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SEMINARIO DE TÍTULO

**IMPLEMENTING TASK-BASED LEARNING IN AN EAP COURSE, BASED ON
EFL COLLEGE STUDENTS' NEEDS**

**SEMINARIO PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN
Y AL TÍTULO PROFESIONAL DE PROFESOR DE INGLÉS**

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CHAPTER 1:
INTRODUCTION AND OBJECTIVES

1.1 INTRODUCTION

Throughout the past years, the rapid growth of technology carried out by the globalization process has exerted a great influence over communication, especially the Internet. Consequently, due to the evolution of communication technologies, English language has become the main tool for creating social, economic, academic and supportive networks of communication worldwide. Thus, educational entities of Latin American countries have emphasized, in their curriculum, the English language as a means to deal with the growing needs of developing nations. Given that prior scenario, Chile has not been the exception and historically the Chilean Ministry of Education through its programme *Inglés Abre Puertas* has supported the teaching of English as a foreign language (EFL), by means of implementing a methodology based on a Presentation, Practice, Production class model (PPP). A very rigid class design that has been unquestionably applied in school classrooms as part of an established approach leading teachers to construct motivating and less anxious environments, meaningful learning experiences and free language use on the part of the students.

However, our national education policy related to the teaching English language subject in schools is experiencing some changes with respect to focus. We are moving towards a more meaning-oriented approach inside the curriculum (2008); hence, major aspects of political decisions regarding English teaching in our country are embracing the notion of Task-Based Learning (TBL).

Due to the prominence given to Task-based learning in the national curriculum, this study aims to address the Ministry's initiative and to describe the implementation of a TBL course that fosters college students' communicative needs with regards to English language. Thus, the core focus of this seminar work is the task and language becomes the multi-purpose instrument which the students use to successfully perform the task. The task is an activity in which students use language to achieve a specific outcome. The activity resembles a real-life situation and learners focus on language meaning rather than form. Therefore, this work has

served a dual-purpose in providing future EFL teachers with an opportunity to firstly put into practice our knowledge and secondly to explore innovative ideas related to English language learning and teaching.

Similarly, by the end of this process we expect to reflect the competences developed during The Teaching Training programme at UCSH by carrying out a field research which helps to enhance our competences and knowledge. Also, we are hoping that all the theoretical and practical knowledge acquired throughout this work can be consolidated in the early stages of our professional teaching development, especially the critical dimension of lesson planning which is the initial phase in the “Marco para la Buena enseñanza” provided by the Ministry of Education to assess Chilean teachers’ professional competences. (MINEDUC, 2003)

1.2 OBJECTIVES (see Appendix E: Justiciation of objectives)

The following objectives for the overall seminar experience have been set:

1. To reflect the competences and knowledge developed during the Teaching Training Programme at UCSH.
2. To gain knowledge about Language Teaching Approaches and Methodologies that led to Task Based Learning approach.
3. To enhance our own competences related to teaching skills and performance.

The following objectives for the field research have been set:

1. To apply Task-based Learning (TBL) approach in English for Academic Purposes (EAP) college course.
 - 1.1 Design an EAP college course using a TBL framework.
2. To examine if TBL as a classroom approach has an impact on the learner's level of proficiency in the English language.
 - 2.1 To compare the learners performance at the beginning of the course and after the course.
 - 2.2 To evaluate the overall process that learners go through during the length of the course.

CHAPTER 2:
THEORETICAL FRAMEWORK

2.1 TASK BASED LEARNING BACKGROUND: TEACHING METHODOLOGIES AND APPROACHES.

2.1.1 The Grammar-Translation Method

In Europe before the sixteenth century, language teaching involved teaching Latin to priests. Latin was taught as an intellectual exercise, and was taught through a method called the 'Classical Method' which 'focuses on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts, doing written exercises' (Brown, 2001).

In the sixteenth and seventeenth centuries, French was the lingua franca used in order to speak to foreigners. It was a necessary language for travellers, traders, and soldiers. However, the Classical Method, that was primarily used to teach French and other languages, was starting to be used in order to teach in schools or educational institutions during the eighteenth and nineteenth centuries. During the nineteenth century the Classical Method came to be known as the Grammar-Translation Method.

The Grammar-Translation Method was the dominant foreign language teaching method in Europe from the 1840's up to the 1940's, and a version of it continues to be used in some parts of the world. There was a greater demand for the ability to speak foreign languages, and various reformers began to reconsider the nature of language and learning. Among these reformers, Francois Gouin, a French teacher of Latin, concluded that the way that children learnt a language was relevant to how adults should learn a language (Kitao, 1997). Gouin believed that children learnt a language through the use of it for a sequence of related actions. He emphasized on presenting each item in context and on the use of gestures in order to supplement the verbal meaning (Kitao, 1997). However, in the late 1800's and early 1900's, linguists became interested in finding the best way to teach languages; some reformers, including Gouin, believed that language teaching should be based on scientific knowledge about language, that it should begin with the development of the speaking skill and then expand to other skills, that words and sentences should be presented in context, that grammar should be taught

inductively, and that translation should, for the most part, be avoided. These ideas were spread, and were consolidated in what became known as the Direct Method, the first of the *natural methods*. The Direct Method became popular in language schools, but it was not very practical with larger classes or in public schools.

2.1.2 The Direct Method

This method was considerably popular at the beginning of the twentieth century. It was designed by a German named Charles Berlitz. The major principle behind this natural method was an emphasis on intensive use of the Target Language. 'second language learning should be more like first language learning' (Brown, 2001).

Therefore, this meant to ignore translation and students' mother tongue.

In addition, this also implied the active use of TL/L2 (target language/second language) as a vehicle of instruction.

Implications on the use of the Target Language for teaching allow learners to induce the underlying rules of language.

Speaking and pronunciation were central to teaching and vocabulary was aided by different classroom techniques like mime, gestures, pictures, cards and demonstrations.

Teachers who embrace the Direct Method never translate, when you use it you have to demonstrate it, the teacher does not explain, but he or she acts, never makes a speech, instead asks questions, does not imitate mistakes, the teacher has to correct them, never speaks much, the teacher lets the students speak, the teacher should speak naturally and never be impatient, he or she needs to take it easy (Howatt & Widdowson, 2004).

2.1.3 The Audio-lingual Method

This method became popular during World War II, after the United States was involved in a worldwide conflict. The American people needed to communicate and learn the language of their allies and their enemies as well. First of all the United

States army provided an intensive language program focused specially on oral skills. At that instance these courses were called “The Army Specialized Training Program (ASTP)” and also known in a colloquial way “Army Method”. During the 1950’s this method came to be known as the Audiolingual Method (ALM).

This teaching method advocated a language learning view based on the notorious Operating Conditioning with very strict techniques inside the classroom, for example: the new material is presented to the class in the form of a dialogue, there is a dependence on mimicry and memorization, structural patterns are taught by the repetitive use of drills, paraphrasing, vocabulary is limited and learnt in-context, teachers should use little of their mother tongue because it was regarded as an obstacle in order to learn, and students only needed to be prepared to produce “good language”; therefore existed a special effort to get students to produce “error-free utterances”.

Teachers adopted a deductive way of teaching grammar; they also used tapes, language labs and visual materials. This method gave important emphasis to pronunciation. The major worked skills were speaking, reading and writing. According to this method, language learning was based on habit formation and the principal goal was to achieve oral proficiency in terms of fluency and accuracy.

Even today, this method has been adopted according to the necessities of contemporary methodologies.

2.1.4 Communicative Language Teaching (CLT)

CLT is the name that was given to a set of beliefs which included not only a re-examination of what aspects of language to teach but also a shift in emphasis on how to teach (Harmer, Jeremy. 1983).

'In order for any learning to take place, group members first needed to interact in an interpersonal relationship in which students and teacher joined together to facilitate learning in a context of valuing each individual in the group' (Brown, 2001).

Communicative language teaching makes use of real-life situations that encourage the need of communication. The teacher sets up a situation that students are likely to encounter in a real life scenario. Unlike the Audiolingual method of language teaching, which relies on repetition and drills, the Communicative Approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. According to Margie Berns the real-life simulations change from day to day (Berns, 1984, p. 5). Students' motivation to learn comes from their desire to communicate in meaningful ways about relevant topics.

Communicative Approach is recognized as the main foundation of Task Based Learning. The traditional way that teachers have used tasks is as a follow-up to a series of structure, function or vocabulary-based lessons. Tasks have been extension activities as part of a graded and structured course.

In task-based learning, the tasks are centred on the learning activity. Based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language they are using. (Willis, 1996). In the model of task-based learning described by Jane Willis, the traditional PPP (presentation, practice, production) lesson is reversed. The students start with the task; once the task has been completed the teacher draws attention to the language used, making corrections and adjustments to the students' performance. Willis (1996) presents a three stage process:

- Pre-task - Introduction to the topic and task.
- Task cycle - Task planning and report
- Language focus - Analysis and practice.

The teacher first introduces the topic and task to the class; after, the teacher neither introduces nor presents language or interferes during the task cycle. The teacher is an observer during the task phase and becomes a language informer only during the language focus stage.

2.2 COMMUNICATIVE APPROACH

As we have mentioned, there are some approaches available to the language teaching. According to Hart (2007), The Communicative Approach 'has proven one of the most successful evidence in order to learners reach confidence that enables them to produce meaningful learning in the shortest possible period, that is to say, this approach may be useful if we applied it in front of any second language learning course. Besides, as Hart says (2007) 'it is on the teacher's responsibility to create situations promoting communication, and provide them with a consolidated background for language learning and develop their communicative competence; however, learners' needs are also relevant in this process because it is important to start from what they already know about the next level'. The idea is to work on progressive tasks in order to encourage the development of the communicative competence.

On the other hand, the Communicative Approach prioritizes communicative competence more than accuracy. 'Grammar is implicit within the body of the lesson and is focused upon once the context has been set' (Hart, 2007).

Teachers have to allow learners to communicate first and then let them improve: for example, at the beginning of the lesson the teacher does not have to present the topic saying: We are going to study the Simple Present. On the contrary, teachers have to warm up the session implicitly introducing the topic, encouraging the participation of the learners through examples, such as daily routines using English. Once the knowledge is acquired by the learner, after the tasks, we could state that that is a result of a meaningful learning. 'you will need to help learners define the topic area' (Willis, 1996, p. 42).

Task-based learning suggests the use of a methodology which involves a large oral and written communication, centred on the learners' needs; as this methodology argues, one of the most important objectives is to achieve a meaningful learning based on the learners' needs (Willis, 1996).

Hart (2007) designed what he called 'Main Core Principles for both teachers and learners', which can help to make the Communicative Approach more successful:

For Teachers:

- Lessons are usually topic-based on an implicit grammar within the context, e.g., daily routine using the present tense.
- Lessons are prepared for practical situations in the real world, e.g., asking for information, job interviews, negotiation, shopping at the supermarket.
- Emphasis on encouraging learners to use more useful and meaningful language beyond the repetition of phrases or grammar patterns.

For Learners:

- Learners are often motivated as the topic of the lesson is based on their needs.
- Learners are encouraged to speak and communicate from day one.
- Learners are encouraged to use the vocabulary they have, rather than repetitive phrases only.
- Learners practise the target language through the lessons.
- Learners interact in pairs or groups in order to encourage a flow of language and maximize the percentage of talking time, rather than a teacher-to-student talk and vice versa.

All of these principles may be applied as a support of teachers and learners' roles according to this approach.

2.2.1 Origins of the notion of Approach

Robert Langs (1985), psychiatrist and psychoanalyst, was the designer of the Communicative Approach (C.A.). The C.A. was developed by him in the early 1970's. He gives two most distinctive features of the CA: 'first, that it is a new way to understand human emotionally-laden communications, and second, that it has shown that the primary function of the emotion-processing mind is to cope with - adapt to - immediate emotionally-charged triggering events' (Langs, 1985). In

terms of our research we will focus on terms of communication and how learners have the capacity to adapt in a situation within a real conversation. It focused on communicative competence, teaching techniques based on meaningful learning, fluency and accuracy, class tasks related to real-world situations, teachers as guides and monitors, and the help provided to learners by the use of learning

2.2.2 Distinction between Approach and Method

One accepted approach within English Language Teaching (ELT) refers to Communicative Language Teaching (CLT) 'An approach was a set of assumptions dealing with the nature of language, learning and teaching'. (Anthony, 1963); *Method* was described as an 'overall plan for systematic presentation of language based upon a selected approach' (Brown, 2001). However, *Approach* is related to 'assumptions, beliefs, and theories about the nature of language and language learning'

According to Brown (2001, p.16), 'Methods tend to be concerned with two aspects: primarily teachers and students roles and behaviours, secondarily with such features as linguistics and subject-matter objectives, sequencing and materials'. In this way, a method tends to be more rigid and follows only one way, on the other hand an approach is flexible because it allows setting objectives focused on several needs, but integrated in a unique context.

2.3 ESSENTIAL CONDITIONS FOR LANGUAGE LEARNING

2.3.1 Language Exposure.

The process of acquiring a language 'requires meaningful interaction in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding' (Krashen 1981, p.5).

One of the essential conditions for language learning to occur meaningfully is the exposure or input given to the learner, in Krashen's words 'the only necessary condition for language learning to occur is for the learner to be provided with comprehensible input' (Mitchell and Myles, 2004, p. 159). In order to represent the

comprehensible input that takes place during the acquisition process, Krashen proposes the following formula: 'i+1', in which 'i' represents the current linguistic competence and that '+1' represents the level beyond the current competence, i.e., the structures not yet acquired by learners, who can grasp with this, by the provision of features that aid them to get the meaning of the target structure, such as clues related to the context of language use, elements that are part of their knowledge of the world, or any other extra linguistic information. Thus, language can be acquired in the classroom when the focus is on communication – for example, through dialogues, role-playing, and other forms of meaningful interaction.

Another important matter is the fact that a language learner is not aware of the rules of a language he has acquired, instead he has a 'feel' for correctness: "when we hear an error we may not know exactly what rule was violated, but somehow 'know' that an error was committed" (Krashen 1983, p.26). It is also stated that formal teaching, that is language teaching in grammar-based approaches, where error identification and correction are stressed, does not encourage acquisition. In this matter, the TBL approach has an advantage over grammar-based approaches since the former leaves instruction and feedback concerning error correction as an implicit and desirable, but not essential, part in the lesson plan, thus not discouraging acquisition.

2.3.2 Defining Motivation

Dwight David Eisenhower once said: 'Motivation is the art of getting people to do what you want them to do because they want to do it'. (Cited from URL, see references.)

Longman dictionary of contemporary English defines motivation as 'the eagerness and willingness to do something without needing to be told to or forced to do it', and 'the reason why you do something' (Longman Dictionary of Contemporary English, 1995, p. 929).

Brown takes definitions from different sources, and states that motivation 'is the extent to which you make choices about: (a) goals to pursue and (b) the effort you will devote to that pursuit' (Brown, 2001, p.72).

In order to narrow the scope of this definition we will interpret and define it according to the point of view of two opposite schools of thought, which deal with the term *motivation* from different paradigms; we are talking about the Behaviouristic theory and the Cognitive theory.

2.3.3 A Behaviourist Theory

From the point of view of behaviourist theorists, for example the psychologist Skinner (1938), motivation is seen as a 'reinforced behaviour', in which rewards are the motor in order to pursue goals; "human beings, like other living organisms, will pursue a goal because they perceive a reward for doing so", this reward serves to reinforce behaviour: to cause it to persist" (Brown, 2001, p. 73). The mechanic stimuli awarded becomes the main factor of motivation in the pursuit of certain goals, as well as it controls the amount of effort a human being devotes to get them.

In order to illustrate this point, it turns out very useful to point out Brown's "M&Ms theory" of behaviour, in which M&Ms sweets are given to children for manifesting desired behaviour, thus, if a child answers a question correctly, he or she will receive a sweet ("M&M") as prize; consequently, the child will answer every question thinking about the prize, i. e., M&Ms will become the main factor of motivation and the main goal to reach.

We can suggest that most of the time, if not always, the things we do, we do them because there is an "anticipated reward" waiting for us, such as our salary (our M&Ms sweet) at work.

2.3.4 A Cognitive Theory

Cognitive points of view do not leave out the importance of rewards, but they also emphasize the sources of motivation, and try to answer the question: where does motivation come from?

In cognitive terms the Drive Theory postulates that motivation stems from basic innate drives; these drives do not act as reinforcement as in the Behaviourist Theory, but as innate predispositions and needs. Authors, such as D. Ausubel (1968), propose that motivation is achieved when individuals make decisions to satisfy the needs of exploration, manipulation, activity, stimulation, knowledge, and ego enhancement. Thus, motivation is based on the satisfaction of cognitive needs as if it were a compelling force behind the decisions people make. In this sense, Keller J.M. (1983, p. 89) claims that 'the choices people make as to what experiences or goals they will approach or avoid the degree of effort they will exert in that respect', are regarded as factors that may increase or decrease, respectively, the levels of motivation.

Another very important theory we need to consider within this section, is the Hierarchy of Needs Theory of Abraham Maslow (in Brown, 2001, p. 74), who, based on the spirit of the Drive Theory, which elaborated and described a system of structural and hierarchical needs (The Pyramid of Needs) within each human being. His proposal goes from physical needs through security (safety and protection), to needs of esteem and self-realization, that propel the individual to higher and higher achievement.

The important idea underlying here, is that each step of this pyramid is a prerequisite for the next level, something like a scaffolding of needs. In Brown's words (2001, p. 74): 'a person is not adequately organised to pursue some higher needs until the lower foundation of the pyramid has been satisfied'.

Motivation depends on the fulfilment of needs where individuals reach a high level of willingness to do something once they have gone through every stage of the hierarchy proposed by Maslow.

Other psychologists, for example Hunt (in Brown, 2001, p.75), centred their attention on the Self-control Theory, which points out the importance of people's own decisions, feelings and actions. We create our own definitions of ourselves no matter what the stimulus from others is; we make our own decisions and effort management regarding our personal goals.

As shown here, motivation is regarded as a critical part in the achievement of any human challenge. When people have their own opportunities about what they choose to pursue or not to pursue, they start becoming more autonomous and self-confident about what they want, and consequently, start giving direction to their pretensions and fulfilling their needs. On the other hand, if people get things shoved down their throats, motivation may decline.

Motivation is highest when one can make one's own choices, whether they are in short-term or long-term contexts.

2.3.5 Types of Motivation

We have already defined what motivation is from two different humanistic psychological theories; now, let us give an account of two of the most important and known types of motivation: *Intrinsic motivation* and *Extrinsic motivation*.

On one hand, Edward Deci (quoted in Brown, 2001, p. 76) defined *Intrinsic motivation* as: 'Intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. People seem to engage in the activity for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviours are aimed at bringing about certain internally rewarding consequences, namely feelings of competence and self-determination'.

On the other hand, Brown (2001, p. 76) refers to activities extrinsically motivated to those that 'are carried out in anticipation of a reward from outside and beyond the self'.

These external motivating factors can be rewards such as money or grades or even the avoidance of punishment. These rewards provide satisfaction and pleasure that the task itself may not provide.

The question that arises at this point is: Which form of motivation is the most powerful?. Maslow claimed (1970) that Intrinsic motivation is superior to Extrinsic motivation. In his Hierarchy of Needs Theory, he points out that human beings are ultimately motivated to reach self-actualisation, the top of the pyramid, this, only

because we want, and need, to get higher levels of internal fulfilment and self-esteem.

