>
</tr>
<tr>
<td>2. What grade are you in this year?</td>
<td>Camilo... Tenjo</td>
<td>In seventh two grade</td>
</tr>
<tr>
<td>3. What are the students doing in this moment?</td>
<td>Daniela Bucencio</td>
<td>They are in class</td>
</tr>
<tr>
<td>4. What are the teachers doing now?</td>
<td>Maria Isabel</td>
<td>They are in the classroom</td>
</tr>
<tr>
<td>5. Where is the coordinator attending people?</td>
<td>Erika Hua</td>
<td>He is in the coordinator’s office</td>
</tr>
<tr>
<td>6. What is the secretary doing in her office?</td>
<td>Katerin Lean</td>
<td>She is attending students’</td>
</tr>
<tr>
<td>7. Where are the students doing the gym class?</td>
<td>Karen Tenes</td>
<td>They are playing basketball</td>
</tr>
<tr>
<td>8. What is the principal doing in his office?</td>
<td>Diego Pita</td>
<td>He is speaking with students</td>
</tr>
</tbody>
</table>

(Students’ Artefacts, Worksheet No. 1 “A journey to our river”, self-assessment and Worksheet No. 5” Places in our school”)
Students used key expressions to know new vocabulary, and it was a tool to answer the teacher’s questions correctly. (T) asked them. [sic]
(Field notes 1,2,3,4,5,6)
They enjoyed this topic, because it involved them with a real situation and they proposed new activities. For instance, take photos to their parents with their cell phones, then students could show and describe them in the classroom. [sic]
(Field notes 4)
0:02:18 T: one, two, three S10-11-12: Made the sound and movements of an animal S7: aah is pig!! T: Ok, make the question: Is it a pig? S7: is this pig? S10-11-12: yes, this is a pig. [sic]
(Video transcript, Worksheet No.2)

In the first excerpt, worksheet No. 1, the learning strategy was read by the teacher; since the blanks indicated that the students had to complete these sentences with the vocabulary previously learned, they did it. Despite not emphasizing on the learning strategy, they achieved the tasks when they completed the sentence and correctly placed the new vocabulary about
animals and plants around the river, in the exercise 2. Also, it was ratified in the self-assessment, because they did what the strategies indicated.

Similarly, in all field notes, it was noticeable that students were able to identify new vocabulary and expressions they did not know; this issue helped them to understand the tasks easily. The field notes about worksheet No. 4 shows that students addressed correctly the activity in the way they proposed an extra one to achieve the task they had, to describe their family members using a real picture then they wanted to take pictures with their cell phones.

The video transcription, worksheet No. 2, showed that students mimed (non-verbal language) to complement their ideas, so, it facilitated the comprehension of the tasks. In worksheet No. 5 students surveyed their classmates. Consequently, due to all requirements and requests to bring students out of the school (parents’ consent letter, principals’ permission, having the camera assistant, the materials, even the weather), there were too many fronts I was dealing with, it made that I privileged “what” students had to do and not the “how”, which was the detailed information about learning strategies. However, the students understood the activities, and they were conscious about the tasks they had to do; they understood the way they had to develop the tasks.

In this sense, when the teacher did not tell students the name of the learning strategy, nor its value or purpose but the design of materials and tasks elicited them, then, they are called uninformed strategies. In Chamot’s (1999) words, it is named the uninformed model of strategy instruction. Although the strategies were not explicit, the tasks in the worksheets allowed students to attain the outcome. In addition, the self-assessment at the end of the worksheets helped students to evaluate the tasks and revealed their purpose.
Students did not care about what the strategies meant accurately, but the most important issue was the content of the tasks they did. In this regard, Rico (2005) stated that “materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form” (p. 105). Keeping this idea in mind, the contextualized worksheets content aimed to provide significant topics to let students feel at ease to perform in class, more than accomplishing perfect grammar structures.

To this point, I have presented relevant issues about contextualized materials. The students’ empathy, and despite the omission of explaining learning strategies, students achieved the task due to both the appealing design and the suitable teaching sequence of the worksheets that arose students’ willingness to work on them. The next relevant category was the language learning experiences students had using English while performing rural tasks and describing real situations.

**Experiencing the English language through TBL.** This category refers to oral communication development through the TBL learning approach as a suggested method to enhance speaking skills in real situations. In this regard, Nunan affirmed that TBL is characterized by “the introduction of authentic texts (teaching materials) into the learning situation” (as cited in Oura, 2008 p.71). On the other hand, the Suggested English Curriculum proposed by MEN (2016) framed the teaching of English as a foreign language in Colombia under the guidelines of TBL in the initial grades with special emphasis on oral competences. And as I mentioned before, I have made some variations of the TBL framework in the worksheets because they focused on students' learning needs, context and level of English.

I clearly organized three stages based on the TBL approach (pre-speaking, while-speaking and post-speaking) for learners to go through with each task, on daily situations that
occur in the rural setting, and supported them by suggested speaking strategies. I presented the speaking strategies using students’ photographs as central characters, raising their sense of belonging. Most speaking tasks focused on real situations occurred in Rio Frio countryside. Moreover, interactions were a suitable way to allow students to establish their own connections between the input and the delivered language without focusing on grammatical structures; the reflection allowed them to analyze the impact and willingness with the care of the environment and natural resources the rural context offers them.

Thus, this analysis brings forth two sub-categories, described in the next excerpt: the first, using *English in authentic tasks in a rural context*, and the second, *living the English language in real situations*.

**Connecting to English through authentic tasks in a rural context.** During the process of learning the target language, the tasks showed students a clear path to follow, so they had close guidance over the process in an attempt to attain the communicative outcome by developing contextualized tasks. In this regard, Willis (1996) affirmed, “The tasks should expose learners to spontaneous language in appropriate circumstances, and allow them to use it, since most will need to cope with it in real life” (p.33). More specifically, Herrington et al. (2006) stated that, “Authentic tasks have real-world relevance: Activities match as nearly as possible the real-world tasks” (p. 4). Accordingly, I designed speaking tasks to take advantage of students’ daily life experiences, habits and activities in the rural context, so that they could be guided in the initial attempt to communicate. The following excerpts are evidences of the attempts to produce outcome in a real context fostered by the work on authentic tasks.
After having students recognize words related to animals and action they do, students identified this new vocabulary in English, and described abilities and inabilities of some animals, as as proposed by the task done in groups. [sic]

(Students’ artefacts, Worksheet No.2 “In Rio Frio we take care of animals”)

The post-speaking tasks allowed students to learn about landscape vocabulary as they visited the river and experience the natural setting surrounding it; also, as they asked about the names of the plants and animals in English, and the teacher provided them, students easily identified the words and labelled the images on the task proposed. [sic]

(Field Notes, worksheet No.2)

As stated before, TBL approach provided strategies to design authentic tasks and develop them in a real environment; this issue allowed students to feel at ease to communicate and expressed them. The evidence of the students’ artefacts exemplifies how students used the target language to describe the animals they have on their farms, their abilities and inabilities while working in groups. The students also explained, in their own words, why animals were necessary in their rural context.
The field notes describe the situation in which students were exposed to the authentic tasks of identifying landscape vocabulary within the real rural setting; likewise, students used English to speak about animals’ abilities and inabilities while being surrounded by plants and animals in the farm and in the river. The video transcription reveals how students could use the target language to speak with others about animals in the rural context. In reference to authentic materials, Riddell (2014) stated that “it is good to use authentic material simply because it is real and something your students might be exposed to on any day” (p.211). Therefore, authentic tasks became useful in this study, and meaningful for students’ learning process. In this regard, Riddell (2014) argued that “tasks are something we perform in our everyday lives all the time… the idea of getting students to complete a task in class as part of their learning, and developing their language use at the same time, make good sense.” (p. 54). This confirms the relevance of engaging students in their learning language process through speaking tasks motivating them to explore new things in and out of the classroom. Besides, the next sub-category links to this as it ratifies why contextualized language and working with real experiences enhanced oral communication micro-skills.

**Practicing English in real situations.** The TBL approach provided opportunities to practice the English language to interact in real situations. Concerning tasks, Willis (1996) affirmed “doing a task, no matter how weak their language, is a learning opportunity, a chance to practice…before having to talk in public, in front of the whole class or even in real life” (p. 49). For this reason, I decided to base this study on the TBL approach throughout its implementation and organized different tasks in the worksheets; on the one hand, because it is a proposal of the MEN (2016) in the Suggested Curriculum of English for public institutions in Colombia. Moreover, this approach allowed me to align the tasks to the school English program. Thus,
speaking tasks allowed students to use the language, and gave them confidence to talk when they needed to do it in real life situations. Therefore, living the English language means to have the students use the target language while interacting with each other to fulfill the communicative functions and the use of non-verbal language. The following excerpts exemplify the last-mentioned issue.