Jerome Bruner (in Brown, 2001, p. 76) through his Theory of Autonomy of self-reward, states that is much more effective for the learning of adults and children to free them from control of rewards and punishment. In addition, he found that extrinsic rewards are negatively addictive, since once a human being is captivated for some prize for doing certain task; this becomes dependant on that prize, each time increasing the desire for the tangible reward and decreasing the internal desire for doing the task.

2.3.5.1 Intrinsic Motivation in Education

Nowadays, education in our country has been theoretically oriented to an education of quality and full of meaning for each student, promoting the development of the well-known concept of learning to learn; a notion which points out the importance of the process of learning itself and how students develop their own tools in order to achieve and make the most of each learning opportunity; in other words, our educational system claims for an intrinsically motivated learning behaviour (Marco para la Buena enseñanza, 2003).

Unfortunately, in practical terms, our educational system is still captive of external values and wishes which are imposed by society and parents. 'Tests and exams, many of which are standardised and given high credence in the world "out there", are imposed to students with no consultation with the students themselves. The glorification of content, product, correctness and competitiveness, has failed to bring the learner into a collaborative process of competence building' (Brown, 2001, p. 77). Grades and fleeting knowledge have become a testimony of all these matters, since good grades do not reflect what has been meaningfully learnt.

As a consequence of such extrinsic motivators, students have learnt to please authorities, parents and teachers, rather than increasing their own internalised thirst for knowledge and experience.

Finally, we think that, as product of this system, we have a student who has learnt to fear failure and being stuck in a bubble where no risk-taking is met.

'Table 1 shows what can happen in an institution that takes eight extrinsic elements and, while accepting their reality in virtually any society or educational institution, turns those elements in an intrinsically oriented direction. The notion here is that an intrinsically oriented school can begin to transform itself into a more positive, affirming environment' (Brown, 2001, p.78).

Table 1. From extrinsic to intrinsic motivation in educational institution.

Extrinsic pressures	Intrinsic Innovations	Motivational results
<i>School curriculum</i>	Learner-centred. Personal goal setting. Individualization.	Self-esteem. Self-actualisation. Decide for self.
<i>Parental expectation</i>	Family values.	Love, intimacy, acceptance, respect for wisdom.
<i>Society's expectation</i>	Security of comfortable routines. Task based teaching.	Community, belonging, identity, harmony, security.
<i>Tests & Exams</i>	Peer evaluation. Self-diagnosis. Level-check exercise.	Experience. Self-knowledge.
<i>Immediate gratification (M&Ms)</i>	Long-term goals. The big picture "things take time".	Self-actualization.
<i>Make money</i>	Content-based teaching. Vocational education. Workplace ESL.	Cooperation harmony.
<i>Competition</i> <i>Never fail!</i>	Cooperative learning. Group work. The class is a team. Risk-taking, innovation creativity.	Manipulations, strength, status, security. Learn from mistakes. Nobody's perfect: "c'est la vie".

(Brown, 2001, p. 79)

All these transformations would help our educational system to give the students the real learning tools they need in order to make the most of their learning process. This implies setting apart some extrinsic rewards and teaching them the real value of learning and doing tasks because of their own fulfilment and personal achievements, being their inner motivation the vehicle to attain them.

2.3.5.2 Motivation in the Second Language Classroom

It is widely accepted among the majority of language teachers that motivation plays an important role in language learning. As we have seen, motivation provides a source of energy that is responsible for why learners decide to make an effort, how long they are willing to sustain an activity, how hard they are going to pursue it, and how connected they feel to the activity. It is one of the key factors that influences the success or failure of learning a second language. A considerable amount of research has been conducted to investigate the nature and influence of motivation in L2 (second language) or foreign language learning. Many psycholinguists have perceived the issue from different perspectives, such as Stern (1983), Gardner (1985), Ellis (1985) and Cook (1996).

2.3.6 INTEGRATIVE AND INSTRUMENTAL ORIENTATIONS

An integrative orientation toward a second language occurs when the learner wants to be part of the L2 culture, or when he or she wants to communicate with members of the L2 community (a social and/or cultural purpose). On the other hand, an instrumental orientation occurs when the learner's purpose of learning is to reach some practical goals such as passing an exam or getting a good job in the future (L2 as a tool or means for a future something).

It is good to say that both orientations and purposes can be driven by a high or low level of motivation.

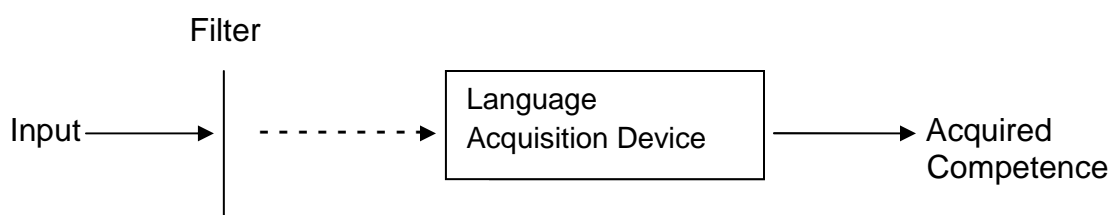
2.3.7 THE AFFECTIVE FILTER HYPOTHESIS

Learning a second language is a long and complex task. Your whole person is affected as you struggle to reach beyond the confines of your first language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a second language. (Krashen, 1995)

This is a brief description of Krashen's Affective Filter Hypothesis which has been a widely known and well-accepted theory of second language acquisition, and it has had a large impact in all areas of second language research and teaching since the 1980's.

Krashen's view regards a number of 'affective variables' that play a facilitative role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen (1981) claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to raise the affective filter and form a mental block that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition to occur.

Figure 2. Operation of the affective filter



'The Affective Filter Hypothesis implies that our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter' (Krashen, 1995, p. 32).

In sight of what we have discussed so far it is important that we, as English language teachers, create and maintain some essential conditions so that students feel motivated and comfortable in the English language classroom. As we have seen, intrinsically motivated, integrative oriented and self-confident learners are more likely to do better when learning a second language.

2.3.8 MOTIVATION AS ONE OF THE KEY FACTORS IN THE TASK-BASED LEARNING APPROACH.

Task-based learning (TBL) offers an alternative for language teachers. In a task-based lesson the teacher does not pre-determine what language will be studied. The lesson is based on the completion of a central task and the language studied is determined by what happens as the students complete it. Task motivation, as its name suggests, means the motivation for performing particular learning tasks. Ellis (1985, p. 119) highlights this importance when he states: 'Motivation that is dependent on the learners' learning goal is far less amendable to be influenced by the teacher than motivation that derives from a sense of academic communicative success. In the case of the latter, motivation can be developed by careful selection of learning tasks both to achieve the right level of complexity to create opportunities for success and to foster intrinsic interest'. In this approach, motivation for communication becomes the primary driving force. It places the emphasis on communicative accuracy and fluency rather than the hesitancy borne of the pressure in more didactic approaches to produce flawless utterances. Exposure to the target language should be in a naturally occurring context. This means that, if materials are used, they are not prepared especially for the language classroom, but selected and adapted from authentic sources.

Within this approach we can find a variety of motivating factors, which consequently help to create a comfortable environment of trust and respect.

From Willis' theory we can summarize some motivating factors:

- **Group work:** This approach encourages the interaction with others when doing a task; this helps the learner to create affective bonds and feelings of belonging.
- **Implicit error correction:** When learners make a mistake the teacher does not give them feedback at the moment, making them feel free to participate and to use the target language, and lowering the feeling of fear.
- **Achievement of goals:** When learners feel that they have reached something worthwhile through their own individual effort (completion of a

task) they feel more self-confident and successful, and they take more active participation of the class.

- **Use of their own linguistic resources:** This enhances their trust in what they know about language, which consequently leads them to use that knowledge to take risks when solving problems.
- **The teacher as a facilitator and not as lecturer:** This gives the learner enough freedom to give their opinion and points of view regarding the topic treated.
- **Language focus:** It consists of analysis and practice. In the stage of analysis, learners examine the recording or text for new lexical items or structures, which they then record. The teacher conducts a practice of the new items either during the analysis or after it. The learners are given the opportunity to reflect on how they performed the task and on the new language they used.

2.3.9 MEANINGFUL USE OF LANGUAGE

Along with the conditions for language learning to occur, we can add the meaningful use of language as another component that works to communicate specific purposes in order to fulfil one's needs.

Below we will examine the most important theories that support this belief, beginning with Krashen's Input Hypothesis, moving through the relevance of Long's Interaction and finalizing with Swain's Output Hypothesis.

2.3.10 KRASHEN'S INPUT HYPOTHESIS

We refer to "Input" as data or linguistic information that is taken by the acquirer through receptive skills, i.e., by listening or reading in the target language.

This is the main concern of Krashen (1982) who proposed that 'the only necessary condition for language learning to occur is for the learner to be provided with comprehensible input', which is the kind of input that helps the learner to focus on meaning rather than form. Krashen claims that the provision of comprehensible input leads to language acquisition.

Additionally, the author explains that when there is enough comprehensible input supplied, communication flows and grammar structures emerge naturally. However, the model could not explain successfully the role that other factors, namely social and cognitive, may have in the language learning process (McLaughlin, 1987, p. 165). Therefore, attention to the role of production, what learners speak and write, is put off until later stages. Besides, some critics have pointed out that the 'Input Hypothesis has not built enough empirical evidence and it is not easily testable' (McLaughlin, 1987, p.36); others argue that 'it is not clear how the learner's present state of knowledge ("i") is to be characterized, or indeed whether the "i+" is intended to apply to all aspects of language' (Mitchell and Myles, 2004, p. 165), and few more have criticized certain aspects of Krashen's theory and certainly it has not been consistent enough to demonstrate that input, although it is a very important factor, is the only necessary condition for language learning to take place.

2.3.11 LONG'S INTERACTION HYPOTHESIS

As an extension of Krashen's Input hypothesis, Michael Long (1996) came up with the idea of Interaction Hypothesis, which claims that not only is the quantity of input but the quality of it that makes a difference in language learning. That is, it is the interaction between second language learner, native speakers or other second language learners that promotes language learning. This proposal can be explained as it follows (Long, 1985, p. 378):

- **Step 1:** Shows that (a) linguistic / conversational adjustments promoted (b) comprehensible input.

- **Step 2:** Shows that (b) comprehensible input promotes (c) language acquisition.
- **Step 3:** Deduces that (a) linguistic/conversational adjustments promote (c) acquisition.

Consequently, what this model emphasises is the quality of input treatment. In Long's terms 'the more the input was queried, recycled and paraphrased..., the greater its potential usefulness as input' (Mitchell and Myles, 2004, p. 160). Therefore, through interaction, input is more likely to become intake, i.e., new language which is processed sufficiently for it to become incorporated into the learner's developing language system (Mitchell and Myles, 2004, p.187). Supporting this idea, authors like Larsen-Freeman and Long (1981) have demonstrated that there are types of tasks that facilitate the intake process, such as convergent or problem solving that are more likely to promote negotiation of meaning both between non-native and native speaker peers.

2.3.12 SWAIN'S OUTPUT HYPOTHESIS

Output is defined as speech in language acquisition (Krashen, 1995) and it refers to productive skills, i.e., speaking and writing.

According to Krashen (1995), in his updated version of the Input Hypothesis, the role of output serves the purposes of input provision. He explains that speaking, for instance, to other people will make other people react and talk to the learner, which will affect the quantity and quality of the input directed at them, in terms that talking to others will always give clues of learner's actual understanding, which will make their interlocutors modify their input in order to get their message across and be understood. This will get communication flowing. In a conversation, both speakers can manage and regulate the input to make it more comprehensible; therefore, we can say that output for Krashen is merely an appropriate way to get input.

In an attempt to bridge the gap that this hypothesis produced regarding the lack of prominence of productive skills, Long (1981, 1983, 1996) argues that output is not simply one-directional source of language input, but an opportunity to engage with interlocutors in negotiations around meaning, where input would be treated interactively to increase its comprehensibility. So, both sides of the conversation interact in a way that input becomes increasingly well-targeted to the particular learner's needs, and he goes further claiming that this input treatment can actually lead to language acquisition.

Many other researchers (Swain, 1985) have made clear that output is necessary to increase fluency; nevertheless, their perspective refers only to practising productive skills in the target language. It is Merrill Swain (1985) who goes beyond the mere practice function of output and proposes the Output hypothesis.

Swain's model suggests that output has a major impact in the development of Interlanguage, i.e., learner's developing language system. Consequently, she also proposes that output fulfils three critical functions: (Swain, 1995, p. 128)

- "Noticing/triggering" function, which has a consciousness raising role, i.e., according to Mitchell and Myles (2004) that having learners involved in activities of producing the target language, may push learners to become aware of gaps or problems in their current competence.
- The hypothesis-testing function. When learners are pushed to produce language, they have the opportunities to experiment with new structures and forms.
- The metalinguistic function: Every activity that implies producing language will provide learners with chances to reflect on, analyse and discuss explicitly the gaps or problems they noticed.

Swain's idea of output, albeit it has not been properly proved in terms of improving grammar learning, does add a new element that can support and lead to learning, which is the development of metacognitive skills. This can be explained by the fact that being pushed to produce language, forces the learner to retrieve previous knowledge – linguistic competence, social context and strategies- and it also

makes the learner organize their thoughts and ideas and realize them on the message they are to convey (Willis, 1996).

2.4 TASK AS A CORE ELEMENT OF THE APPROACH

From now on, we will refer to task as an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome. (Willis, 1996, p. 23).

During a task, learners have a given time to achieve the goal, in other words, the emphasis is on understanding and conveying meaning, therefore, tasks are opportunities to use language in a meaningful way.

Now, regarding language learning in the classroom, Nunan (2004) defines a Pedagogical task as a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning rather than to manipulate form (Nunan, 2004, p.4).

Tasks differ from exercises in the feature that the latter are oriented to a certain linguistic goal, for instance, vocabulary or grammar structures, whereas, tasks have a non- linguistic expected outcome, they have some starting points, such as, personal life experiences, logic problems, incomplete pieces of material, etc., and it also activates some cognitive processes; and specifically, pedagogical tasks are designed to activate acquisition processes. (Nunan, 2004, p. 6).

2.4.1 Types of Tasks

According to Willis (1996), there are a number of task types which differ in the processes they involve. We shall briefly introduce them from the more closed ones, in which the outcome is very clear, to the more open task types, in which outcomes and processes are more difficult to define. We will later present an example of a very significative type of task.

- **Listing:** This type of task tends to make learners explain their ideas and in practise, it generates a lot of talk. Listing involves the processes of brainstorming and fact finding.
- **Ordering and sorting:** This task type is a little bit more complex and involves processes such as sequencing, ranking, categorising, classifying.
- **Comparing:** The idea of this type of task is to make learners analyse information in order to find similarities or differences. The processes involved are matching, finding similarities and finding differences.
- **Problem solving:** This type of task demands more intellectual skills and involves processes that depend on the type and complexity of the problem, but they may be expressing hypothesis, describing experiences, evaluating, negotiating and agreeing a solution.
- **Sharing personal experiences:** This type of task allows learners to interact in a way that is similar to a casual social conversation, and that is why this is a very open task, in terms that its outcome becomes hard to define and linguistic features required are not easy to predict.
- **Creative task:** This type of task can be compared to projects, because it involves freer creative work. This type of task also tends to have more stages than other task types and can involve combinations of them.

2.4.2 Example of Tasks

(a) 'Decide on the best two places – cheap but safe – for a young person travelling alone to stay in your capital city' (Willis, 1996). In this example, where the outcome is to solve a problem, the processes involved would be analysing and decision making ones, and the starting point is a hypothetical situation.

(b) Make up your own version of the ending of an incomplete story. In this task the starting point is material that is deliberately incomplete. The processes involved are analysing, reasoning and predicting.

2.4.3 Task-Based Learning (TBL)

Task based learning is an approach that considers the task as the main unit for planning and teaching. Its underlying rationale is the communicative approach and the origins of this model date to the 1970's when N.S.Prabhu conducted an experiment called "the Bangalore Project", which consisted of the performance of tasks by learners after the teacher's demonstration. Prabhu rejected any focus on grammar claiming that it distracted learners from meaning.

In spite of the fact that the TBL's rationale is grounded on communicative approach, there are two branches, which differ in their classroom approach.

On one hand, Michael Lewis (2002), proposed the Lexical approach, based on documented findings about how focus on vocabulary aids language fluency. Lewis argues for an analytical text-based approach, in which texts are examined by chunks. On the other hand, Dave and Jane Willis (2007) also acknowledge the importance of meaning-making function of vocabulary, but they advocate for a meaning- based syllabus.

2.5 THE TASK FRAMEWORK

Task-Based Learning, as teaching approach, seeks the accomplishment of the four essential conditions for language learning previously discussed. It also proposes a teaching style that may adjust to the variety of learning styles in the classroom, turning it into a scenario which resembles real life as close as possible. Because, as Jane Willis (1996, p.8) says 'High quality teaching can nullify aptitude differences. So we can hope that if we re-create natural learning conditions in the classroom, all learners will learn...'

The idea of the whole cycle is to accomplish the four conditions for language learning, so we will have an opportunity for learners to use the language in a meaningful way, to be exposed to different kinds of language, to manipulate language, and to analyse and practise language form in a conscious and explicit way.

According to Willis (1996), Task-based learning involves a framework in which we can clearly see three major stages: The pre-task, task cycle and language focus.

2.5.1 Pre Task Stage

This phase introduces the class to the topic and the task, activating topic-related language. In this stage, teacher may explore the topic, highlight useful words and phrases and prepare students to perform the task by helping them to understand the instruction. This stage is generally the shortest.

2.5.2 Task Stage

The task phase offers the learners the chance to use whatever language they already know in order to carry out the task, and then to improve their language under teaching guidance (Willis, 1996, p.40). This stage is divided into three sub-stages which are mentioned as follows.

- **Task:** Is the actual moment in which learners perform the set task. It could be in groups or pairs.
- **Planning:** After the task, students reflect on the way they carried it out, what they decided or discovered and they also prepare to report orally or in writing. This is an opportunity for learners to reflect on the language they are to use, because they are forced to do it in front of an audience.
- **Report:** In this sub-stage, some groups can present their report or exchange them. Report stage always has an outcome, so the audience is never passive and the presentation always receives some kind of feedback.