(Students’ artefacts, Worksheet No. 3, “Vegetables and fruits in Rio Frio”)
Colored pictures, photos and students interacting with animals in a real environment was useful for a learning process. [sic]

(Field Notes, worksheet No. 2)
Students felt more comfortable and confident when they had to describe or speak about topics they were acquainted such as fruits and vegetables they knew from in their rural context. [sic]

(Field Notes, Worksheet 3).
Use real settings, in this case the places of the school which is located in a rural area, was useful to lead students understand the purpose of the tasks. [sic]

(Field Notes, worksheet No. 5)
0:11:05 S18: T: Did you visit all the places in our rural school? SS: Yes!! T: Where did you go? S18: To the secretary. T: Who was working there? S18: The secretary. T: What was she doing? S15: She was speaking with some students. T: What were the students doing? S 18, 15, 21: They were asking for a photocopy[sic]

(Video transcription, Worksheet No. 6)
The artefacts evidenced students’ attempts to interact and produce outcome in situations like the ones of their real life, using the vocabulary and new expressions studied within the rural setting; both communicative tasks required students to understand and interact while living the English language, as a result of going through each one of the stages proposed in the pre-while, and post-speaking tasks. Thus, meaningful real-life tasks that imply using and living the target language became effective for rural-setting students because these offered a variety of meaningful oral communication opportunities.

To this point, I have exposed the pedagogical implications of the TBL approach in contextualized authentic tasks that imply living English interacting in real-life situations, then, other issues I considered meaningful are the accomplishment of communicative functions of language and non-verbal language to convey meaning.

**On the path to communicate daily activities.** This category focused on the achievement of communicative language functions and the use of body language to express meaning. According to Harmer (2007), a language function is “a purpose you wish to achieve when you say or write something” (p.76). Considering that there are many communicative language functions, this study pursues the development of using language to learn and discover, communicate information, create interaction, and express personal feelings and meaning among others. Hence, when students performed tasks they achieved an act of communication. To explain this category I divided it into two sub-categories namely: *Achieving communicative functions*, and *resorting to non-verbal language*.

**Achieving communicative functions.** The purpose of this subcategory relies on considering the communicative functions students achieved during the implementation of contextualized worksheets. This experience managed them to perform acts of communication
depending on the situations they faced. To this respect, Harmer (2007) stated that “a key feature of specific functional exponents is to know which more or less appropriate in given situations are” (p. 76). Then, the students could express what they wanted, knowing how to perform the communicative function. In this regard, Radwanska-Williams (1993) argued “an expression is the individual act that precedes the social act of communication” (p. 93); in other words, besides the communicative language function, it embraces the expressive function (the inner students’ intention), which was clear in data when students wanted to express an idea with a purpose in a specific situation. The excerpts bellows are indicators of this issue.

1. Work in groups of four. Go to the different places of the school, as you see in the pictures beneath, and take notes to describe what they are doing. Then, share them with the class. Use ideas in the chart, follow the examples.

<table>
<thead>
<tr>
<th>No.</th>
<th>Place</th>
<th>Activities we can do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classroom</td>
<td>Study, write, listen to the teacher, speak</td>
</tr>
<tr>
<td>2</td>
<td>Theater</td>
<td>Act, dance, hold meetings, watch a play</td>
</tr>
<tr>
<td>3</td>
<td>Playground</td>
<td>Play sports, share with friends, do exercises</td>
</tr>
<tr>
<td>4</td>
<td>Systems room</td>
<td>Watch a video, take system class</td>
</tr>
<tr>
<td>5</td>
<td>Stairs</td>
<td>Rest, talk with friends, go to second floor</td>
</tr>
<tr>
<td>6</td>
<td>School store</td>
<td>Buy sodas, chips, candies and snacks</td>
</tr>
<tr>
<td>7</td>
<td>Principal’s office</td>
<td>Speak with the principal</td>
</tr>
</tbody>
</table>
Students dared to speak no matter if they have a mistake in the pronunciation when they shared information about the places of the school and they realized that to express something in English can be fun!

(Video transcription, worksheet No. 6)

0:00:44 T: what about the places are there in the schools? S16: aam there are bathrooms, there is a nursery, there is Hermes room and there are green zones. My school is big it located T: It is located S16 in Rio Frio

0:01:23 T: what are they teaching and students doing in this moment S20: in this they speaking in English T: who is speaking English the student or the teacher? S20: the teacher and the students.

0:01:42 T: what are the students doing out in the playground? S20: ahh playing soccer. [sic]

The preceding samples contain information linked to the way students explored the tasks in the artefacts. Students worked in groups to represent and describe the landscape around the river, mentioning the importance of protecting it; and to visit different places of the rural school to take notes describing what people were doing, for a final socialization of ideas with the teacher and classmates. In the field notes, for example, it is possible to appreciate that students
achieved some communicate functions, because they asked and answered for information they knew about the river and their families.

Finally, the video transcriptions of worksheets No.1 and No. 3 ratified that in these situations, the students communicated information about the open market and the places of the school to the others. Then, the most relevant communicative functions were asking for information, expressing thoughts, ideas and feelings; making a request, among others. Besides the opportunities to interact with the teacher and peers, and it was clear that they had to use correct words, expressions and phrases according to what they wanted to convey. In accordance to this, Harmer (2007) affirmed “students of English need to be able to recognize differences so they can choose their words appropriately, depending…on the topic in question” (p. 79). Thus, they accomplished the communicative functions of language using English.