2.5.3 Language Focus Stage

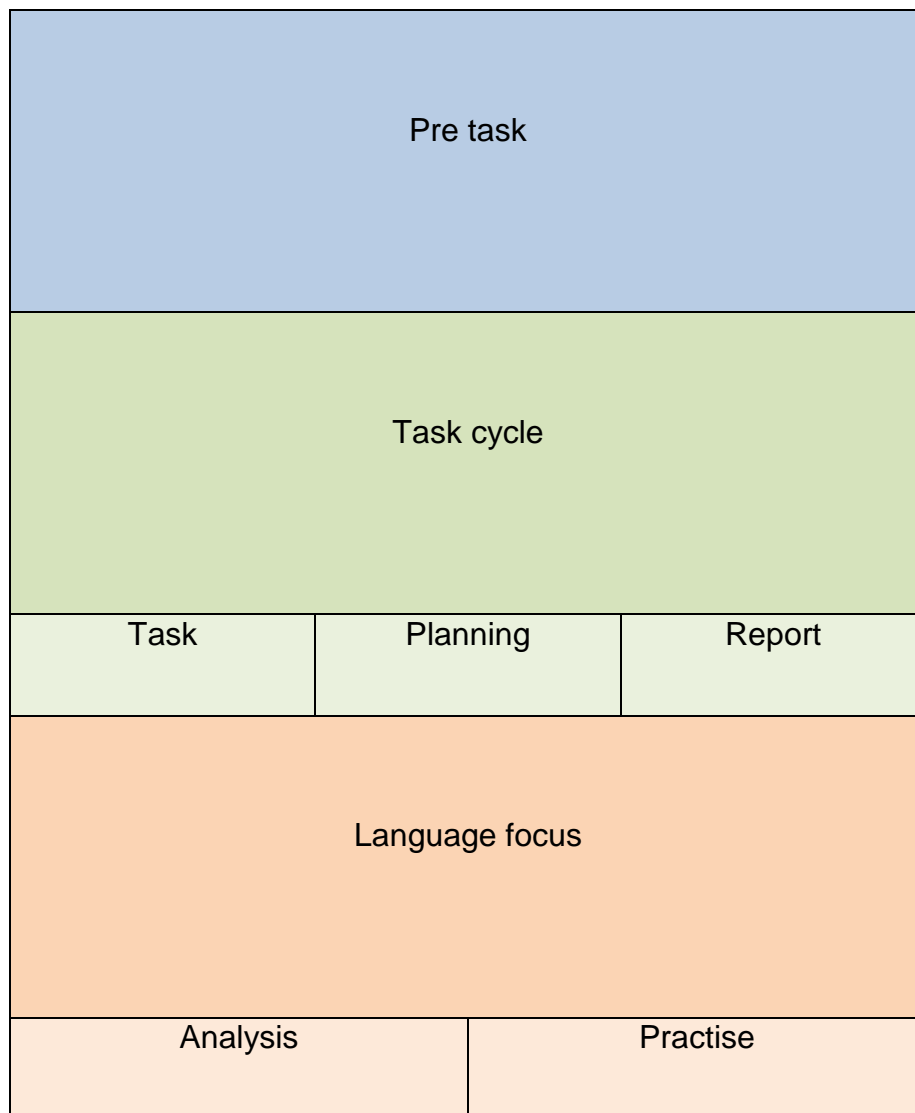
The last phase allows learners to move their attention from meaning and focus on form of the language they have used during the task. Thus the study of these forms is already contextualised by the task itself. It is during this phase, when explicit analysis and practice occurs. The goal at this stage is to raise learners' awareness of linguistic features.

This phase can also be understood by sub-dividing it into two:

- **Analysis:** Students examine and discuss specific features of language they used or needed.
- **Practice:** Teacher conducts the practice of new features either while or after analysis.

2.5.4 Components of the TBL Framework

This chart, from top to bottom, represents the TBL cycle. It shows the different stages of the methodology.



2.6 SYLLABUS DESIGN APPROACHES

2.6.1 Definition of Syllabus

A unanimous definition of syllabus is impossible to be found, since many definitions are taken into account according to the designer's views or needs. The definition we will use is the one proposed by Ralph Tyler (in Nunan, 2004), which states that syllabus is the identification of goals and objectives.

This concept of syllabus goes hand in hand with the concepts of methodology and assessment/evaluation. We must be clear that methodology is the technical path used by the teacher in order to introduce data to the learners, which includes the list, organization and grading of learning experiences, and the assessment/evaluation is the action required in order to be able to notice or realize if the goals and objectives have been achieved or not (Tyler, 1949).

The given definition of syllabus has, as a result, what is defined in 1969 by Tyler curricula. (in Nunan, 2004)

2.6.2 Description of Documented Syllabuses

In 1976 David Wilkins suggested in a seminal publication a basic distinction of what he called synthetic and analytical approach.

- **Synthetic approach:** Different parts of the language are taught separately so that the progress of learning occurs gradually (unit by unit) until the whole structure is built up.

This type of approach facilitates the second language learning process due to its rigidity when new structures or concepts are introduced, thus enabling the learner to encounter smaller and smaller pieces of knowledge that have to be mastered before moving to the next texts and tasks. On the other hand, the synthetic approach does not necessarily address the students' needs, because it seems that learners do not learn an item perfectly at the first or same period, consequently items that could not have been observed in the following stages of the learning process are categorized unstable. (Ellis, 1994). All this added up might result in

lack of interest from the learners since the variety of their learning styles at the cognitive level does not necessarily increase their awareness, thus not allowing/permitting learners' autonomy to be fostered.

- **Analytical approach:** Most of the structures of the teaching and learning process of the syllabus are agreed on-the-go, i.e., the syllabus takes different shapes according to the students' needs.

The flexibility occurring in the analytical approach allows the student to reach a certain level of autonomy in the target language due to the adaptation of this approach to the students' needs. When this approach is implemented, it requires a high level of text and task analysis by the teacher, especially at its early stages, because even though this type of approach can be very flexible, it always has to have a solid ground in order to start to build the structures that the second language learning requires. In order to provide a solid ground for the syllabus, task-based language teachers can rely on the experiential learning of their students.

One important factor that acts as a basis for task-based language teaching is the experiential learning. This teaching approach permits the activation of prior knowledge and/or language awareness, because it encourages the students to analyze and contrast the current language learning experience with her/his personal experience. This ground-builder approach helps the teacher to notice and understand the students' needs, and as so it has to be reflected on the texts and tasks that are introduced in the course.

Reflection and transformation are the keys for the incorporation of new knowledge and skills into the student's learning structures (Kolb, in Nunan, 2004). According to his statements, when action and reflection are able to come together, new structures (old structures that evolved from the reflection) are able to be added up into the process of assimilation of abilities.

Also supporting the vision of the experiential learning Kohonen (in Nunan, 2004), articulates a methodological list of precepts for action that finally result in what he believes is one of the main goals of task-based language learning: student's autonomy. The afore-mentioned list refers to the active role that the student has to

take up in his/her own process of learning as well as outside the classroom. Kohonen also states that collaborative learning is an essential part of his vision as collaborative work (pair and group work) involves the mixture of the experiences of other students, which can be transformed into feedback and consequently reflection, which will finally lead to transformation of new structures. For collaborative work to have a real impact on the learning process, the teacher must encourage communication skills among students in order for them to take into account all the intervention given during the tasks and reflect on them. Also, teachers must emphasize the evaluation on the process rather than the product, otherwise loss of motivation and goals from the students among other factors can arise.

We have to keep in mind that the assessment stage can be used as a learning instance by the student and so teachers must consider the whole process and not only that specific evaluation moment. From this perspective, teachers can also use the assessment stage as a tool to find new language needs in the students that will help him/her shape the next texts and tasks.

2.6.3 Students' needs Approach

Now we will take a look at the teacher/learner factor in the development of curriculum and syllabus design.

From what has been said previously in this work, we can realize that the syllabus design, the methodology used inside the classroom and the assessment in the field of language teaching has evolved taking into consideration the students' needs.

The needs of the students are what actually give the clues to the teachers for them to prepare appropriate tasks and assessment.

At an academic level, seen from the language teaching perspective, perhaps we could define *need* as the lack of linguistic elements that forbid the learner to communicate, which is the goal in the task-based learning.

The task-based learning syllabus design features the focus on learners, thus transforming the curriculum in a learner-centred one. The importance of having a

model of the curriculum that involves the students' needs is that they become more acquainted with the knowledge introduced in less time, because the experiential learning also plays its part. At this stage, in which different factors contribute in order to create a curriculum that addresses the students' needs, thoughts, opinions and interventions, we can see that the curriculum development becomes increasingly collaborative to all of its components, including content selection, methodology and evaluation (Nunan, 1988 p. 15).

With the objective of noticing the existing gap between the views on tasks from teachers and learners, Breen (in Nunan, 2004) states that the way learners' have been conditioned to learn is what creates a, sometimes big, disparity in the way tasks are interpreted or viewed by teachers and learners. A way that is suggested in order to deal with this predisposition is to make learners aware of their own learning process because eventually that will enable learners to choose what to learn and how to manage their learning.

According to the previous statement, the learners will become increasingly more independent, until they reach the point in which they will be able to plan and monitor their learning. Even though this might suppose a hierarchical change within the classroom, the teacher must still be the person in charge of assessing his or her learners through a very conscious judgement.

In a teacher-centred approach we would find that the curriculum objectives, methodology (including pair work), grading and sequencing of tasks are rigidly set by the teacher, thus transforming the learning process in a no-space-for-errors one. In a teacher-centred approach what has to be taught is what it has to be taught. On the other hand we have a learner-centred approach, which is built on the students' needs in order to acquire knowledge and finally being able to produce and establish communication. In this type of approach what is needed to be learnt is what has to be taught and practised.

2.7 TEACHING BASED ON PRINCIPLES

Language teaching has moved into a post-methodological era where teachers should base their pedagogy on principles that will form the core of an approach to language teaching and learning (Brown, 2001, p. 54).

According to Brown (2001), there are twelve main principles of second language learning that form the foundation of an approach to language teaching. The key principles of this approach are: cognitive, affective and linguistic.

2.7.1 Cognitive Principles

This set of principles is mainly related to mental and intellectual functions (Brown, 2001, p.55).

- **Automaticity:** This concept refers to master a skill to the point that the student can accomplish a task with ease, speed, and little deliberate attention. This kind of learning is widely attributed to children since they learn a language without overt analyzing the forms of that particular language. It is not necessary for teaching to completely avoid language forms, but it is quite important to focus lessons on the use of the target language; this means to give emphasis to functions over forms.
- **Meaningful learning:** This concept contends the idea that new information relates to existing structures enhances associative links and long-term retention. Rote learning, on the other hand, refers to input taken in an isolated fashion and not linked with prior knowledge. Students' interests are fundamental for meaningful learning and at the same time is important to avoid excessive grammar explanation, abstract concepts that tend to confuse students, activities that are focused on memorization which are not related to the topic or which purposes are not clear, and finally avoid using techniques that are not flexible at all in which students tend to do things mechanically, hence not paying attention to the language and meanings themselves.

- **The anticipation of reward:** According to Skinner (quoted in Brown, 2001), the anticipation of reward is the most powerful factor in directing someone's behaviour. Every human act is driven by a sense of receiving some sort of reward, and learning a foreign language is not the exception. Students are given grades, praises and feedback for good and bad behaviour.

Inside the classroom it is fundamental to encourage students to participate and to use verbal praise as a short-term reward to keep students confident in their abilities. At the same time encouraging students to develop a supportive attitude with each other is also very useful. Teachers should show their students that they also feel motivated teaching; enthusiasm and willingness are positive indicators for this. As we refer to English as the target language, it is quite important to show students what they can do with the language, the prestige and benefits received by someone who speaks English as second or foreign language.

- **Intrinsic motivation:** The capacity of a teacher to stimulate learners' own needs to practice and learn languages is essential to develop intrinsic motivation. This practice requires teachers to relate students' motives and wants to classroom tasks (real-life tasks), this means that students do the tasks because they are motivating, challenging, interesting and students are not expecting a reward from the teacher (Brown, 2001, p.60).
- **Strategic investment:** This principle deals with the students' method to internalize and perform a foreign language. This has to do with the students' personal "investment" of time, effort and attention to the target language (Brown, 2001, p.60).

Teachers should take into account the great variety of learning strategies that students use in order to learn a new language, and therefore it is also important to recognize each student as a separate individual, with different learning strategies and styles.

2.7.2 Affective Principles

These principles have as their main characteristic the emotional involvement. Here we find the sense of self-relationships and emotional ties between language and culture.

- **Language ego:** This idea implies the development of a person's new identity, a second mode of thinking, feeling and acting. This can sometimes create a sense of fragility and a rising of inhibitions.

Teachers are supposed to provide a supportive framework to students, to show empathy and to select a methodology that is cognitively challenging but not intimidating at an affective level (Brown, 2001, p. 62); finally, students, while they learn a second language may experience an identity crisis, so it is important for them to receive extra help to overcome that emotional barrier.

- **Self-confidence:** A great deal of responsibility of second language learning success falls on the learners' sense of capability to achieve the objective. The success in learning the target language is closely related to the belief that they can do it indeed. Consequently, teachers should provide students with verbal and non-verbal assurances, as well as with a set of sequence techniques varying from easier to more difficult which would help learners to sustain self-confidence where already exists and to build it where it does not (Brown, 2001, p. 63).
- **Risk-taking:** This notion builds upon the previous ones and it encourages learners to take the risk to try out new acquired language. If students develop the previous two principles, then they are ready to use the new language for meaningful purposes, to communicate fluently and to improve what they have already learnt.

Inside the classroom students should be encouraged to use the target language in an environment where they can venture a response without fear. Therefore, teachers should supply challenging activities, promote risk-taking as a good exercise to practise the target language. Nevertheless, the

idea of feedback provision is regarded as an instance to acknowledge any attempt made by the learner that may exert an influence on their language learning development.

It is also very important to react to risky attempts in a positive way, giving special reward for trying and at the same time providing them feedback to the use on the target language.

- **The language-culture connection:** This notion entails that language and culture are intrinsically related to each other. This brings out the point that learning a language must overextend to teach cultural components. While teaching the target language, teachers should discuss cross-cultural differences between cultures, using material and activities that enhance the link between language and culture and to teach learners, socio-cultural issues is also very useful to accomplish this objective.

2.7.3 Linguistic Principles

This last set of principles is centred on the language itself and on how learners deal with its complex linguistic systems (Brown, 2001, p. 65).

- **The native language effect:** In spite of the fact that native language may lead to errors through interference, the overuse of native language can also behave as a facilitator for second language acquisition, but this is less observable though.

Teachers should help students to repair native language errors since they could be both a signal of second language structure malformation and/or a signpost that helps learners to realize that not everything about their native language system will cause an error; finally, we may say that thinking directly in the target language usually helps to avoid interference errors, so teachers must help students to develop this ability in order to improve their learning.

- **Interlanguage:** This principle states that second language learning is developed in a systematic fashion, where learners go from partial to full

competence in the target language. 'Successful Interlanguage development is partially a result of utilizing feedback from others' (Brown, 2001, p.67).

The Interlanguage of second language learners may vary among them. It is important to mention that at least some of the learner's errors may be systematic, and so errors may appear or not (Brown, 2001, p.67).

Ideally, teachers should distinguish between systematic Interlanguage errors and other errors. Teachers should also be tolerant to face them and perceive them as part of students' developmental progress. It is fundamental for students to receive affective feedback, to feel encouraged and to be aware of their own errors in order to self-correct them.

- **Communicative competence (CC):** All of the elements of Communicative competence (grammatical, discourse, sociolinguistic, pragmatic and strategic) are involved in human interaction. All aspects must work together for successful communication to take place.

Brown (2001, p. 69) stated that 'it is important to teach grammar as well as other relevant components such as: functional, strategic and psychomotor'. Once we are teaching functional and sociolinguistic aspects of language, it is important to use a methodology that facilitates its learning without overlooking psychomotor skills. Fluency is fundamental, so teachers would not correct every single mistake, if learners have enough time to speak in the target language they will develop accuracy and mistakes will be less common. Finally, teachers should use vocabulary that is useful in real-world situations and provide genuine techniques, not only memorization in order to improve vocabulary.

2.8 PRESENTATION, PRACTICE AND PRODUCTION (PPP)

PPP is a variation in Audio-lingualism and it is a very common class model applied at schools all over the world. It is divided into three main stages: presentation, practice and production (cited from URL, see references.)

- **Presentation:** This is the first stage where teachers introduce the topic in a very controlled manner. The beginning of the lesson involves the building of a situation requiring natural and logical use of the new language. The teacher makes sure that the students understand the nature of the situation, and then builds the concept underlying the language to be learnt using small chunks of language that the students already know. Once the given situation is recognized and understood by the students, they will then start instinctively to build a conceptual understanding of the meaning behind the new language, and why it will be relevant and useful to them. When the situation surrounding the new language and the conceptual meaning of it has been achieved, the new language should be introduced by means of a linguistic model. It is this model that the students will go on to practise and hopefully achieve naturally without help during a productive activity. This is a very teacher-orientated stage where error correction is very important.
- **Practice:** This second stage usually begins with what is called Mechanical practise; open and closed pair work. Students gradually move into more communicative practice involving procedures like information gap activities, dialog creation and controlled role-plays. Practise is seen as a tool to create familiarity and confidence with the new language and also to test accuracy. Going in a smooth transition from presentation to practise usually involves moving the students from the Individual drill stage into pair work (chain pair-work, closed pair-work and open pair-work). Communicative practise then leads the way towards production. The teacher still directs and corrects at this stage, but the classroom at this stage becomes more student-centred.
- **Production:** This is the most important stage of Communicative language teaching, because successful production is a clear indicator that the language learners have made the transition from "students" of the target language to "users" of the language. Production is highly dependent on the practice stage, because if students do not have confidence in their knowledge about the language, then they will naturally hesitate to use it. One of the most important things to keep in mind is that production activities

should not explicitly tell students what to say. At this stage they do not have the context and must think without teacher's instruction. Some good examples of effective production activities include situational role-plays, debates, discussions, problem-solving, descriptions, quizzes and games. The teacher's role here is to somehow facilitate a realistic situation or activity where the students instinctively feel the need to actively apply the language they have practised. Teachers do not correct or become involved unless students directly request them to do so.

2.9 TEST, TEACH, AND TEST (TTT)

A radically different approach is the Test, teach, test (TTT) which consists of teaching where learners are required to perform a task without any input or guidance from the teacher, so here the production stage comes first. Then, based on the problems noticed, the teacher plans and presents the target language, then learners do another task in order to practise the new language; the teacher starts with a diagnostic activity to establish how much of the target vocabulary students know. This activity is usually student-centred. Teacher monitors closely to establish which areas he or she will need to focus the most in the subsequent teach-stage. At this stage, the teacher checks meaning, form and pronunciation of the target language items of what students were unsure. The final test-stage is a practise activity which allows students to use the target language, now, ideally, with more confidence and accuracy.

2.9.1 From TTT to TBL

TTT leads to the implementation of TBL, where learners' needs to communicate are crucial and where language is used for a genuine purpose. One of the main characteristics of TBL is that this approach encourages students to develop a reflective thinking, and takes into account a wide range of learning styles.

2.10 PPP vs. TTT (PROS AND CONS)

2.10.1 PPP (Pros and Cons)

The use of PPP seems to be quite useful for emerging teachers, since it is a straightforward process to present a structure from a grammatical syllabus. As the stages are clearly defined students perceive them and get used to them. This approach is also useful to manage large classes. Nevertheless, PPP approach has been criticized in three main areas: firstly, in how it is supposed that its students learn, secondly for the syllabus chosen and finally for what is done inside the classroom.

It has been observed that a single lesson is not enough for students to master all the features of a language, and in the case of PPP we can realise that the topics seen in one lesson are sooner forgotten by the students, sometimes because the activities used in PPP are mechanical and sometimes entail students to develop a rote learning. Another aspect is that rules are often simplified to the point that the generalization is more of an interference than a help in understanding, and to maintain some credibility of the isolated language rule. Other examples which go against the rule are ignored, and excluded so as not to confuse students. As Dave Willis states (1990, p.44) 'It is a strange teaching strategy ... which allocates a large portion of time to ...straightforward grammatical systems and very little time to the most problematic systems. It is stranger still if, in the interests of grading, we deny learners exposure to the language which, might enable them to draw conclusions for themselves about such problematic systems'.