Having portrayed the students’ process of their performance to fulfill communicative functions in their performance, it is important to draw attention on facial features and body language they used to convey meaning in their participations.

Resorting to non-verbal language. This sub-category highlighted facial features and body language to compensate verbal language and convey meaning when students developed the tasks. During the implementation, students used non-verbal language to add emphasis and clarity to their messages, descriptions, representations and communicative acts throughout the tasks. Accordingly, Kuhnke (2007) asserted that, “Your body movements reveal your thoughts, moods, and attitudes” (p.1). It means when someone conveys a message, facial features and body movements become channels to add clearness and emphasis to the verbal message. Indeed, students resorted to non-verbal language to complement their ideas. The following excerpts corroborate the previous aspect.
Mime and gestures helped to understand the meaning of some key expressions despite the students did not know or understand some words. [sic]

They enjoyed the song and understood the routines because the mimic was suitable in this activity. [sic]

In the artefacts, the students used nonverbal language to represent and guess actions people can do in the river; in the corresponding self-assessment section, most students indicated that they used facial gestures and body language to complement verbal language and convey meaning. Similarly, the field notes showed that non-verbal language was indispensable all the time, because students realized they could make themselves understood better. The excerpts of the transcriptions make evident that the participants were getting used to complementing what they said by using their hands, making gestures and body movements that indicated what they meant. It is undeniable that nonverbal communication became a key aspect to understand one
another and communicate effectively. In this respect, Pease and Pease (2004) affirmed that real-life interactions are exposed through body gestures. In other words, on the path to communicate in daily life, humans use body language to accomplish any communicative act.

Last, but not least, I want to highlight the relevance of rural setting where the students worked on contextualized worksheets to enhance their oral communication micro-skills. It is important to say that this special context became a fruitful source of fun English learning for rural students.

**The rural setting: A source to connect English learning with real experiences.**

Teaching the classes outside the classroom was one of the most meaningful aspects of this study. This experience represented a novelty in the methodology for students to have different classes, and a better way to link the subject matter with their real lives. Dillon et al. (2005) ratified that, “The intended outcome of such experiences can encompass: knowledge and understanding, attitudes and feelings, values and beliefs, activities or behaviors, personal development and social development” (p. 1). In Thornbury’s words (2009), “Real autonomy is only achievable if learners can cope on their own in the real world” (p. 108). It means that students can discover learning out of the classroom and connect it with the formal academic activities. Consequently, learning becomes meaningful to students. Moreover, classes outdoors allowed the students to increase self-confidence during the implementation, according to SLA principles stated in the pedagogical intervention of this study.

This category yielded into two sub-categories as follows: *Fostering the use of vocabulary related to rural daily activities*, which ratified the nurtured use of vocabulary students appealed when described the rural sources and *elaborating short ideas and descriptions of meaningful rural situations*, which entailed the raising of expressions, short ideas and descriptions of acquainted situations of the rural context students highlighted through the implementation.
Fostering the use of vocabulary related to rural daily activities. This sub-category considers the relevance of specific vocabulary the students had as a tool to improve their speaking skill when they described daily routines and familiar events. Because the rural context was the setting in this study, it became meaningful to students during their learning experiences throughout the implementation. Then, contextualized vocabulary was necessary not only to introduce the topic in each one of the pre-speaking stages in the worksheets, but also to take advantage of the students’ environment. In this regard, researchers such as Oliver and Lake (1998) noticed that students are more able to apply and knowledge, skills, and attitudes learned within a context, and succeed when performing in similar settings. These excerpts are a sign of the aspect previously mentioned.
As observed in the students’ artefacts and the field notes, it was clear that the use of vocabulary related to daily activities, occupations, actions (verbs), animals and food (vegetables and fruits people grow in Río Frío) that belong to the rural context, was meaningful for students because they recognized and pronounced words, labeled pictures, matched vocabulary (words) with their meanings, as well as classify different food under the corresponding categories in an easy and pleasant way. Additionally, this aspect was ratified in the video recording when student 20 informed about the occupation of the family members: “My father is a farm administrator”.

For this reason, the vocabulary about rural context situations contributes to the strengthening of the ability to understand meanings in the target language. According to Kermani and Seyedrezaei (2015), “Contextualized vocabulary instruction created better results [in] learner’s ability to understand their meaning” (p. 94); in other words, the contextualized vocabulary increased gains and improved the learners’ ability to use this vocabulary in the target language. Indeed, contextualized vocabulary had a positive impact on the students’ language learning. It is pertinent to highlight the use of expressions, short ideas and descriptions of common events in the rural setting.
Elaborating short ideas and descriptions of meaningful rural situations. When students developed the proposed tasks, they empowered their role throughout the procedures of the worksheets, thanks to the novelty of this methodological proposal, and the fact of they were part of the real situations stated in the tasks. Therefore, they became more active over the implementation. In this sense, Oliver and Lake (1998) claimed that “in settings where the teacher assumes a facilitative and coaching role, students become active in the learning process”, (p. 3). This was noticeable each time they faced a new topic, they asked about the pictures taken, and the ideas or descriptions they had to accomplish. With the variety of topics and tasks proposed, the participants made adequate use of some specific expressions and ideas which became useful and meaningful at the same time. It seemed to be relevant when they wanted to participate in the portrayals and they needed to identify and describe them. The following excerpts show this issue.

(Students’ artefacts, worksheets No. 3 and No. 4, “Vegetables and fruits in Rio Frio” and “These are our families”)
They wanted to participate more spontaneously every class because they used expressions they have learnt to participate on the speaking tasks they appeared.  
(*Field Notes, worksheet No. 3 “Vegetables and Fruits in Rio Frio”) 

0:03:57 S8: In Rio Frio people can grow broccoli S1: Yes, they can! S22: In Rio Frio people can grow broccoli and calendula S4: Yes, they can! S20: In Rio Frio people can grow broccoli, calendula and blackberries S16: Yes, they can! S3: In Rio Frio people can grow broccoli, calendula, blackberries and strawberries S7: Yes, they can! S12: In Rio Frio people can grow broccoli, calendula, blackberries, strawberries and coriander S13: Yes, they can! S18: In Rio Frio people can grow broccoli, calendula, blackberries, strawberries, coriander and chard. [sic]  

(*Video transcription worksheet No. 3” Vegetables and Fruits in Rio Frio”) 

0:00:02 S2: We take care of animals in Río Frio. This is a cat, it is important, mmm, the cat is very fast mmm this is necessary because … T: It is a friend S2: is a friend, this is a perfect company for people  

0:00:39 S4: It is a dog, it can swim but he can’t run, it is perfect because… T: It takes care of the house S4: it takes care of the house. [sic]  

0:00:11 S15-18-14-13-23: this is a family, they are the Briceño family; the grandmother; she is a mom; he is a brother; she is a baby sister; he is father (Students described a photo) 0:00:28 T: can you tell me about their occupations? S15-18-14-13-23: she is flower grower; she is flowers grower; he is a student; Daniela is student; he is a farmer. (Students pointed out different people each time) [sic]  

(*Video transcriptions, worksheet No. 6 “Describing ourselves”) 

In the excerpts taken from the worksheets and the field notes, there is an example of how students resorted to expressions, short ideas, descriptions and meaningful vocabulary while completing the tasks in each worksheet, which meant that they became acquainted with a working routine that allowed them to understand useful expressions and keywords for later tasks. For example, students’ artefacts 3 and 4 showed significant topics in the rural context such as growing fruits and vegetables, and descriptions about their family occupations. Likewise, in the video transcription worksheet No. 3, the students elaborated phrases to describe the kind of vegetables that can be grown in Rio Frio. Also, in the following transcript the students shortly introduced ideas on occupations of their relatives. Therefore, the rural setting offered many opportunities for students to use vocabulary related to rural daily activities, start building sentences and expressions that describe situations that occur in their natural environment, and, as a result, they achieved the communicative function of the language in oral way. In addition, they felt enthusiastic and committed to their own learning.
Chapter V

Conclusions and pedagogical implications

After providing wide information about aim, type of research, theoretical aspects, research and methodological design, and detailed analysis of data gathered, this chapter presents the conclusions of my action research study having developed and implemented the contextualized worksheets that aimed to answer the initial research question. In addition, I stated some pedagogical implications for the EFL community, my workplace and myself, along with certain limitations of this research and recommendations for further investigation on the topic of the inquiry.

Conclusions

Regarding my research question, I concluded that the implementation of contextualized worksheets centered on the task-based approach contributed to start developing my students’ two oral communication micro-skills in a public rural school.

Contextualized materials turn into an outstanding opportunity to connect the EFL class objectives with the students’ real context and an appealing pedagogical intervention to implement in rural contexts. In this regard, Masuhara (1998) claimed that “the teachers’ home-grown materials may be more finely tuned to the local classroom needs with valid methodological awareness” (p. 246). For this reason, contextualized worksheets became both a pedagogical innovation and a didactic strategy as my learners realized their design focused on their specific needs, expectations, preferences and personal life context. This feature favoured the empathy between students and me as teacher researcher and text developer.
Moreover, the content of the six worksheets was appealing and meaningful to the students’ interests and motivated them to communicate orally and generated a comfortable learning environment. In this regard, “developing in-house materials makes it more feasible to address the demands of the institutional context and students’ profiles and to achieve academic and language learning goals” (Núñez 2010, p. 37). Therefore, students enjoyed being the main characters of the materials, because they appeared in real pictures, which was highly motivating for them. They and me, as a teacher-researcher and text developer, enjoyed the implementation and realized an innovative way to teach my class and attain intended outcomes.