The last stage of this approach has also been criticized. Some researchers deny that real communication takes place in this stage because of what has happened in the presentation and practice stages of the class. It is widely assumed that the best way for learners to learn is to concentrate on meaning rather than form, and though the intention of the teacher in a PPP classroom might be to do this in the production stage it is debatable as to whether this can be achieved; as learners are likely to concentrate on using the target language to show the teacher what they have learnt on the previous stages. As Willis says (1990, p.4-5); 'It is difficult to see how activities can be regarded as truly communicative if the learners' main

objective is not to achieve some outcome through the use of language, but to demonstrate to the teacher their control of the target form'.

2.10.2 TTT (Pros and Cons)

TTT is a valuable approach, since it allows teachers to identify the specific needs of learners related to different aspects of language and address this need properly. It can be particularly useful at an intermediate and advanced levels, where learners may have seen the target language before, but have specific problems with it, and also in mixed-level classes to help identify objectives for each individual. In contrast to the PPP approach, that is mainly teacher-centred, this approach is student-centred. One of the most important characteristics of this approach is that it deals with the use of language for communicative purposes and where errors are not seen as a failure, but seen as tools for the teacher to practise with the students.

Sometimes it is excessively difficult to cover every single of the students' needs, particularly in large classes; that is why some teachers still apply the PPP method even though it seems to have many of problems when improving students' learning.

2.11 LESSON PLANNING MODELS

'The term lesson is popularly considered to be a unified set of activities that cover a period of classroom time, usually ranging from forty to ninety minutes. These classroom time units are administratively significant for teachers because they represent steps along a curriculum before which and after which you have a hiatus (of a day or more) in which to evaluate and prepare for the next lesson' (Brown, 2001, p. 149).

A lesson plan is a detailed description of the course of instruction for a lesson. Teachers use a lesson plan as a tool or strategy to carry out their lesson. There are many variations and opinions related to the elements of a lesson plan, but some researchers agree on that the essential elements of a lesson plan are: goals, objectives, materials and equipment, procedures, evaluation and extra-class work.

2.12 TBL: IMPLICATIONS FOR CLASSROOM TEACHING

2.12.1 Interaction in the Classroom

As we have discussed before, the TBL classroom is an environment in which four conditions for language learning can be brought together. In this scenario, both, teachers and students have a vital role to play.

2.12.2 Teacher's role

By examining the TBL framework, we notice that teachers are far from being an information provider all the time, like a lecturer or expositor; in a one-direction vertical relationship with students. On the contrary, the role of the teacher in the TBL classroom is of a facilitator in a horizontally fashion (Nunan, 2004, p.149). Because of this relationship, what teachers do is to trigger learning experiences that lead students to autonomy.

However, the role of the teacher according to Willis (1996) is far more than a facilitator and it changes according to the task phase, going from monitor before and during the task, shifting into a language advisor who gives feedback on the planning stage, to a chairperson and finally engaging students to process the linguistic information for themselves.

Additionally, teachers in TBL are responsible for accomplishing learning; this is why they must make sure that all the essential conditions for language learning are addressed in the classroom. This provides an additional duty to those teachers that are used to making an excellent job in technical terms, but it becomes a real challenge when it comes to engaging students with meaningful learning activities, so they eventually end up blaming students for lack of motivation. Motivation in TBL is also a teacher's responsibility.

Finally, we cannot forget that TBL implies a lot of creative work, due basically to the lack of task based material available. At the same time, because of the nature of TBL, teachers are free to re-invent their practice and become more flexible and original. This is why the teacher in TBL is also "an active creator" (Nunan, 2004, p.166)

2.12.3 The learner's role

Since TBL follows the ideas of learning-centred approach, learners are encouraged to move from their passive role of receiving information and putting it into practice, to actively build language to be processed, analysed, corrected and practised. This way, raw material for language focus during TBL lessons is learners' own language, which happens to be motivating.

At the same time, learners' autonomy is fostered by the language focus stage, in which students can raise awareness not only of the contents of the lesson, but also the way they cope with tasks and other constraints.

Authors like Nunan (2004) believe in taking TBL even further than classroom to syllabus and curriculum design policies, and mentions that 'the idea is for learners to become planners and monitors of their own learning' (Nunan, 2004, p.15).

2.12.4 Planning

In order to plan in TBL, teachers must be aware of the task cycle and prepare tasks that can lead the learner to the development to the desirable competence in the target language. In order for this to be possible, teachers must select, strategically, those tasks that involve processes that are appropriate to the knowledge and skills we want to develop.

2.12.5 Assessment

The approach itself goes for a course model in which assessment is constantly provided and even more, it is a central part of it. Assessment is based on feedback.

Nunan (2004) refers to assessment as a tool that requires involving some kind of communicative performance. In other words, learners are required to carry out a task that simulates the kinds of tasks they will be required to perform outside of the classroom. It is also important to mention that task-based assessment should provide learners with the opportunity to demonstrate what they know and what they can do with the language and as it was mentioned above, teachers should give

feedback to learners, so they can know how well they are achieving their learning objectives.

2.12.5.1 Purposes for Assessment

There are a number of different reasons for assessing learners' performance. These range from providing information for learner placement purposes through to providing data for liability purposes.

Brindley (2001) identifies six main purposes for assessment:

- **Certification:** e.g., to provide learners with a record of their achievement
- **Selection:** e.g., to place learners in class
- **Accountability:** e.g., to provide information to funding authorities
- **Diagnosis:** e.g., to provide feedback on progress
- **Instructional decision-making:** e.g., to provide information on learners' strengths and weaknesses for course planning
- **Motivation:** e.g., to encourage learners to take responsibility for their own learning

2.12.5.2 The New Assessment System

'The new system was devised to increase the time given to the testing of speaking and writing skills (language production) and also to give a better balance between formative and summative assessment' (Nunan, 2004, p. 261).

According to Nunan (2004) if the assessment is totally formative it may fail to achieve the commitment that is required from both adult and young learners. Nunan also states that summative tests help students to take things more seriously and at the same time this kind of assessment enhances motivation to attain goals.

Considering Brown's statement (2001) there are seven ways in which testing can support learning:

- Increase learning motivation
- Encourage learners to set goals for themselves
- Help retention of information through feedback
- Provide a sense of periodic closure

- Encourage learner self evaluation on progress
- Promote learner autonomy by pointing out areas of weakness on which to be work
- Serve as a mean to evaluate teaching effectiveness

Summative tests are characterized for giving results that are considered as concrete evidence of the learning progress. These tests may vary depending on the task, the skill, and the interaction among learners, for instance: pair work, group work, individual work, oral tests and written tests.

2.12.5.3 Error Correction

This approach does not agree on giving immediate feedback to students when they are performing a determined task. Immediate error correction interrupts the pace of the lesson and inhibits learners' performance inside the classroom, leading them to increase their fear to participate in future lessons. Thus, the language focus stage corrects learners' errors by making them practise and giving them the opportunity to reflect on how they have developed each task.

CHAPTER 3:
METHODOLOGICAL DESIGN

3.1 QUALITATIVE RESEARCH METHOD

According to Cresswell (1994) 'A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting'.

Qualitative research methodologies are designed to provide the researcher with the perspective of target audience members through immersion in a culture or situation and direct interaction with the people under study. Qualitative methods include observations, in-depth interviews and focus groups. These methods are designed to help researchers understand the meanings that people assign to social phenomena and to elucidate the mental processes' underlying behaviours. Hypotheses are generated during data collection and analysis, and measurement tends to be subjective. In the qualitative paradigm, the researcher becomes the instrument of data collection, and results may vary greatly depending upon who conducts the research.

The advantage of using qualitative methods is that they generate rich, detailed data that leave the participants' perspectives intact and provide a context for human behaviour. The focus is upon processes and "reasons why" differs from quantitative research, which addresses correlations between variables. A disadvantage is that data collection and analysis may be labour-intensive and time-consuming.

3.2 QUANTITATIVE RESEARCH METHOD.

'A quantitative study, consistent with the quantitative paradigm, is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true.' Cresswell (1994)

Quantitative research uses methods adopted from the physical sciences that are designed to ensure objectivity, generalizability and reliability. These techniques cover the ways research participants are selected randomly from the study population in an unbiased manner, the standardized questionnaire or intervention they receive and the statistical methods used to test predetermined hypotheses regarding the relationships between specific variables. The researcher is considered external to the actual research, and results are expected to be replicable no matter who conducts the research.

The strengths of the quantitative paradigm are that its methods produce quantifiable and reliable data that are usually generalizable to some larger population. Quantitative measures are often most appropriate for conducting needs assessments or for evaluations comparing outcomes with baseline data. This paradigm breaks down when the phenomenon under study is difficult to measure or quantify. The greatest weakness of the quantitative approach is that it decontextualizes human behaviour in a way that removes the event from its real world setting and ignores the effects of variables that have not been included in the model.

3.3 MIXED METHODS RESEARCH: A TRIANGULATION APPROACH

Mixed methods research can be defined as 'the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study'. (Burke & Onwuegbuzie, 2004, p. 17)

Triangulation refers to a combination of at least two or more data sources, or data analysis methods. The use of Triangulation as a strategy increases the validity of evaluation and research findings.

In our research we have implemented several instruments in order to enhance data richness; not only qualitative but also quantitative.

Gaining an understanding of the strengths and weaknesses of quantitative and qualitative research puts a researcher in a position to mix or combine strategies and to use what Johnson and Turner (2003) call the “Fundamental principle of mixed research”. According to this principle, researchers should collect multiple data using different strategies, approaches, and methods in such a way that the resulting mixture or combination is likely to result in complementary strengths and non overlapping weaknesses.

Qualitative methods, such as interviews and case studies, improve the research design by providing data that can give insights into how findings work and how findings can be translated to practice. By itself, a quantitative method can identify what works, but it has a limited explanatory power: there is little information about how students learned and how instruction worked, for example. Thus, by adopting qualitative methods there is a guarantee that collected data will lead to rich descriptions about learners’ perceptions and teaching process, although the information about what worked is more subjective and cannot be generalized.

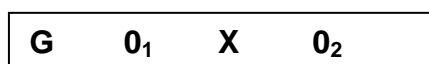
In our study design by combining the two methods, we obtained a much richer understanding. In other words, using a rigorous design, the quantitative methods could tell us *what works*, while the qualitative methods could tell us *how it works*. Thus, we could achieve more accuracy and depth regarding processes and results.

3.4 PRE-EXPERIMENTAL DESIGN JUSTIFICATION.

Although experimental designs are thought to be somewhat unreliable in terms of outcomes by some researchers, we have chosen the pre-experimental design, firstly, because of the nature of the TBL approach. We, as English Teaching students, needed to know the effectiveness of the approach applied in a real context; and because of its characteristics this was the best option taking into account the limitations of time and space we had for conducting the study, namely control group and instruments we needed to apply. Secondly, after analysing other methods of research, we concluded, that pre-experimental design was the best option regarding our short experience as educational researchers.

3.5 ONE-GROUP PRE-TEST/POST-TEST DESIGN DESCRIPTION.

One-group Pre-test/Post-test design is diagrammed as follows: wherein 'G' represents the sole group of students, 'O₁' and 'O₂' represent Pre and Post-test respectively, and 'X' stands for the treatment or lessons (Hernandez, 2006: 187):



Later on, we will explain in more detail the design process, as well as the instruments applied and the way researchers designed the course to conduct the experiment.

3.6 RESEARCH ORGANISATION

The research organisation refers to how the group of researchers managed time, duties, aims and accomplishment of their corresponding tasks, from the beginning of the study until the very end of it.

First, weekly meetings and tentative deadlines were carefully scheduled in order to make the best of the time given to accomplish the study. A common E-mail address was created (tblearning@gmail.com) in order to keep communication among researchers and between the researchers and the volunteering participants; it was also a channel to spread out and retrieve the different activities and documents implemented during the study.

In order to ask for volunteers to participate in the study, a campaign was created in which advertisements (see appendix A) were made by the researchers, and placed around Universidad Católica Silva Henríquez (UCSH). In addition, pairs of researchers visited the classrooms of the English Teaching Programme students, explaining to them and inviting them to be part of the TBL Course. An information-day was set for the first meeting, in which the main purposes of the TBL Course were presented to the students. An interview-sheet was handed in to them, in

which students wrote down their personal information, as well as the skills they expected to improve during the course.

The TBL Course was firstly scheduled with an extension of six weeks, but during the process participants gave a major importance to the course and asked for a two-week extension, leaving the final course scheduled in eight weeks. The task cycle was divided into two sessions per week (Thursdays and Tuesdays).

- **Thursdays' Sessions:** Pre-task, Task, Planning
- **Tuesdays' Sessions:** Report, Language focus (Analysis and Practice)

A syllabus was designed (see appendix A) after the interview sheet and in each lesson pertinent materials were prepared and used, and the session was carried out by a pair of researchers along with an assigned observer for each session. The different material was chosen according to the activities selected to each cycle stage.

3.7 THE PARTICIPANTS

The participants were taken from the English Teaching Programme at Universidad Católica Silva Henríquez. The participants were all volunteers from different levels of the programme, i. e., they committed themselves to the course from the beginning of the research, and for that reason, the number of participants and their age were uncontrolled variables through the eight weeks of study.

The age of the participants ranged from twenty to twenty three years old. According to their levels in the English Teaching Programme, these students are considered to have ALTE levels 1 and 2 of English proficiency.

Every session consisted of a different number of participants; the class size varied from twelve to four, and in order to show a serious analysis and impact evaluation we took the only four constant-participants which were finally the sample analyzed.

3.8 METHODS AND INSTRUMENTS USED IN THE PROJECT

3.8.1 Interview Sheet

This instrument was chosen in order to obtain some personal and academic background from the participants, besides of their language needs and difficulties.

According to the questions answered in this instrument, we could get some input to channel our efforts and devise our TBL course; prepare the syllabus and the pre-test, essentially paying attention to their needs.

3.8.2 Pre and Post Test (see appendix A)

Due to the nature of the research design selected, a diagnosis or English Language test was the instrument applied before and after the TBL course. The aim of this instrument was to measure the entry level of English of each participant. Based on this information, the contents to be taught during the TBL course were elicited, along with the identification of their main strengths and weaknesses regarding the target language.

The post-test was implemented in order to generate a comparison between the previous competences of each participant, i.e., the knowledge they had before taking the course, and the new knowledge acquired once the course finished. Thus, we were able to measure either the decrease or increase of language competences.

3.8.3 Observations

One of the significant qualitative instruments implemented were the observations in each session; as we said before, an assigned observer was in charge of taking notes about the developing of the session, regarding certain aspects that were worthwhile to note (see appendix C).

The analysis of these observations was very useful when collecting data about the participants' behaviour and performance during each session. Although, this kind of data are somewhat difficult to measure, it is a very reliable and rich source of

information when what is wanted to be known are interactions and levels of participation in the right context of the class.

3.8.4 Video Recordings

Although this instrument can be very invasive when is not applied carefully (taking into account the feelings of the students on this instrument), in our case it was very useful to capture some of the stages of the TBL approach.

The participants were informed about the recording and they gave their consent. The recorder was almost imperceptible, thus, there was disruption neither of the pace of the session nor the students' participation.

3.8.5 Questionnaire (see appendix D)

This instrument was applied once the course finished in order to have a sort of summary and calibration with the other instruments implemented during the course. This instrument consisted of a set of questions which were divided into different categories, for instance, interaction learner-teacher and vice versa, motivation, usefulness of the course, students' needs, among others. Each question had its corresponding degrees of achievement which were *always*, *sometimes* and *never*. Thus the results were aiming at obtaining the level of accomplishment within each category.

3.8.6 Observation Checklist

According to Willis (1996, p. 11) there are four essential conditions to learn a language efficiently, these conditions are: exposure, use, motivation and instruction. In order to know if these conditions were fulfilled during the sessions, an observation checklist was designed (pages 81 to 92). This checklist consisted of twenty assertions which are grouped into the four conditions already mentioned and they were filled out under the criteria: Yes / No, in which "yes" means that the assertion describes the situation of the total amount of learners (100%). While "no" denotes that at least one learner was not able to be described by the assertion.

The checklist was filled in by the instructors every Tuesday inside the classroom, once the TBL cycle was completed.

3.9 ETHICAL CONSIDERATIONS

Regarding the ethics of our study, but especially regarding the participant sample in this matter, it is fair to say that they were thoroughly informed about the project, its implications, length, benefits, risks, experimental procedures, instruments to be applied and research aims. They were invited to attend an informative meeting before starting the TBL course. Afterwards, they were asked if they wanted to participate voluntarily. From that point onwards, they were asked for their consent in order to apply every instrument designed throughout the study.

Regarding data collection, the identity and personal information of each participant was kept anonymous and therefore not included in this piece of writing.

The whole study was carried out in the teaching facilities of Universidad Católica Silva Henríquez under the consent of the authorities.

CHAPTER 4:
DATA ANALYSIS

4.1 NECESSARY TERMINOLOGY

We define *discrete variable* as a variable that has a rational numeric value possible to count in an arithmetic progression. Its difference is also defined as a rational value.

We define *continuous variable* as a variable which has a real numeric value and that is dense. It has the property that whichever pair of values we take; we can always find infinite data between them.

4.1.1 Definition of Constants

Subject of study: learner's performance

Labels: S_i , $i = [1, 4]$, i as Integer. Which means learners will be labelled as S1, S2, S3, and S4.

4.1.2 Definition of Variables

4.1.2.1 Test Results

- **Score:** Numeric value assigned to learners performance according to a rubric (pages 71 and 75) Discrete, integer variable.
- **Learner's perceptions:** Numeric value according to Likert's scale. Integer, discrete variable.
- **Learner's attitude towards TBL approach:** numeric value that is a function of learner's perceptions. Decimal, discrete variable.

4.1.2.2 Data Treatment

In this analysis we have dismissed any curve analysis method and reliability tests, namely, "t" test, " χ " test, p - value, due to the fact that they all require continuous variables.

We have also dismissed any statistical frequency analysis method, because of the reduced number of data. However, the most relevant argument is that it makes no sense to obtain mode, mean or average from data that is divided into aspects.

In the present work, all the variables we have at our disposal are discrete. Therefore, the strategy that suits best for data to show more coherent results are the comparison and transformation analysis. Having a pre test and a post test, allows us to see the whole evolution of the variables along the course development.

4.1.2.3 Pre - Post Tests

As explained in the previous chapter, the instruments used to measure the language proficiency level before and after the course were the Pre-test and Post test. Both tests consist of two parts, a written and an oral one. The performance in those tests were assessed according the rubric named above, which aimed at rating the learners in different aspects that are relevant in the type of task. The same three instructors were in charge of grading the pre and post tests because in this way we would be able to validate the results after each test.

4.1.2.4 Written Segment: Test Results

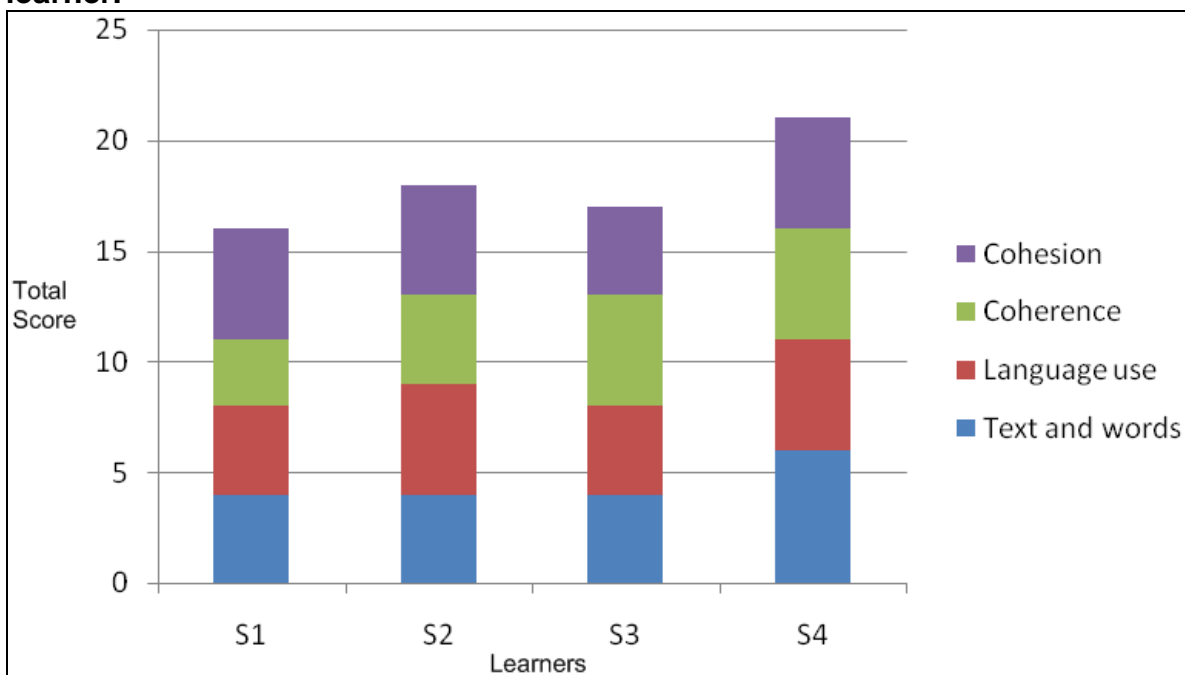
We will now describe the results obtained in the first part of the test, which was meant to measure written skills. This written segment consisted of composing a compare and contrast essay about two opposite ideas.

4.1.2.4.1 Pre Test: Written Segment Results

Learners	Aspects				Total score
	Text and words	Language use	Coherence	Cohesion	
S1	4	4	3	5	16
S2	4	5	4	5	18
S3	4	4	5	4	17
S4	6	5	5	5	21
				Average	18

Chart 1: Pre test written segment results.

Obtained scores in pre test written segment and distribution per aspect by learner.



Graph 1: Pre test written segment scores per aspect.

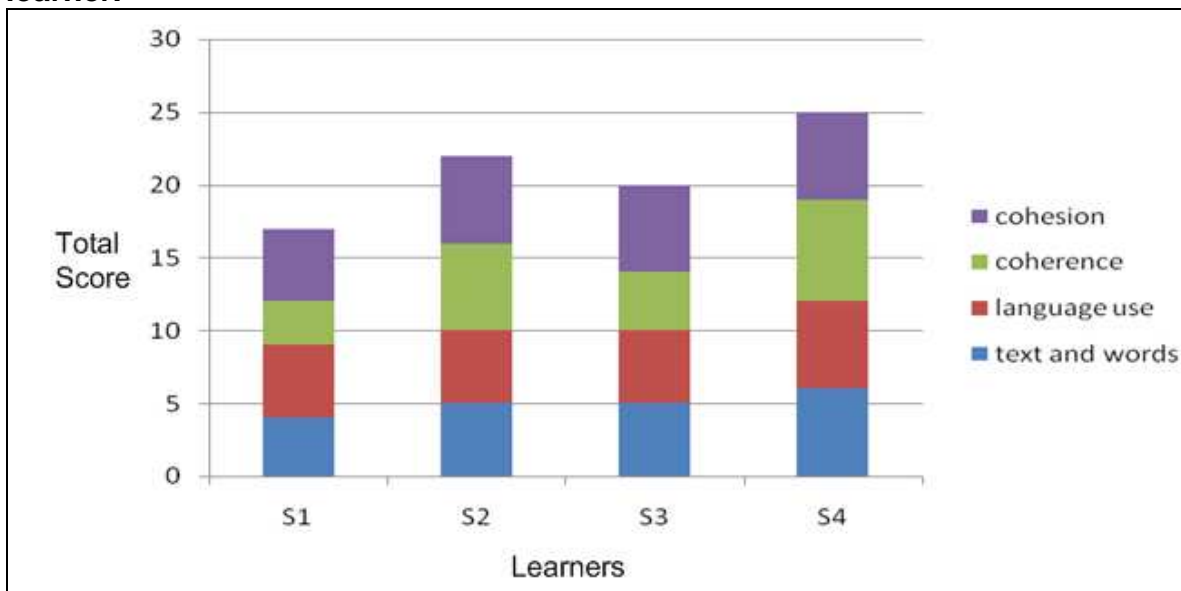
The graph shows the total score obtained (Y Axis) by every learner (X Axis) distributed into the aspects denoted by the criterion explained in the rubric. This way we can appreciate the learner's strengths and weaknesses in the the written segment of the pre test.

4.1.2.4.2 Post Test: Written Segment Results (Obtained score)

Learners	Aspects				Total score
	Text and words	Language use	Coherence	Cohesion	
S1	4	5	3	5	17
S2	5	5	6	6	22
S3	5	5	4	6	20
S4	6	6	7	6	25
				Average	21

Chart 2: Post test written segment results.

Obtained scores in post test written segment and distribution per skills by learner.

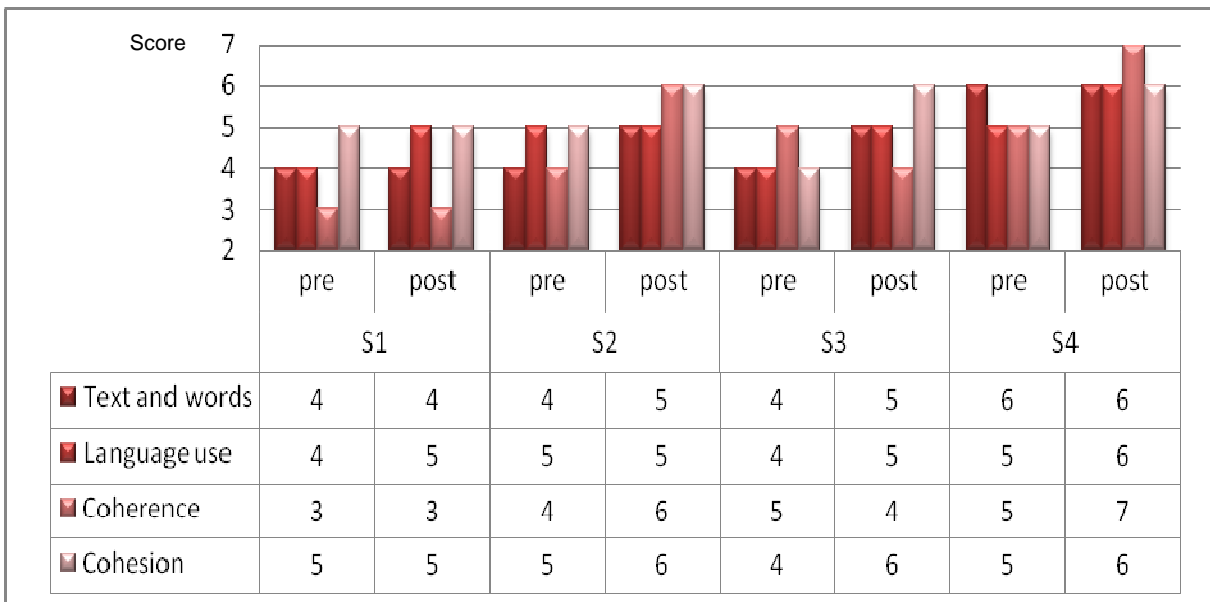


Graph 2: Post test written segment score per aspect.

The graph shows the total score obtained (Y Axis) by every learner (X Axis) distributed into the aspects denoted by the criterion explained in the rubric. This way we can appreciate the learner's strengths and weaknesses in the written segment of the post-test.

4.1.2.4.3 Comparison between pre and post written test aspects: Results per learner.

Learners' pre and post test written segment results comparison.



Graph and chart 3: pre and post written segment group comparison.

Written part rubric					
	Superior completion	Adequate completion	Partial completion	Minimal completion	Inadequate completion
	7	6	5	4	3
Text and words	The learner produces the assigned texts and respects the number of words given by the teacher	The learner produces the assigned texts and partially respects the number of words given by the teacher	The learner produces the assigned text. At an understandable level following a model.	The learner produces a short text. At an unclear level following a model.	The learner does not write anything or writes isolated simple sentences
Language use	Few grammatical mistakes to convey the message when describing or informing. Demonstrates ability to use different verb forms and tenses.	Appropriate grammar. Uses descriptive language when describing, clear and concise language when informing and explaining.	Makes many grammatical mistakes. Still reader can understand.	Errors interfere in order to understand the message.	The use of language is so poor that most of the message cannot be understood.
Cohesion	Uses a variety of connectors to put ideas in order. Also punctuation marks make the message effectively clear.	Uses appropriate connectors to put ideas in order. Punctuation marks are usually well used.	Little or wrong use of connectors. Punctuation marks are occasionally well used. Still reader can follow the ideas.	Use of connectors and punctuation marks is so wrong that message is difficult to understand.	Jumbled ideas. No use of connectors or punctuation marks.
Coherence	All information given was consistent. Arguments were exposed in a logical order.	Most of the information given was consistent. Some arguments are presented in a logical order.	Information given consists of simple ideas. Few or no arguments were exposed.	Information and arguments are contradictory or confusing.	Information given makes no sense or there is no information.

4.1.2.5 Oral Segment: Test Results

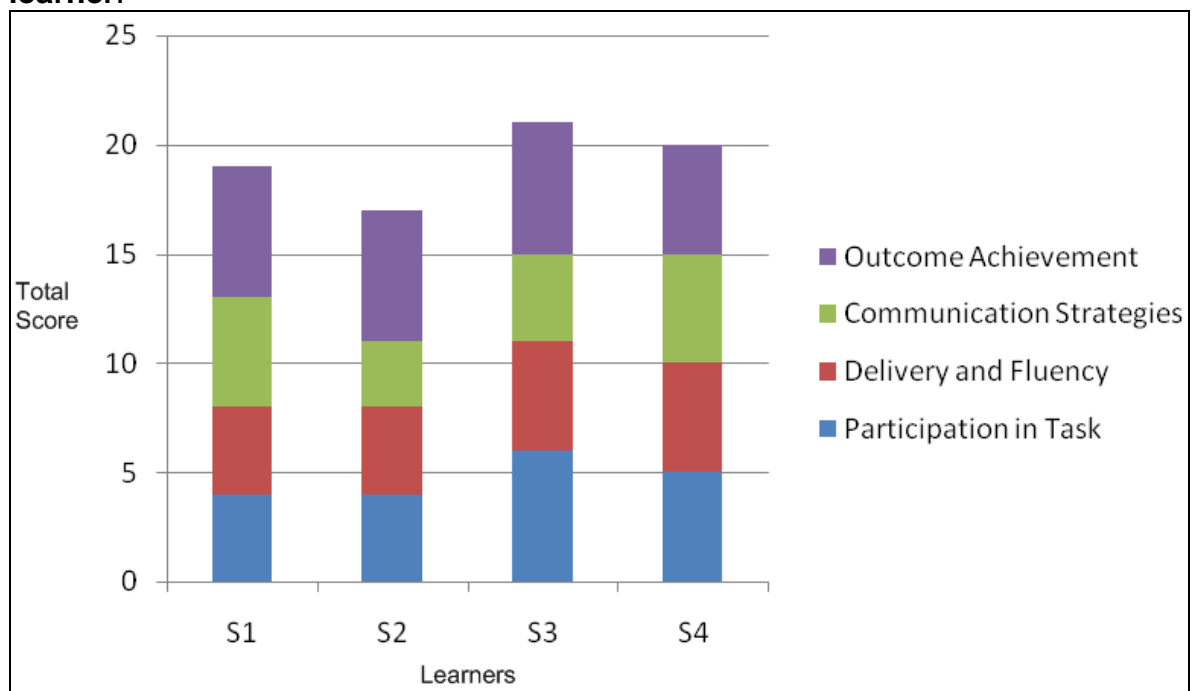
We will now describe the results obtained in the second part of the test which was meant to measure oral communicative skills. This part consisted in performing a problem-solving task with some constraints added. The task was carried out in pairs with the purpose of increasing the amount of speaking time, and also to lower those affective factors that may hinder learners in their efforts to communicate in the target language.

Pre test oral segment results (obtained score)

Learners	Aspects				Total score
	Participation in Task	Delivery and Fluency	Communicative Strategies	Outcome Achievement	
S1	4	4	5	6	19
S2	4	4	3	6	18
S3	6	5	4	6	21
S4	5	5	5	5	20
Average					19,5

Chart 3: Pre test oral segment results.

Obtained scores in the Pre test oral segment and distribution per aspect by learner.



Graph 5: Pre test oral segment score per aspect.

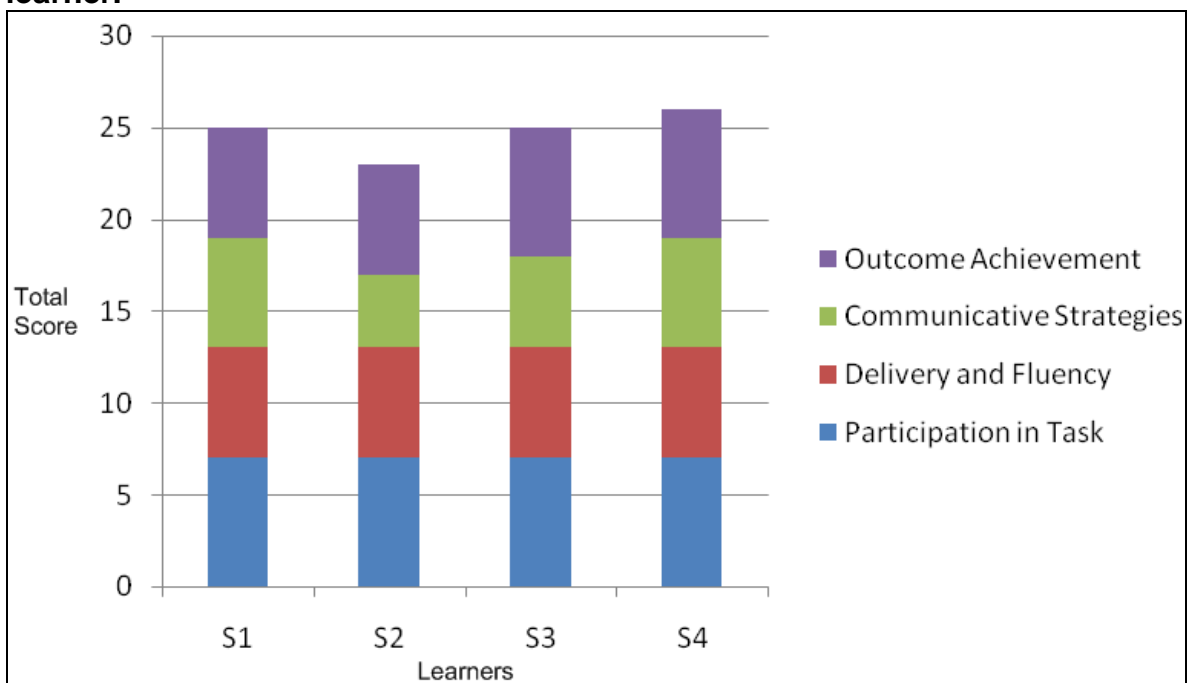
The graph shows the total score obtained (Y Axis) by every learner (X Axis) distributed into the aspects denoted by the criterion explained in the “oral part rubric”. From this graph we can appreciate the learner’s strengths and weaknesses in the oral segment of the pre test.

Post test oral segment results (obtained score)

Learners	Aspect				Total score
	Participation in Task	Delivery and Fluency	Communicative Strategies	Outcome Achievement	
S1	7	6	6	6	25
S2	7	6	4	6	23
S3	7	6	5	7	25
S4	7	6	6	7	25
				Average	24,5

Chart 4: post test oral segment results.

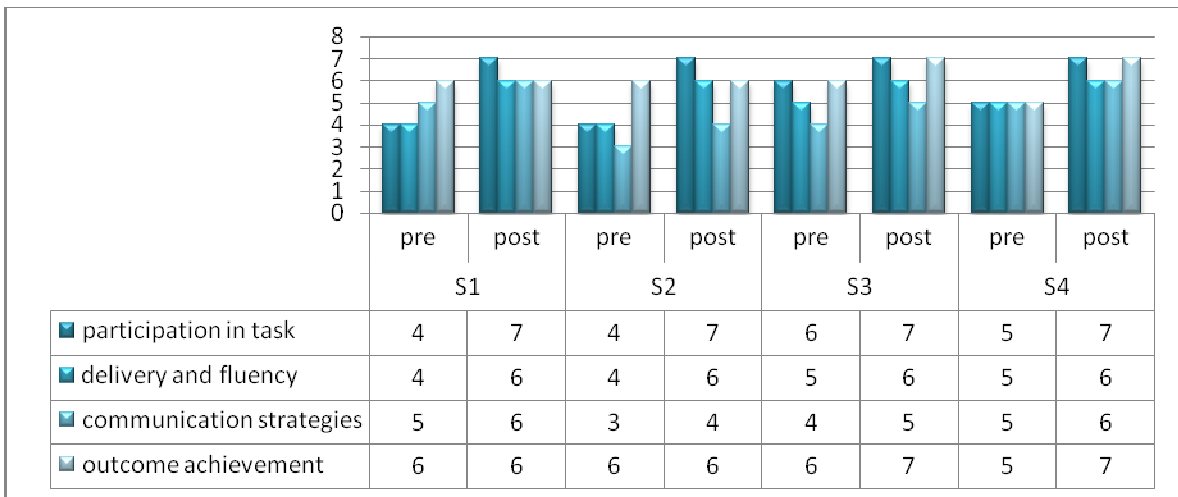
Obtained scores in post test oral segment and distribution per aspect by learner.



Graph 7: post test oral segment score per aspect.

The graph shows the total score obtained (Y Axis) by every learner (X Axis) distributed into the aspects denotated by the criterion explained in the “oral segment rubric”. From this graph we can appreciate the learner’s strengths and weaknesses.

4.1.2.5.1 Comparison between pre and post oral test results per learner.



Graph and chart 8: pre and post oral segment group comparison.