The idea to follow TBL approach mainly aimed at enhancing students’ ability to communicate in English through tasks linked to inside and outside classroom activities was considered pertinent because it is one of the approaches suggested by MEN guidelines (2016) within the bilingual program. Similarly, Willis’ TBL model offered a range of possibilities to adapt this model to my students’ learning context. In other words, this approach allowed students to be exposed to the foreign language making emphasis on oral communication instead of grammatical issues. Besides, Willis highlighted three essentials for language learning: “EXPOSURE, USE and MOTIVATION” (as cited in Lackman, n.d., p. 6, capitals letters of the original). As regards the previous statement, this pedagogical intervention meets those fundamentals as my students dealt with vocabulary and contextualized sentences, and tasks related to real situations of the rural context, which prompted them to use English. They basically started to express ideas when describing and communicating thoughts to convey meaning. This, in turn, raised students’ motivation because of the indoor and outdoor classes about tasks that addressed the natural environment.
The two-oral communicative micro-skills this study sought to improve allowed the students to recognize, name, ask and answer questions to describe and talk about their real-life situations. Savu (2015) stated that most of the things people communicate are done without using words because in a face to face interaction 93% is nonverbal and just the 7% is verbal. Having these percentages in mind, most tasks were completed because students identified rural-context related vocabulary, name animals, fruits, vegetables, occupations and described rural lives situations in oral form complemented with gestures and mime. Nonverbal language made the way they expressed and used the target language in an easier and more enjoyable way.

The rural context played a complementary role in this study. Rural conditions in what concerns to teaching resources, makes learning a foreign language much more complex than in urban areas. Therefore, the teaching-learning relationship in the rural context became more pleasant and allowed students to feel confident throughout the interactions within an acquainted environment. In this sense, Dillon et al. (2005) affirmed, “This enabled the teachers to see their students in a different way, and vice versa, and this helped to improve the relationship between them” (p. 32). It is clear that relaxed and self-confident students learn faster (Tomlinson & Berman, as cited in Nuñez, 2011, p. 6). Thus, when students have a positive attitude, there are plenty possibilities for language production.

In addition, the experience of learning another language using the resources offered by the rural context involves a process of acculturation in terms of Tomlinson and Pulverness (2013), it means that learners face a new way to see the familiar with different expectations but they have to make an effort for the target language to make sense for them. In this regard, the authors mentioned that “the experience of defamiliarization involved in foreign language learning…suggests that there is largely untapped potential in teaching materials for focusing as
much on the source culture as the stimulus culture, and on the effect upon the learner” (p. 447). It means that including rural-context daily activities in the task proposed for the worksheets, created for teaching purposes, brings far more possibilities to engage the students in learning the language. Therefore, the rural context offered a rich source to foster the students' abilities in their oral communication, as resources like the river, animals, fruits and vegetables, occupations, and daily routines were at the core of this pedagogical intervention.

**Pedagogical Implications**

In relation to the pedagogical implications involved in the present study, it is worthy to affirm that the use of contextualized materials inside or outside the classroom to perform activities had a positive impact on students’ language learning process. In spite of having a textbook or not, the creation of this type of materials provide opportunities for English teachers in our community to adapt the official curriculum according to the students’ real needs and change the paradigm of a traditional class. Besides, students were aware of their active role in the class while they learned and expressed themselves in English in an enjoyable way and they felt confident since the topics were linked to their daily routines in the rural context. Hence, contextualized materials can become a source and a model for other teachers interested in fostering students’ oral communication micro-skills while developing tasks centered on the TBL approach in rural schools.

Likewise, in the institution where the study took place has experienced some attributable to the present action research. Nuñez et al. (2012) stated, “MD constitutes a true resource for teachers to respond to students’ needs and foster institutional innovation” (p. 25). The pedagogical innovation generated by the present research study was reflected in positive aspects in my institution; for instance, there is now more support to teachers who start master’s studies;
my colleagues realized that it is possible to do non-authentic activities to offer students possibilities to enjoy English while they learn; and students experienced an innovative way of learning English as they expressed their interest in continuing to work with materials that propose authentic tasks centered on their rural context.