Oral part rubric					
	Superior completion	Adequate completion	Partial completion	Minimal completion	Inadequate completion
	7	6	5	4	3
Participation in task	The learner engages appropriately in the task and respects the number of interactions.	The learner engages appropriately in the task and partially respects the interactions.	The learner provides poor language evidence and interacts at little times.	The learner does not provide enough language evidence when participating in the task.	The learner says practically nothing, ignores the listener or audience
Delivery and fluency	The learner emphasizes the meaning of the message. Delivers accurately and enthusiastically using volume, right pauses and clear pronunciation. Speaks clearly and fluently.	The learner emphasizes the meaning of the message. Delivers correctly most of the times. Speaks clearly and fluently.	The learner's volume is audible. Pronunciation is clear. Hesitations do not interfere with communication. Generally clear.	Hesitations interfere with communication. Pronunciation is unclear. Rephrases or searches for words. Listener has to work to understand.	The message can not be understood. Pronunciation unclear. Lacks fluency, speaks in short patterns and repeats words and phrases. Monotonous. Poor articulation.
Communication strategies	Target language, body language, paraphrasing, language functions (recasts, clarification requests, etc)	Uses target language and some language functions to keep communication flowing.	Switches in L1 when communication breakdown	Most of the task is carried out in L1	The entire task in carried out in L1
Outcome achievement	The outcome is achieved as expected or beyond.	The outcome is achieved as expected.	The outcome is partially achieved.	The outcome is something different or incomplete.	There is no outcome achieved.

As explained in the framework and in the previous chapter, a students' needs analysis was carried out at the beginning of the course, in which the majority of the preferences expressed that they wanted to improve speaking skills. That is why, most of the lessons were planned with the goal of developing a target speaking skill.

This is why the analysis goes deeper in finding out the rate of change that every learner achieved after the course, regarding speaking skills.

Due to the flexibility of the TBL approach, we would have been able to direct the contents of the course towards the raising students' needs, if they had varied during the ongoing course.

The differential of change corresponds to the distance between an initial percentage of achievement in a certain aspect and a final percentage of achievement on that same aspect at a posterior assessment. For example, a score of 3 points in an aspect means 42% achievement and 7 points in a aspect implies 100% achievement. The differential of change between those two values would be 58%. In other words, the learner presented an improvement of 58% in the mentioned aspect.

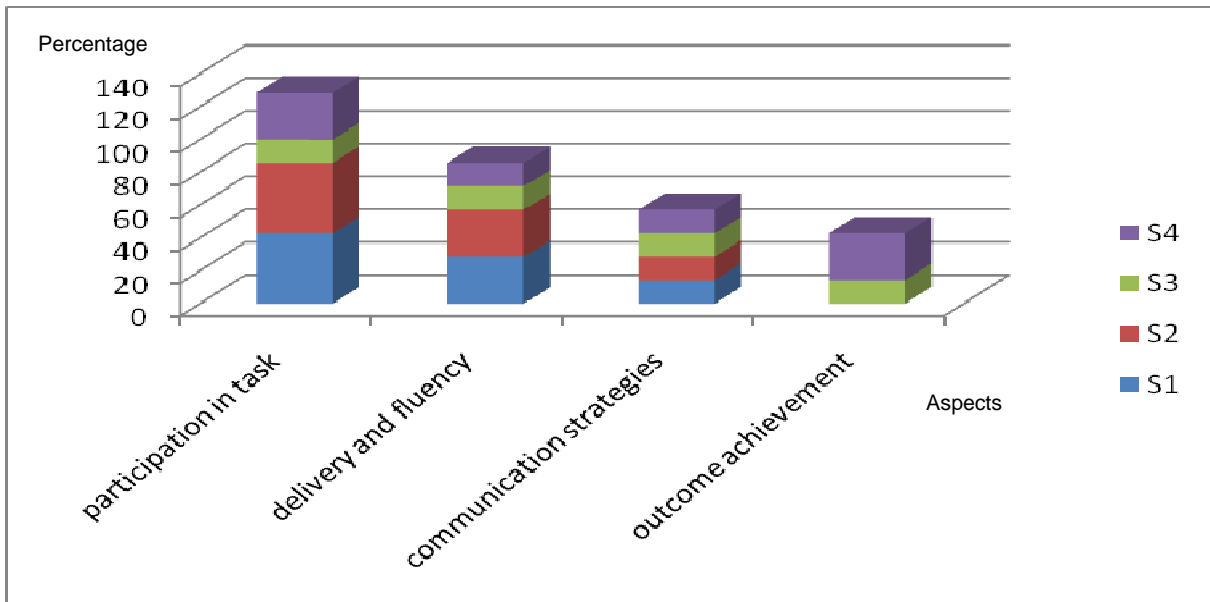
Below, the chart displays the differential of change that every learner presented, split into aspects of speaking performance.

4.1.2.5.2 Differential of change on oral performance per aspect displayed as percentages

	S1	S2	S3	S4
participation in task	42%	42%	14%	28%
delivery and fluency	28%	28%	14%	14%
communication strategies	14%	14%	14%	14%
outcome achievement	0%	0%	14%	28%

Chart 5: differential of change. Oral performance.

Differential of change in percentages achieved per aspect, learner by learner.



Graph 9: Differential of change per aspect by learner.

The graph shows the differential of change in percentages (Y axis) for the different aspects (X axis), divided into every learner. This way we can see, for instance, that the aspect that was best enhanced from an initial moment to a final one, after the course process, was Task participation, in which we can appreciate that the learners who improved this aspect mostly were S1 and S2.

5.1 QUESTIONNAIRE

5.1.1 Analysis Strategies: Likert Scale

In order to group and analyse the information provided by the questionnaire, we decided to apply the Likert Scale which consists in a group of items presented as statements in order to measure the participants' reaction in three, five or seven categories. (Hernández, Fernández, Baptista, 2006, p.341)

In our research we used three categories: always, sometimes and never; giving an assigned value of 3 for the first category, 2 for the second and 1 for the last one. According to this categorization, always would be an extremely favourable attitude and never would be extremely negative attitude.

In this way each participant obtains a determined score according to the statement and the total score is acquired by adding the scores pertaining to every statement.

(Hernández, Fernández, Baptista, 2006, p. 341)

5.1.2 How the scores are obtained

The scores of the Likert scale are received by adding the achieved values along with each statement. That is why it is named "additive scale". (Hernández, Fernández, Baptista, 2006, p. 346).

A score is considered high or low depending on the number of items or statements. In our study the minimal score would be 15 ($1+1+1+1+1+1+1+1+1+1+1+1+1+1+1$) and the maximum would be 45 ($3+3+3+3+3+3+3+3+3+3+3+3+3+3+3$), because the questionnaire consists of 15 statements.

Finally, the overall can be displayed in a circle graph (Graph 10, page 80). Percentages of preferences are shown in this kind of graph and this way, we can notice the tendency of learner's attitude toward TBL.

5.2 DATA ANALYSIS QUESTIONNAIRE

Likert Scale

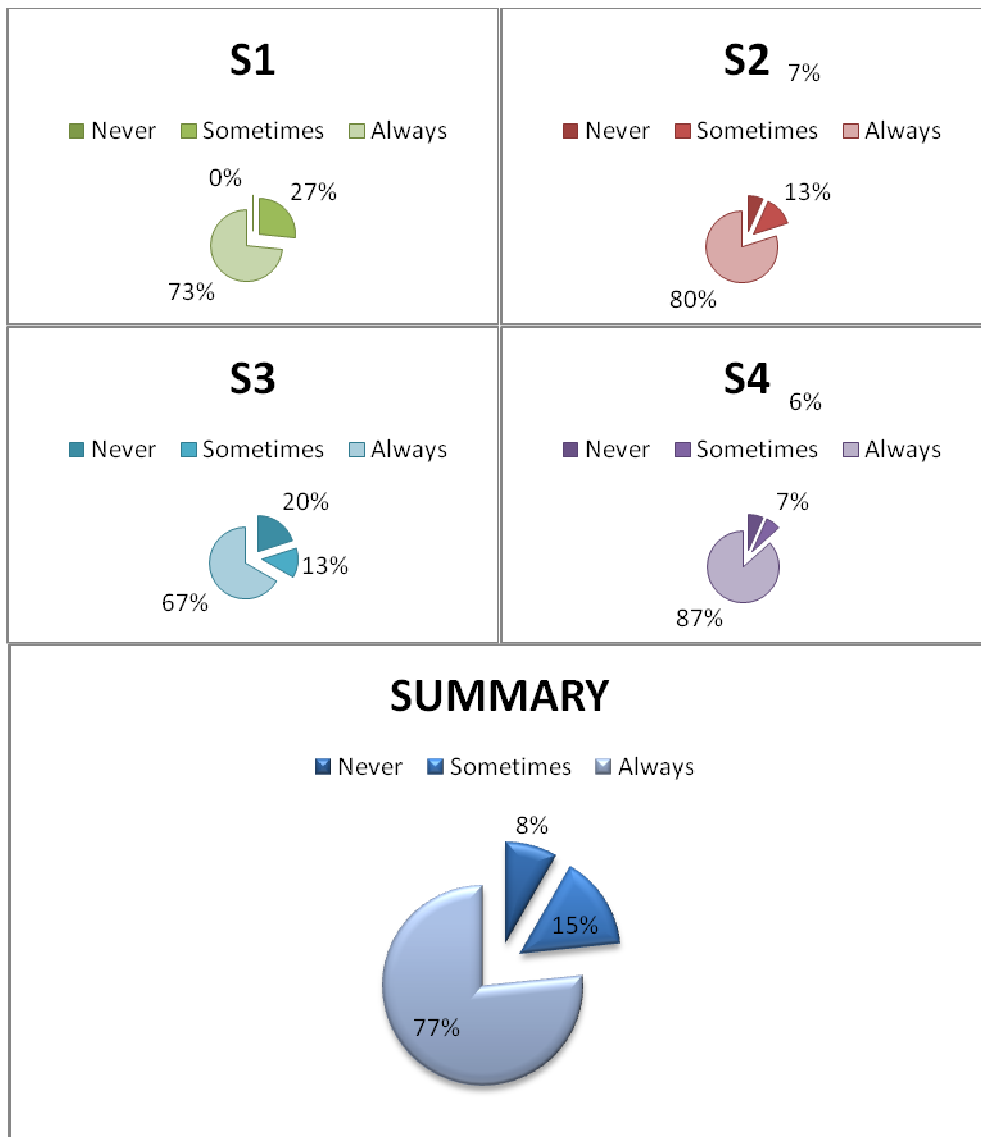
Values	
1	Never
2	Sometimes
3	Always

Question number	Question	Learners' answers			
		S1	S2	S3	S4
1	Did you perceive that your instructors were committed to the course?	3	3	3	3
2	Did you find the lessons focused on your needs?	3	3	3	3
3	Did you find useful having two instructors per lesson?	3	3	3	3
4	Did your instructors give you instances or some space for reflection?	3	3	3	3
5	Did you feel willing to take risks, i.e. to use more English than you usually do in your regular lessons?	2	3	1	3
6	Was it too difficult to use English at the beginning of the lessons?	2	2	1	1
7	Did you feel encouraged to use English during the lessons?	3	3	3	3
8	During Thursday's lessons, did you make use of your previous learning experiences? (Prior knowledge)	2	3	2	3
9	Did the focus on feedback (Tuesday lessons) help you to understand better the language needed for the task?	3	3	3	3
10	Did you feel motivated with the kind of teaching you experienced?	3	3	3	3
11	Do you think that this course helped you to develop your self confidence in the use of English language?	3	3	3	3
12	Do you think that this course helped you to enhance your fluency?	3	3	3	3
13	Did you allocate some extra time at home in order to complete the course activities?	2	1	1	2
14	During the course, did you feel that the use of your native language (Spanish) was decreasing?	3	2	3	3
15	During the course, did you feel that the use of the target language (English) was increasing?	3	3	2	3
Total score		41	41	37	42

Chart 6: Likert scale for TBL questionnaire.

5.3 TENDENCY OF LEARNER'S ATTITUDE TOWARDS TBL

PERCENTAGES OF ANSWERS



Graph 10: Tendency of attitude towards TBL.

The graph shows the tendency of learners' attitude towards TBL learners' answers per learner divided into the three values: always, sometimes, never. The summary graph shows the whole group's tendency of attitude towards TBL.

Observation checklist based on the four essential conditions for language learning. (Willis, 1996)

Dates: Thursday 25th, September 2008 / Tuesday 30th, September 2008

Cycle Topic: “Misbehaviour”

Skills: Listening, Speaking

Instructors: Félix Arriagada, Marisol Cerda.

Aspects	Yes	No
Exposure (input)		
Learners are involved in a listening or reading activity.	✓	
Instructors use the target language the whole time.	✓	
Instructors provide students with texts that contain real spoken or written language in use.	✓	
The topic of the lesson is familiar to learners, so they can guess the meaning of the language they are going to be exposed to.	✓	
During the cycle learners are exposed to a variety of language styles, e.g.: formal, informal.		✓
Use of language (output)		
Learners work in groups or pairs.	✓	
Learners use target language freely, without being interrupted by the instructors.	✓	
As students are speaking they correct themselves if they make a mistake.		✓
Learners use communication strategies when a breakdown may appear.		✓
Learners prepare and rehearse their reports in the target language.	✓	

Motivation		
Learners arrive on time to the lesson.	✓	
Learners bring their reports to the second part of the cycle.		✓
Learners are totally focused on the classroom activities.	✓	
After instructors propose or ask something, learners immediately raise their hands in order to participate, ask, give opinions, make comments, etc.		✓
Learners ask instructors questions to clarify or go further into topics.	✓	
Instruction		
Instructors apply strategies to make learners aware of their gaps in the second language.	✓	
Instructors draw non-participating students into activities and discussions.	✓	
Instructors make learners self-correct their errors instead of providing the right answer.	✓	
Learners are provided with some space to reflect and ask questions about what they have learnt.	✓	
Learners are provided with some room to practise what they have learnt.	✓	

Observation checklist based on the four essential conditions for language learning. (Willis, 1996)

Dates: Thursday 2nd, October 2008 / Tuesday 7th, October 2008

Cycle Topic: “Fast food vs. home cooked food”

Skills: Writing

Instructors: Félix Arriagada, Marisol Cerda.

Aspects	Yes	No
Exposure (input)		
Learners are involved in a listening or reading activity.	✓	
Instructors use the target language the whole time.	✓	
Instructors provide students with texts that contain real spoken or written language in use.	✓	
The topic of the lesson is familiar to learners, so they can guess the meaning of the language they are going to be exposed to.	✓	
During the cycle learners are exposed to a variety of language styles, e.g., formal, informal.	✓	
Use of language (output)		
Learners work in groups or pairs.	✓	
Learners use target language freely, without being interrupted by the instructors.	✓	
As students are speaking they correct themselves if they make a mistake.	✓	
Learners use communication strategies when a breakdown may appear.		✓
Learners prepare and rehearse their reports in the target language.	✓	

Motivation		
Learners arrive on time to the lesson.		✓
Learners bring their reports to the second part of the cycle.		✓
Learners are totally focused on the classroom activities.	✓	
After instructors propose or ask something, learners immediately raise their hands in order to participate, ask, give opinions, make comments, etc.	✓	
Learners ask instructors questions to clarify or go further into topics.	✓	
Instruction		
Instructors apply strategies to make learners aware of their gaps in the second language.	✓	
Instructors draw non-participating students into activities and discussions.	✓	
Instructors make learners self-correct their errors instead of providing the right answer.	✓	
Learners are provided with some space to reflect and ask questions about what they have learnt.	✓	
Learners are provided with some room to practise what they have learnt.	✓	

Observation checklist based on the four essential conditions for language learning. (Willis, 1996)

Dates: Thursday 9th, October 2008 / Tuesday 14th, October 2008

Cycle Topic: “Eating disorders”

Skills: Speaking

Instructors: Félix Arriagada, Marisol Cerda.

Aspects	Yes	No
Exposure (input)		
Learners are involved in a listening or reading activity.	✓	
Instructors use the target language the whole time.	✓	
Instructors provide students with texts that contain real spoken or written language in use.	✓	
The topic of the lesson is familiar to learners, so they can guess the meaning of the language they are going to be exposed to.	✓	
During the cycle learners are exposed to a variety of language styles, e.g.: formal, informal.	✓	
Use of language (output)		
Learners work in groups or pairs.	✓	
Learners use target language freely, without being interrupted by the instructors.	✓	
As students are speaking they correct themselves if they make a mistake.	✓	
Learners use communication strategies when a breakdown may appear.	✓	
Learners prepare and rehearse their reports in the target language.	✓	

Motivation		
Learners arrive on time to the lesson.		✓
Learners bring their reports to the second part of the cycle.	✓	
Learners are totally focused on the classroom activities.	✓	
After instructors propose or ask something, learners immediately raise their hands in order to participate, ask, give opinions, make comments, etc.	✓	
Learners ask instructors questions to clarify or go further into topics.	✓	
Instruction		
Instructors apply strategies to make learners aware of their gaps in the second language.	✓	
Instructors draw non-participating students into activities and discussions.	✓	
Instructors make learners self-correct their errors instead of providing the right answer.	✓	
Learners are provided with some space to reflect and ask questions about what they have learnt.	✓	
Learners are provided with some room to practise what they have learnt.	✓	

Observation checklist based on the four essential conditions for language learning. (Willis, 1996)

Dates: Thursday 16th, October 2008 / Tuesday 28th, October 2008

Cycle Topic: “Emergency calls” **Skills:** Speaking, Writing (Paraphrasing)

Instructors: Félix Arriagada, Marisol Cerda.

Aspects	Yes	No
Exposure (input)		
Learners are involved in a listening or reading activity.	✓	
Instructors use the target language the whole time.	✓	
Instructors provide students with texts that contain real spoken or written language in use.	✓	
The topic of the lesson is familiar to learners, so they can guess the meaning of the language they are going to be exposed to.	✓	
During the cycle learners are exposed to a variety of language styles, e.g.: formal, informal.		✓
Use of language (output)		
Learners work in groups or pairs.	✓	
Learners use target language freely, without being interrupted by the instructors.	✓	
As students are speaking they correct themselves if they make a mistake.	✓	
Learners use communication strategies when a breakdown may appear.	✓	
Learners prepare and rehearse their reports in the target language.	✓	

Motivation		
Learners arrive on time to the lesson.		✓
Learners bring their reports to the second part of the cycle.	✓	
Learners are totally focused on the classroom activities.	✓	
After instructors propose or ask something, learners immediately raise their hands in order to participate, ask, give opinions, make comments, etc.	✓	
Learners ask instructors questions to clarify or go further into topics.	✓	
Instruction		
Instructors apply strategies to make learners aware of their gaps in the second language.	✓	
Instructors draw non-participating students into activities and discussions.	✓	
Instructors make learners self-correct their errors instead of providing the right answer.	✓	
Learners are provided with some space to reflect and ask questions about what they have learnt.	✓	
Learners are provided with some room to practise what they have learnt.	✓	

Observation checklist based on the four essential conditions for language learning. (Willis, 1996)

Dates: Thursday 30th, October 2008 / Tuesday 04th, November 2008

Cycle Topic: “Idioms”

Skills: Reading, Speaking

Instructors: Félix Arriagada, Marisol Cerda.