Concerning my pedagogical practices in the EFL class, I changed my perception of the development and use of contextualized materials as I realized the advantages these two processes offer. I also improved my pedagogical and language knowledge, and sharpened my insights on the theoretical foundations for MD, OC, TBL and the rural context. The whole research experience impacted me as a person and as a teacher since it transformed the relationship I hold with my students. Among the most significant results are having my students use English to interact and communicate orally in the English class, much more than they did before the implementation took place. In sum, this study gave me enough knowledge and resources to become a more reflective and assertive English teacher, materials developer and researcher; it has also transformed my daily teaching practice since I have become fully aware of exploiting the rural context to personalize new information in every learning task.

**Limitations**

In contrast with the rewarding accomplishments, one of the limitations was the weight of the government and institutional policies to select the language learning approach. According to Canagarajh (2002), teachers are free to build up their own methods according to their real context learning needs. However, as this implementation had observed the regulations of my institution and MEN guidelines, the TBL approach was privileged. Besides, the omission of completely explicating the learning strategies (modelling and stressing their importance in learning English and other subject matters) did not help students become aware of their use.
On the other hand, the time for implementation was about three hours a week only. This last issue hindered the process to develop six worksheets inside and outside the classroom, making it more exhausting for the teacher.

Therefore, I had to make agreements with other colleagues and work extra time in the same day. Another restraint was the students’ indiscipline when they were out of school during the implementation and they had to come back to continue their regular classes, so students wanted to remain in the countryside. In addition, at the beginning of the process, when I had to take pictures to prepare the worksheets layout, some students forgot to bring the consent letters or the student’s insurance, which is mandatory in my institution. Then, it was impossible to go out with the whole group to the different settings I had selected. Finally, when students and parents understood it would be a serious work and the importance of the participation, all of them cooperated, and I could begin the implementation. In spite of the limitations and some difficulties, this study was worthy because the students learned through different familiar tasks while they had fun; they were the main characters in the materials and everybody enjoyed this innovative proposal to learn English.

Questions for Further Research

This research study addressed different issues regarding MD, the TBL learning approach, OC micro-skills and the rural context. There is an increasing need to continue exploring the field of MD by means of contextualized EFL materials, informed by methodologies that emerged from the rural context and their implementation to communicate in the foreign language, inside and outside the classroom. In this sense, these can be further research questions: How do contextualized materials foster students’ speaking skills focused on recorded tasks repetition in a public rural school? And How do in-house materials featured by rural activities enhance students’ conversational gambits through a community-based pedagogy?
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Appendix A: Needs Analysis Survey

Diego Gomez de Mena School-Rio Frio-2016

Research Question: How do contextualized worksheets centered on the Task-Based Learning (TBL) approach develop two oral communication micro-skills in seventh graders at a public rural school?

General objective: To explore the contribution of contextualized worksheets centered on the TBL approach, to the development of two oral communication micro-skills in seventh graders at a public rural school.

Apreciado estudiante, agradezco su tiempo y sinceridad para responder la siguiente encuesta, la cual será utilizada exclusivamente con fines investigativos. Por favor lea con atención cada enunciado y señale con una “X” sólo una opción, aquella con la que se siente identificado(a).

1. ¿En cuál de las siguientes actividades se le dificulta más para comunicarse en inglés?
   a. Actividades para hablar
   b. Actividades para escribir
   c. Actividades para leer
   d. Actividades de escucha

2. ¿Cuál de las siguientes habilidades desea mejorar en clase de inglés?
   a. A escribir y a escuchar conversaciones
   b. A comunicarse verbalmente y entender al otro
   c. A leer y a repetir frases
   d. A desarrollar hojas de trabajo del texto guía

3. La habilidad que tiene para comunicarse de manera verbal es:
   a. Baja
   b. Aceptable
   c. Buena
   d. Muy buena

4. Para mejorar su comunicación verbal en inglés, usted siente que necesita:
   a. Practicar más vocabulario
   b. Hacer ejercicio de audio y repetición
   c. Vivir experiencias reales que le permitan expresarse en inglés
   d. Desarrollar actividades de completar información
5. ¿En qué lugar le gustaría hacer las clases de inglés?
   a. Dentro del salón
   b. Fuera del salón
   c. En cualquier lugar
   d. Depende del clima

6. Si hacemos una clase fuera del salón para mejorar la comunicación verbal, ¿con cuál de las siguientes actividades se sentiría más cómodo(a)?
   a. Con representación de actividades de la vida cotidiana
   b. Con actividades de escucha y de completar espacios
   c. Con actividades que me involucren como soy y actúo en mi vereda
   d. Con descripciones de personas y lugares diferentes a Rio Frio

7. Desarrollar hojas de trabajo en inglés que hablen de usted y de las cosas que le rodean, le gustaría:
   a. Poco
   b. Muy poco
   c. Si me gustaría
   d. No me gustaría