Aspects	Yes	No
Exposure (input)		
Learners are involved in a listening or reading activity.	✓	
Instructors use the target language the whole time.	✓	
Instructors provide students with texts that contain real spoken or written language in use.	✓	
The topic of the lesson is familiar to learners, so they can guess the meaning of the language they are going to be exposed to.		✓
During the cycle learners are exposed to a variety of language styles, e.g.: formal, informal.	✓	
Use of language (output)		
Learners work in groups or pairs.	✓	
Learners use target language freely, without being interrupted by the instructors.	✓	
As students are speaking they correct themselves if they make a mistake.	✓	
Learners use communication strategies when a breakdown may appear.	✓	
Learners prepare and rehearse their reports in the target language.	✓	

Motivation		
Learners arrive on time to the lesson.	✓	
Learners bring their reports to the second part of the cycle.	✓	
Learners are totally focused on the classroom activities.	✓	
After instructors propose or ask something, learners immediately raise their hands in order to participate, ask, give opinions, make comments, etc.	✓	
Learners ask instructors questions to clarify or go further into topics.	✓	
Instruction		
Instructors apply strategies to make learners aware of their gaps in the second language.	✓	
Instructors draw non-participating students into activities and discussions.	✓	
Instructors make learners self-correct their errors instead of providing the right answer.	✓	
Learners are provided with some space to reflect and ask questions about what they have learnt.	✓	
Learners are provided with some room to practise what they have learnt.	✓	

Observation checklist based on the four essential conditions for language learning. (Willis, 1996)

Dates: Thursday 6th, November 2008 / Tuesday 11th, November 2008

Cycle Topic: “Social Issues - campaigns”

Skills: Speaking, negotiating

Instructors: Félix Arriagada, Marisol Cerda.

Aspects	Yes	No
Exposure (input)		
Learners are involved in a listening or reading activity.	✓	
Instructors use the target language the whole time.	✓	
Instructors provide students with texts that contain real spoken or written language in use.	✓	
The topic of the lesson is familiar to learners, so they can guess the meaning of the language they are going to be exposed to.	✓	
During the cycle learners are exposed to a variety of language styles, e.g.: formal, informal.	✓	
Use of language (output)		
Learners work in groups or pairs.	✓	
Learners use target language freely, without being interrupted by the instructors.	✓	
As students are speaking they correct themselves if they make a mistake.	✓	
Learners use communication strategies when a breakdown may appear.	✓	
Learners prepare and rehearse their reports in the target language.	✓	

Motivation		
Learners arrive on time to the lesson.	✓	
Learners bring their reports to the second part of the cycle.	✓	
Learners are totally focused on the classroom activities.	✓	
After instructors propose or ask something, learners immediately raise their hands in order to participate, ask, give opinions, make comments, etc.	✓	
Learners ask instructors questions to clarify or go further into topics.	✓	
Instruction		
Instructors apply strategies to make learners aware of their gaps in the second language.	✓	
Instructors draw non-participating students into activities and discussions.	✓	
Instructors make learners self-correct their errors instead of providing the right answer.	✓	
Learners are provided with some space to reflect and ask questions about what they have learnt.	✓	
Learners are provided with some room to practise what they have learnt.	✓	

5.4 CONDITIONS FOR LANGUAGE ACHIEVEMENT

5.4.1 Comparison between initial cycle achievement and final cycle achievement.

Initial cycle achievement %		Final cycle achievement %	
Condition	%	Condition	%
Language exposure	80	Language exposure	100
Use of language	60	Use of language	100
Motivation	60	Motivation	100
Instruction	100	Instruction	100

Chart 7: cycle achievement comparison.

CHAPTER 5:
INTERPRETATION OF DATA

In order to study the impact that TBL classroom approach had on learner's proficiency level in the course we applied, we measured output at the beginning of the course and after the whole process had finished.

As we mentioned in the methodological design we used the pre and post test instrument to obtain quantitative data about learners' written and oral performance.

According to the interview sheet the first preference that learners' expressed was the development of speaking skills and the second preference was enhancing writing skills.

As we can see in graph and chart 3 (page 70), the aspects that experienced more improvement regarding written skills, were *language use*, *coherence* and *cohesion*. It is essential to mention that the *cohesion* aspect was deliberately worked on during the course, by the use of paraphrasing, brainstorming, description, etc., and we can see from the same graph that most of the learners achieved the same level, represented in the rubric by value 6. This level implies that learners were able to use appropriate connectors and punctuation to put their ideas in order. Such level also entails that learners have improved their ability to convey their ideas and opinions in a more effective way.

Language use and *coherence* aspects presented an unexpected improvement, due to the fact that these aspects were not the main focus in writing tasks' lesson plans. It is possible that this improvement had been caused by the constant vocabulary input received during the course adding the effort that learners made negotiating this vocabulary and trying to get the meaning across while performing speaking tasks.

On the other hand, related to speaking skills it is important to emphasise that every learner improved their performance throughout the whole course. This is demonstrated on the "Comparison between pre and post oral test results per learners" section of the data analysis (see graph and chart 8, page 74).

The learners improved in the aspects of *participation in tasks*; also in *delivery* and *fluency*; and *communication strategies*, but they maintained the results in the *outcome achievement* aspect.

However, the most significant improvement was centred on the *communication strategies*, because all of the learners had the same percentage of improvement: 14%. In addition to that, *communication strategies* were always part of the plan in every session of the course, by the terms of “skills”. This is why we can say that it is possible that this improvement has a direct relation with the TBL approach implementation.

Another interesting feature is the improvement that all learners presented on the *participation in tasks* aspect, such improvement led learners to 100% achievement in this aspect, which means that, regardless of their differences in their initial level, after the course they are all able to engage appropriately in tasks and respect the number of interactions among speakers. This may denote that the TBL implementation enhanced learners’ motivation and self confidence regarding the use of the target language in each session, as it is showed in the following learners’ statements:

Question n°11 from the questionnaire:

Do you think that this course helped you to develop your self confidence in the use of the English language?

‘Yes, because sometimes I had to give an opinion in front of my classmates and that helped me to grow up in my knowledge and my self confidence’ (S2, see appendix D)

‘...working without any kind of califications and in terms of improving my own level is always the best way to do it’ (S4, see appendix D)

‘Always, because most of the time we speaking and for me that was very useful because it is a little difficult for me, besides we learned more vocabulary’ (S1, see appendix D)

'Yes, because I had the chance to talk a lot' (S3, see appendix D)

As we can see, all the answers refer to how the course helped them in the development of self confidence in the use of the target language, and also the will and motivation to speak in English in each session.

Regarding the *delivery* and *fluency* aspects, all learners achieved the same level, represented by the value 6, which means that, despite their initial level, after the course, learners were able to emphasise the meaning of the message and deliver correctly most of the times. At the same time, learners spoke clearly and fluently.

In the *outcome achievement* aspect, the results show that half of the learners maintained their level, represented by the value 6, which means that the outcome was achieved as expected. Meanwhile the other half improved their level, S3 and S4 reached the maximum level which was represented by value 7 which indicates that the outcome was beyond the level expected.

Regarding objective 2.2 (see chapter 1, page 12) which is related to the evaluation of the overall process that learners went through during the length of the course, we focused on two critical elements: learners' perceptions towards TBL and how this approach was carried out inside the classroom.

In order to know learners' perceptions in relation to the course implemented, we designed the questionnaire already described in the Methodological design section. Graph 10 (see page 80), shows the tendency of learners' attitude towards TBL. According to these results we may point out, that learners' perception towards the TBL course was rather positive related to the improvement of speaking skills, enhancement of fluency and self confidence and motivation for using the target language.

Question n°10 from the questionnaire:

Did you feel motivated with the kind of teaching you experienced?

'Yes, a lot, actually I don't know why but I always felt happy about giving my opinion' (S3, see appendix D)

'Always, because in spite of my mistakes, they always corrected to me in a good way and they helped and explained me if I had a question' (S1, see appendix D)

As we explained earlier a fundamental feature of TBL is that teachers act as facilitators for language, i.e., balancing the amount of exposure and use of language and the quality of those aspects (Willis, 1996, p.40).

According to learners' perceptions of the TBL course, we might say that the kind of teaching promoted by this approach makes them aware of the language they are using for each task, gives some spaces for reflection about their own errors and lead them to self correction, as it is showed in the Likert Scale for questionnaire in answers n° 2, 4, 9, 14 and 15 which are related to reflection, feedback and use of language.

Question n°4 from the questionnaire:

Did your instructors give you instances or some space for reflection?

'Yes, sometimes we had to do reports and give opinions about lessons' (S2, see appendix D)

'Yes! After every single activity. And I keep doing it now. (S4, see appendix D)

Question n°9 from the questionnaire:

Did the focus on feedback (Tuesday lessons) help you to understand better the language needed for the task?

'Always, because I was able to understand the words that I couldn't understand before' (S1, see appendix D)

Question n°14 from the questionnaire:

During the course, did you feel that the use of your native language (Spanish) was decreasing?

'Always, and thank you for that too! I think you helped me to (even) think in English!' (S4, see appendix D)

In relation to the checklist applied during the course we can say that it was useful to know if the main conditions for language learning were accomplished through the whole course. Regarding the comparison between an initial stage of the course and the final one, it is fair to point out that the three essential conditions: exposure, use of language and motivation, reached 100% at the end of the course, and instruction, which was the not essential but desirable condition, maintained its 100% during the whole process.

From the three essential conditions for language learning, use of language and motivation were the ones that increased the most through the process, both conditions achieved a 60% at the beginning of the course, reaching the maximum percentage (100%) at the end of it, while exposure increased a 20% reaching also the maximum percentage.

Summarizing, the implementation of TBL in the classroom might significantly enhance learners' motivation to use the target language to communicate in an effective way, since this approach encourages meaningful interaction.

However, we should not set aside the fact that the course ended up with a limited number of students which might have helped to lower the affective filter during classroom interactions.

In addition to enhancing motivation, the implementation of TBL in the classroom might increase the amount of opportunities of using target language in a meaningful way, due to the fact that TBL approach demands learners to make use of their prior knowledge and competences, as well as achieving an expected outcome, which makes learners' to feel that their interactions have a significant purpose.

**CHAPTER 6:
CONCLUSIONS**

Considering the fact that the English language has gained a reputation as the current lingua franca in this driven-technology world, it is absolutely necessary for countries wanting to meet globalization standards to devise educational policies that tackle the issue of English language learning and teaching from a modern and linguistically informed perspective. In line with that, the Chilean Government has embraced contemporary ideas and theories that support the adoption of a Task-Based approach to teaching English.

Hence, the major emphasis of this work has been to match the implementation of an innovative teaching approach to the proposal made by the Chilean Ministry of Education, in terms of the new methodological guidelines to teaching English in schools throughout the nation. Thus, the notion of Task-Based Learning fits in that context since it provides a framework within which teachers can plan and set the conditions for memorable learning to occur.

In the light of communicative approaches with emphasis on the real language use, the implementation of TBL approach showed to have multiple benefits for learners, in terms of authentic and practical use of language, rising their awareness concerning language structures, enhancing key vocabulary, functions and the like, due to the fact that all tasks planned and performed during the course had a clear focus on language meaning.

Consequently, this work has allowed us to immerse ourselves into new ideas and tenets as for effective English language teaching, and challenge our own views regarding essential requirements for meaningful language learning. In addition to that, the various practical segments of the study, namely the course syllabus design, the planning and the actual teaching component of this work, have been a very challenging and enriching experience, in terms of expanding our view towards effective second language learning and also putting our teaching skills into practice in a real-life educational setting.

Additionally, this work has given us the opportunity to reflect on our teaching practice. This is why, it is difficult not to think of the future implications that TBL might have for English language teachers in mainstream schools, regarding the updated adjustments of the national curriculum to be fulfilled. In an attempt to narrow these two complementary, albeit distant, realities, the adoption of the TBL approach well supports the claim that English as a foreign language can be learnt through a clear focus on language productive skills, as major Communicative and TBL approach authors argue. Nevertheless, and from our brief and humble experience as a seminar group, we dare to say that TBL major contribution to the Chilean school context might consist in highlighting and providing the necessary conditions for language learning to happen as well as enhancing the motivational aspects that could become a critical factor in triggering English language learning.

Similarly, as the research findings of this study show, the TBL approach applied in the classroom seemed to have a positive impact not only on learners' language proficiency, but also and most importantly on those motivational factors that may help learners to feel more confident when interacting and talking in the target language.

As a final reflection from this investigation, it is possible to state that Task-Based Learning is worth embracing and implementing into any language course and level. However; we strongly encourage further research to be carried out. Particularly, the group is contemplating watching the implications of this study for their own teaching practice within the Chilean school context.

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APPENDIX SECTION

APPENDIX A: COURSE DESIGN

SAMPLE OF TBL COURSE AD



Aren't you happy with your English level?

Would you like to improve it?

Would you like to get higher marks in your English courses?

If your answer is "Yes", then you have to join our group, because we really want to pay attention to your needs as a student

TBL COURSE INFORMATIVE SESSION

6-week course Task-based learning

More practice

More knowledge

More English

More confidence

BÁRBARA ECHARD
PATRICIA SANTELICES
MARISOL CERDA
FÉLIX ARRIAGADA
RAÚL ZAMORA
LORENGINIS BERTI

Objetivos

- Preparar a los estudiantes a aplicar el inglés en situaciones de propósitos académicos.
- Facilitar el avance hacia la autonomía en el uso del inglés.

Medición y seguimiento

- Durante el curso tendremos 2 instancias de medición; las cuales permitirán medir el donde están los estudiantes al comienzo del curso y hasta donde avanzan los estudiantes al finalizar las 6 semanas.
- Estas mediciones estarán enfocadas en el proceso más que en el producto.
- Además existirán instancias de seguimiento, donde daremos feedback personal a cada a estudiante.

¿Qué haremos durante el curso?

- Realizaremos mediciones.
- Otorgaremos instancias para hacer seguimiento al avance realizado.
- Escucharemos las necesidades académicas de los estudiantes.

¿Por qué hacemos esto?

- La última tarea para finalizar la carrera de Pedagogía en inglés es realizar un seminario.
- El seminario es un trabajo de investigación hecho en grupo.
- Nuestro tema de investigación es Task-based learning, lo que implica mucha práctica por parte del estudiante.

¿Cómo lo haremos?

- A través de la realización de 2 sesiones semanales por 6 semanas
- Las sesiones serán de 90 minutos, a partir de las 17 hrs, y finalizarán con un coffee break.
- Las sesiones estarán enfocadas en el desarrollo de habilidades comunicativas.

Rol del participante

- Asumir el compromiso de la participación en el curso.
- Dar a conocer a los monitores las dificultades existentes en el proceso de aprendizaje.
- Participar en todas las actividades del curso.
- Ser parte activa en las sesiones.

September 2008

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2	3	4 <i>Reunión Informativa</i>	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23 <i>1era sesión</i>	24	25 <i>2da sesión</i>	26 TESOL	27 TESOL	28 TESOL
29 <i>3era sesión</i>	30					

October 2008

Mon	Tue	Wed	Thu	Fri	Sat	Sun
		1	4ta sesión	2	3	5
6	5ta sesión	7	8	6ta sesión	9	10
13	7ta sesión	14	15	8ra sesión	16	17
20	9na sesión	21	22	10ma sesión	23	24
		phonetics seminar	Phonetics seminar	phonetics seminar	25	26
27	11ra sesión	28	29	12ra sesión y cierre curso	30	31

Beneficios para ustedes

- Estudiantes tendrán la instancia para aumentar las horas de estudio del inglés.
- Estudiantes serán parte de un ambiente que motivará a poner en práctica la teoría.
- Estudiantes podrán practicar lo aprendido con monitores que han vivido y estudiado en el extranjero.
- Estudiantes obtendrán certificado de participación del curso al obtener 100% de asistencia.
- Estudiantes participarán en el sorteo de becas para eventos como TESOL y Seminario de fonética.

Contacto

- Cualquier pregunta, comentario o sugerencia las pueden enviar a:

tblearning@gmail.com

Thank you!

TBL COURSE SYLLABUS

Dates	Cycle	Topic	Target skills	Type of task
September 23 rd	-	Pre test		
September 25 th – 30 th	1	Misbehaviour	Listening for details, speaking: negotiating.	Problem-solving
October 2 nd – 7 th	2	Fast food v/s home cooked food	Writing	Comparing-contrasting
October 9 th – 14 th	3	Eating disorders	Speaking: expressing opinions	Classifying, categorizing.
October 16 th – 28 th	4	Emergency calls	Speaking: paraphrasing	Problem-solving
Oct 30 th – Nov 4 th	5	Idioms in context	Reading. Speaking: paraphrasing	Problem-solving
November 6 th – 11 th	6	Social issues: campaigns	Speaking: negotiating	Creative.
November 13 th	-	Post test		
November 18 th	-	Diploma ceremony		

APPENDIX B: SESSION MATERIALS

Pre-test

Name: _____

WRITING TASK: Writing a short essay

- 1) Read the comments below and reflect on what aspects of English as a lingua franca are reflected/mentioned (5 minutes instead)

a)

I do not think there is a problem with English, as a global language, dominating the world. Everybody should use English to communicate. Who cares if it came from England?

b)

All throughout history, the dominant economic power has influenced the language of every other country. Therefore, this linguistic loss has caused many countries to redefine their social identity

c)

Surely speaking one language like English promotes great understanding and breaks down barriers because living in a world of 2,000 languages makes communication with other human beings impossible.

There is such beauty in languages like French, German and Spanish and some of their prominent characteristics like cultural aspects,

are very difficult to notice in English

d)

- 2) Write down in two columns the similarities and differences of viewpoints related to English as an international language (10 minutes)
- 3) Write a compare and contrast essay(150 words at most) in which you develop and illustrate both perspectives (similarities and differences) (25-30 minutes)
- 4) Speaking task: Role-play

Directions: In pairs perform orally the following situation: (10 minutes each couple).

You have a budget of \$30.000 chilean pesos; you also have 1 week of vacation and for friends with whom spend that week. Decide to what place you and your friends should go, and justify your proposal.

Post-test

Name: _____

Date: _____

WRITING TASK: Writing a short essay

I. Read the comments below and reflect on the similarities and differences between learning English in a social context and learning English through the formal process of school teaching. (30 minutes).

I do not think there is a problem with learning English in a social context, because that's the place where real situations happen.

Learning English at school will give you the tools to develop yourself in a professional way, especially when it comes to formal relationship. E.g. Business meeting.

If you are capable of speaking English in everyday situations, you won't have troubles doing it in a formal context.

If you aren't a native speaker of English, the best way to learn the language is through the grammar input given by the teachers at school.

Lesson Plan

Date	Thursday 25th, September 2008 / Tuesday 30th, September 2008
Aim	Students will be able to negotiate points of view and reach agreements to solve a problem.
Topic	Misbehaviour
Skills	Listening, Speaking

Class stages

Stages		Timing	Activities
Pre-task		30 min	-Students listen to a story about school misbehaviour (Lorenginis' story) -Brainstorm from the word "misbehaviour" about prohibited actions at school.
Task cycle	Task	15 min	In groups of three, students take the roles of teachers in a teacher's committee and decide what they can do with a problem child like the one on the story.
	Planning	30 min	Students write a report in which they state the decision they made, the reasons supporting that decision and also the way the task was carried out.
	Report	30 min	Students read their reports to the whole class. The ones who are listening take notes of the main ideas and arguments their classmates give.
Language focus	Analysis	25 min.	Students are given a text, and they have to identify and contrast the use of gerunds and infinitives.
	Practice	25 min	Students practise the use of gerunds and infinitives. They are asked to re-write their reports.