8. ¿Cómo preferiría practicar el inglés y mejorar su expresión oral?
   a. Grabando lo que diga y volviéndolo a escuchar para corregir errores
   b. Desarrollando todo el contenido del texto guía
   c. Entablando un diálogo sencillo con otro compañero o con la profesora sobre un tema conocido.
   d. Haciendo actividades fuera del salón clase y del colegio en las que sea necesario expresarse en inglés

9. ¿De las siguientes actividades, cuál elegiría para desarrollarla fuera del salón de clase expresándose en inglés?
   a. Identificar los espacios dentro y fuera del colegio y hacer descripciones cortas a la vez
   b. Describir las diferentes actividades que se pueden hacer en Rio Frio
   c. Presentarme y presentar a mi familia
   d. Todas las anteriores son interesantes

10. ¿Cree que los gestos con la cara, las manos y el cuerpo ayudarían a entender mejor un mensaje, inclusive en inglés?
    a. Si ayuda
    b. No, para nada
    c. A lo mejor
    d. No se

    Thank you for your cooperation!
## Appendix B: Teacher’s Journal

### Diego Gomez de Mena School
Teacher’s journal-English class
2016

<table>
<thead>
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<th>Date</th>
<th>Topic</th>
<th>Development of the class</th>
<th>Reflection</th>
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Appendix C: Consent Letters

Tabio, mayo 27 de 2016

Señores
PADRES DE FAMILIA
Grado 702
I.E.R.D. Diego Gómez de Mena
Ciudad

Apreciados Padres de familia:

Con la presente me permito solicitar su colaboración y aprobación para que su hijo (a) pueda participar en la realización de hojas de trabajo especializados en inglés, esto como proyecto de investigación que actualmente adelanto en la Universidad Externado de Colombia, para acceder al título de Magíster en Educación con énfasis en didáctica del inglés. Con las hojas de trabajo se pretende desarrollar la habilidad de los estudiantes para expresarse en inglés haciendo uso de los recursos que ofrece el contexto rural al que pertenece la institución.

Para este estudio se aplicará una encuesta de entrada, se tomarán fotos, videos y grabaciones, se desarrollarán hojas de trabajo dentro y fuera del colegio en zonas cercanas durante el segundo semestre del año en curso; esto exige que el estudiante cuente con el seguro estudiantil obligatorio. A quienes no les fue permitido la toma de fotos preliminares, pueden participar del desarrollo de las hojas de trabajo que se harán dentro de las mismas horas de clase.

Agradezco su atención y positiva respuesta.

Atentamente,

MARÍA ISABEL MUNÉVAR JEREZ
Docente de Inglés

Favor diligenciar este formato para ser devuelto

Yo, _______________________, identificado con C.C. No. ______________., acudiente del niño(a) ___________________________, acepto_______ / no acepto _______ que mi hijo(a) participe del desarrollo de las hojas e trabajo contextualizadas en la clase de inglés con la profesora MARÍA ISABEL MUNÉVAR JEREZ durante el segundo semestre del año lectivo 2016.

Para cualquier eventualidad mis números de contacto son: ____________________ y ____________________
Tabio, mayo 27 de 2016

Señor

JOSE NELSON CASTRO CLAVIJO
Rector
I.E.R.D. Diego Gómez de Mena
Ciudad

Estimado rector:

Con la presente me permito solicitar su aprobación para implementar durante el segundo semestre del año en curso, seis hojas de trabajo contextualizadas en la clase de inglés a los estudiantes del grado 702. Las hojas de trabajo tienen como propósito desarrollar en los estudiantes dos micro habilidades del habla en el idioma extranjero haciendo uso de los recursos que nos brinda el contexto rural.

Como bien es sabido por usted, este proyecto hace parte de una investigación que adelanto en la Universidad Externado de Colombia, para acceder al título de Magíster en Educación con énfasis en didáctica del inglés. A los estudiantes se les aplicará encuesta de entrada, se tomarán fotos, videos y grabaciones, se desarrollarán hojas de trabajo dentro y fuera del colegio en zonas cercanas a éste; todo esto exige que cada estudiante cuente con el seguro estudiantil obligatorio. Los padres de familia también serán enterados de esto y se les pedirá su consentimiento para poder aplicar dichas hojas de trabajo a sus hijos.

Cabe anotar que los estudiantes que participen lo harán de manera voluntaria y libre. Igualmente es importante resaltar que se mantendrá estricta confidencialidad de los documentos de los alumnos, así como de sus identidades y que los resultados obtenidos no representarán ningún detrimento en el desempeño académico de la asignatura.

Agradezco su atención y apoyo para el desarrollo de este proyecto.

Atentamente,

MARÍA ISABEL MUNÉVAR JEREZ
Docente de Inglés
Appendix D: Field Notes Form

DIEGO GOMEZ DE MENA HIGH SCHOOL
ENGLISH CLASS – FIELD NOTES
2016

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------- materials development ------- rural context -------TBL -------oral communication