Report

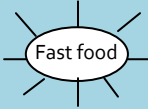

Teachers	Gino Berti – Barbara Echard / Félix Arriagada – Marisol Cerda
Topic	Misbehaviour
Objective / outcome	Students will be able to negotiate points of view and reach agreements to solve a problem.
Skills practiced	Listening, Speaking

Pre task	<p>-Students listened to a story about misbehaviour at school.</p> <p>-students give ideas of other actions that are not allowed at school.</p>	
Task	<p>In groups of three, students played the role of teachers of a teacher's committee and discussed about the future of a student with misbehaviour problems. None of the groups managed to agree on any measure to take.</p>	
Planning	<p>Students wrote about the task: the fact that they did not reach any agreement and the different ideas proposed during the group discussion.</p>	
Detected problems	<p>-Lack of -ing endings to describe actions. E.g., bullying, hitting people, being late, chewing gum, cheating on exams, etc</p> <p>-vocabulary related to school.</p>	
Report	<p>Students are given 10 minutes to finish their reports, and then students read their reports to the whole class. The ones who are listening take notes of the main ideas and arguments their classmates are giving. Students tell the class what they wrote and take turns to speak and give their opinions about the boy of the story Lorenginis told them last session.</p>	
Analysis	<p>Students are given a text, they read it and then have to identify and contrast the use of gerunds and infinitives. They analyze each paragraph and compare when a gerund or an infinitive is being used.</p>	
Practice	<p>Students create sentences using gerunds.</p> <p>Students re-write their reports and correct their mistakes.</p>	
Language analysis	Structures	Gerunds and Infinitives

Lesson Plan

Date	Thursday 2nd, October 2008 / Tuesday 7 th , October 2008
Aim	Students will be able to write a compare and contrast essay.
Topic	Fast food v/s home cooked food
Skills	Writing

Class stages

Stages		Timing	Activities
Pre-task		30 min	Brainstorm of ideas on fast food and home made food. Sts order the ideas into two wordmaps. <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
Task cycle	Task	15 min	Students Identify and classify in a chart the similarities and differences between fast food and home made food.
	Planning	30 min	Students are given the structure and layout of a compare and contrast essay. Students write a draft of an essay.
	Report	30 min	Students are asked to display their essays on the board and read each other's essay. Then they write their comments, related to similarities and differences among their essays.
Language focus	Analysis	20 min.	Students are given a comparison and contrast essay about Fast food vs. home cooked food. They are asked to find the words or expressions that are used to compare and contrast.
	Practice	25 min	Students re-write their essays, using the words and expressions they found out in the text.

Report

Teachers	Lorenginis Berti – Barbara Echard / Félix Arriagada – Marisol Cerda
Topic	Fast food v/s home cooked food
Objective / outcome	Students will be able to write a compare and contrast essay on the determined topic.
Skills practiced	Writing

Pre task	Students participated on a brainstorm about fast food. All ideas were elicited to made a word map for fast food and another for home cooked food	
Task	<ul style="list-style-type: none"> - Sts made a chart indicating similarities between fast food and home cooked food and another for differences. Students were able to provide, at least, three similarities and differences each. - sts gathered in a circle to shared and comment their answers. 	
Planning	<ul style="list-style-type: none"> -Sts are presented with the layout of a compare and contrast essay: First paragraph: present topic by asking yourself a question Second paragraph: compare by presenting similarities Third paragraph: contrast by presenting differences. Last paragraph: present your personal opinion or conclusion. -sts write the draft of the essay. 	
Detected problems	<p>Comparative structures: “more quick, more fast, more cheap, more easy, etc”</p> <p>Lack of adjectives related to the topic: they tend to say things like it’s better because... but they don’t find the word that describes the feature they want to talk about.</p>	
Report	<p>Students were given 5 minutes to finish their essays.</p> <p>Students’ essays were displayed on the board; students took turns at reading each essay, while they took notes focusing on similarities and differences among them.</p> <p>Once the reading was finished, comments were made about findings regarding similarities and differences among the essays; the teacher prompts the students to give their opinions about each essay.</p>	
Analysis	<p>Students were asked to read a comparison and contrast essay about fast food and home made food.</p> <p>The students analyzed the essay and were asked to find words and expressions that conveyed comparison and contrast meaning.</p> <p>The activity was checked with the whole class.</p> <p>The teacher showed the students other expressions that can be useful when writing a comparison and contrast essay.</p>	
Practice	Students were asked to re-write their essays using the new expressions.	
Language analysis	Structures	<ul style="list-style-type: none"> As expensive as... On the the other hand... While this.....the..... Although.....
	Functions	<ul style="list-style-type: none"> On the contrary The most adj.../ adj.-er than Another similarity... In contrast...

Lesson Plan

Date	Thursday 9th, October 2008 / Tuesday 14th, October 2008
Aim	Students will be able to categorize, classify and organize information. Students will be able to give opinions related to a given problem.
Topic	Eating disorders
Skills	Speaking

Class stages

Stages		Timing	Activities
Pre-task		30 min	-In pairs, students read some sentences from the board and create ways to classify them. -Students watch a set of pictures related to eating disorders and choose one each. Then explain the class why they chose that particular one.
Task cycle	Task	15 min	Students find out what their partners think about eating disorders.
	Planning	25 min	-Students prepare to report orally to the class about what they discovered from the task: does my partner think the same as I do? How did I feel with the task? Etc. - Students rehearse their reports in class.
	Report	30 min	Students read their reports to the whole class. The ones who are listening take notes of the main ideas and arguments their classmates give.
Language focus	Analysis	25 min	Students are given a text, and they have to correct the mistakes, identifying the use of present perfect and simple past.
	Practice	20 min	Students are asked questions about their personal experiences. They share opinions.

Report

Teachers	Loirenginis Berti – Bárbara Echard / Félix Arriagada – Marisol Cerda
Topic	Eating disorders
Objective / outcome	Students will be able to categorize, classify and organize information. Students will be able to give opinions related to a given problem.
Skills practiced	Speaking

Pre task	<p>-Students read some quotes such as: <i>"I feel like throwing up", "I don't fit my clothes anymore," "Fast food it's way better than home cooked food", "can't wait for mom to turn around so I can put this in a bag", "Is there anyone in the toilet?", "Losing weight might be important only from a cosmetic prospective", "I hope I can make it as a super model", "I'm trying very hard but it doesn't seem like I'm losing weight", "That guy won't like me if I look like this!", "I hope my mom doesn't get the bin right now".</i></p> <p>-Students classify the quotes in nine categories such as: "desire", "food disorder", etc.</p> <p>-Students watched a series of pictures related to eating disorders and chose one each. Then they explained the photo they chose. Most of the students pointed out the harmful behaviour underlying eating disorders, or commented on the causes of these.</p>
Task	Students interview each other in order to find out their classmates' opinion about eating disorders. Anorexia, bulimia and obesity came out in the conversation. They mentioned self-esteem issues, environment pressure, and dangerous habits as possible causes of these problems.
Planning	Students wrote down some of the ideas that were mentioned during the conversation and used the remaining time to go deeper in the subject.
Detected problems	Past tenses of irregular verbs.
Report	Students read their reports to the whole class. The ones who are listening take notes of the main ideas and arguments their classmates are giving. Students comment on the main ideas their classmates gave. They found out differences and similarities among their reports and share their personal opinions related to eating disorders.
Analysis	Students are given a text which is about an interview, where the present perfect and simple past tense are mostly used. The text contains mistakes; the students need to correct those mistakes in order to recognize the structures named above.
Practice	Students share experiences and answer questions (using the present perfect tense) about their personal life. At first they were asked questions and then they started talking freely.
Language analysis	Structures Present perfect and simple past tense

Lesson Plan

Date	Thursday 16th, October 2008 / Tuesday 28th, October 2008
Aim	Student will be able to get the information from a recording and then create an ending for the story
Topic	Emergency calls
Skills	Paraphrasing

Class stages

Stages		Timing	Activities
Pre-task		30 min	-Students listen to an anecdote about a real dangerous situation narrated by the instructor. - Students share an anecdote or dangerous situation in which they have been involved.
Task cycle	Task	15 min	-Students listen to an emergency call recording on a traffic accident. The recording is stopped before the end. -Students create an ending for the recording.
	Planning	25 min	-Students work individually creating and writing the ending.
	Report	25 min	Students read and comment their own reports and then comment their classmates work.
Language focus	Analysis	20 min	Students are given sentences with some words and expressions related to the topic. They read the sentences and try to find out the meaning of the expressions and words.
	Practice	30 min	Students paraphrase each word orally.

Report

Teachers	Lorenginis Berti – Bárbara Echard / Félix Arriagada – Marisol Cerda
Topic	Emergency calls
Objective / outcome	Students will be able to listen and comprehend to a recording story and to create an ending for it.
Skills practiced	Paraphrasing

Pre task	An instructor reads a story in front of the class. This story is related to a dangerous situation. After listening to the story and commenting, students share their personal experiences related to anecdotes or dangerous situations in which they have been involved.	
Task	Students listen to an emergency call recording on a traffic accident. The recording is stopped before the end so the students are asked to create an ending for the story. Students gather in groups and share opinions about the story.	
Planning	Students are asked to work individually in order to create their final version of the story. Orally all of them provide different endings and very creative ones.	
Report	Students read their reports and their classmates take notes and compare their versions of the story's endings. Once they have finished reading they make comments on their classmates work.	
Analysis	Students are given sentences with some words and expressions related to the topic. They found out the meaning of each expression and words.	
Practice	Students paraphrase the meaning of each word and expression. They create sentences orally.	
Language analysis	Structures	Paraphrasing
	Vocabulary	Emergency calls vocabulary

Lesson Plan

Date	Thu 30 th oct – Tue 4 th nov
Aim	Students will be able to understand and use idiomatic expressions
Topic	Idioms
Skills	Reading, speaking.

Class stages

Stages		Timing	Activities
Pre-task		20 min	Brainstorm of idioms in English they already know. Students paraphrase the idioms they know. (If they don't know any idiom, they can choose a Spanish one and paraphrase it in English.)
Task cycle	Task	10 min	Each student receives a piece of a story containing idioms and tells a partner his part of the story in order to put it all together and get the meaning of the whole story.
	Planning	30 min	Individually, each student will prepare his/her own version of the story, avoiding the use of idioms, so they'll have to paraphrase.
	Report	25 min	Each student tells their story to the class, the rest of the students must take notes of the differences among versions.
Language focus	Analysis	20 min	Students listen to the original story, where idioms are contextualized. Students elaborate a definition for those idioms and tell the class. Students read the original/ dictionary definition of the idioms and compare them with their own.
	Practice	30 min	Students make a dialogue or story using 5 or more idioms.

Report

Teachers	Lorenginis Berti – Bárbara Echard / Félix Arriagada – Marisol Cerda
Topic	Idioms
Objective / outcome	Students will be able to recognize, understand and use some idiomatic expressions.
Skills practiced	Paraphrasing

	Students mention idioms they already knew:	
Pre task	“to be born with a silver spoon in their mouth” “to get on like a house on fire” “to let sb down” “one cup of tea is one cup of tea” “to be caught red handed”	“to lash down” “to let the cat out of the bag” “the room is on fire” “to put sth black and white” “once in a blue moon” “to be in the pool of heaven”
Task	Students read a piece of a story each and discussed them with the classmates to try to reconstruct the whole story.	
Planning	Students wrote their versions of what they understood from the story. They asked questions about the levels of a relationship: “to have a crush on sb”, “to be seeing sb”, “dating sb”, “going steady”, “engaged”	
Detected problems	Tell / say collocations. Common mistake: say somebody something / tell something to somebody.	
Report	Each student tells their own version of the story to the whole class, while doing this their classmates’ takes notes, paying special attention to the main differences among their classmates work. Once they have finished reading their reports, they comment and give arguments in order to support their versions of the story.	
Analysis	Students listen to the original version of the story, where idioms were contextualized. Students elaborate a definition for those idioms and tell the class. Students read the original/ dictionary definition of the idioms and compare them with their own.	
Practice	In pairs students make a dialogue using at least 5 idioms from the story. Then they read the dialogue in front of the class.	
Language analysis	Structures	Idiomatic expressions
	Vocabulary	Idiomatic expressions

Lesson Plan

Date	Thursday 06th, November 2008 / Tuesday 11th, November 2008
Aim	Students will be able to create and justify a campaign for a certain social issue.
Topic	Social issues – campaigns
Skills	Speaking , negotiating

Class stages

Stages		Timing	Activities
Pre-task		30 min	-Brainstorm of ideas about campaigns that help a certain social issues and why campaigns are important to society. -Students give examples of campaigns in Chile. - Students watch some TV spots of social campaigns all around the world.
Task cycle	Task	15 min	In pairs, students decide what is the most important social issue for which they should create a campaign.
	Planning	30 min	Students prepare a report in which they state the issue they chose, the reason why they chose that issue and its importance to society. They also trace a campaign design.
	Report	25 min	Students read their reports and answer questions their classmates ask in order to defend their arguments and support their main ideas.
Language focus	Analysis	20 min	Students watch some slogans related to “child abuse” and analyze the slogans and the pictures.
	Practice	30 min	Students design a poster to promote a campaign about the topic they chose last class. They present the poster to the class.

Report

Teachers	Lorenginis Berti – Bárbara Echard / Félix Arriagada – Marisol Cerda	
Topic	Social issues/ campaigns	
Objective / outcome	Students will be able to create and justify a campaign for a certain social issue	
Skills practiced	Speaking, negotiating	
Pre task	<p>-Students gave ideas about social campaigns in Chile like Teletón, Coaniquem.</p> <p>-students watch some videos of some campaigns about child abuse, recycling, cancer prevention, and product information.</p>	
Task	Students classified the videos they watched into health, civil education, and environmental issues.	
Planning	Students discussed the most important social issue in Chile nowadays for which they should make a campaign. Students decided the issue of femicide and argued that this was important for society because people were not aware of how serious it is. They also meditated about the factors that led men to kill women and mention some such as male chauvinist, low life, mistreatment, poverty, drugs and alcohol abuse, etc.	
Detected problems	<p>Lack of vocabulary related to social issues.</p> <p>Lack of use of connectors.</p>	
Report	Students read their reports to the whole class. After that they ask and answer questions in order to support their ideas and to defend their campaign. Students debate and orally give more arguments for their topic.	
Analysis	Students watch some slogans paying attention to the pictures and the messages on them. They choose the one that caught their attention the most and then explain why they choose that specific poster to the rest of the class.	
Practice	Students elaborate a poster against Femicide and they present it to the class, answering questions to support their message.	
Language analysis	Structures	Bare infinitive forms
	Functions	Imperatives
	Vocabulary	Related to Femicide

Read the following sentences and try to find out the meaning of the underlined word or expression.

Name: _____

Date: _____

To calm down:

- The police officer tried to calm down the angry crowd.
- Calm down. There's no point worrying about it now.
- She was so annoyed - it took me half an hour to calm her down.
- I managed to calm the situation down by talking to them.

To stall 1:

- I managed to stall him for a few days until I'd got enough money to pay back the loan.
- Dad's coming! Stall him for a minute while I hide this.

To stall 2:

- The small plane's engine stalled as it passed through a terrible rain storm.
- Stupid car! It always stalls on hills.

Southbound:

- All southbound trains leave from platform one.
- Southbound passengers.
- Southbound traffic.

To dispatch:

- A fire engine was dispatched five minutes ago to respond to the fire.
- Two loads of woolen cloth were dispatched to the factory on December 12th.
- A reporter was dispatched to Naples to cover the riot.

Idioms Story

My cousin Laura came from Alaska to visit us. Everything was great until she met my boyfriend. He was **all thumbs** every time she was around, so I knew that something **fishy** was going on. She was always **the third wheel** and when I tried to explain her she was **playing the fiddle**, it was **all Greek** to her.

Well, this is a **dog-eat-dog** world, but I didn't want to get into a **cat fight**. However, I had to find out what was going on. My little investigation was **a piece of cake**, 'cause the neighbors **blabbed** at once.

So I made up my mind and left the house **of my own accord**. I **got over** it in time. This was not the first time my boyfriend did something like that, so when my cousin **let the cat out of the bag** and told us she had **a bun in the oven**, we totally supported her. After all, **blood is thicker than water**.

Idioms Story

Original version

My cousin Laura came from Alaska to visit us. Everything was great until she met my boyfriend. He was **all thumbs**, nervous and clumsy every time she was around, so I knew that something **fishy** was going on, something was wrong; I felt danger in our relationship. She was always **the third wheel**; she would follow us everywhere and never leave us alone! And when I tried to explain her she was **playing the fiddle**, and that a couple need some privacy, she didn't understand a word, it was **all Greek** to her!

Well, this is a **dog-eat-dog** world, it's not easy to get what you want and you have to be tough but I didn't want to get into a **cat fight**, and hit another woman. However, I had to find out what was going on. My little investigation was very easy, **a piece of cake**, 'cause the neighbors **blabbed** at once. They told me everything.

So I made up my mind and left the house before anybody told me to, **of my own accord**. I **got over** it in time, I feel better now. This was not the first time my boyfriend did something like that, so when my cousin **let the cat out of the bag**, revealed her secret, and told us she had **a bun in the oven**, so she was eight weeks pregnant, we totally supported her. After all, **blood is thicker than water**, and we always put family first.

Definitions

All thumbs: To be unable to do things neatly and carefully with your hands

Fishy: seeming bad, suspicious or dishonest

The third wheel: someone who is the third wheel, is someone who is in a situation where they are not really needed or are ignored by other people

To play the fiddle: to play the violin

It's all Greek: It is used to say that you cannot understand something

Dog-eat-dog: if a situation is dog eat dog, people will do anything to be successful, even if what they do harms other people

Cat fight: a fight among women

A piece of cake: when you say that something is a piece of cake, it means that something is really easy to do

To blab: To tell secret information to someone who is not supposed to know it

Of my own accord: If you do something of your own accord you do it without being asked or forced to do it

Get over something: To begin to feel better after an upsetting emotional experience

Let the cat out of the bag: To tell a secret especially without intending to

A bun in the oven: To be pregnant

Blood is thicker than water: It is used to say that family relationships are more important than any other kind

Fast food vs. home cooked food

Nowadays society is divided between these two kinds of meals, while some people prefer fast food due to the lack of time; others prefer home cooked food in order to privilege health.

Are fast food and home cooked food as different as many people think they are? Which are the main differences and similarities between them?

There are some distinct similarities between fast food and home cooked food. The first similarity is that they both provide a variety of choices. There are a number of selections available in restaurants; salads, burgers, sandwiches and more. Of course if the ingredients are available, anything can be cooked in your own kitchen. Each can be relatively inexpensive. Fast food can be

cheaper since many meals are under five dollars. Home cooked meals, on the other hand, can be more reasonable, especially if ingredients are carefully considered for the cost. Both fast food and

home cooked meals can be delicious. We know that many people enjoy the taste of fast food

since it is very popular around the world. Home cooked meals can certainly be as yummy as fast food if they are prepared just as you like them.

Although there are a number of similarities, there are several differences between fast and home cooked meals. The first difference is that fast food is generally more fattening since oil is frequently used in the cooking process. In contrast the fat content can be controlled in home cooking. Another important difference is the amount of time that each takes. Fast food is obviously quick since menus are limited and a number of staff is involved in the preparation and cooking process. Home cooked meals however take longer to complete since one person is usually responsible for the entire meal. Yet another difference is convenience. Fast food is ready-made and always available whereas home cooked meals are not instant.

We can see that fast and home cooked meals are similar in many ways but very different in others. I prefer home cooked meals since I like preparing my own food and being sure of the ingredients. I think that home cooked food is definitely less fattening than fast food and the most important thing for me is that enjoying a meal at home with my family is a great end to my busy day!

Present perfect and Simple past

Read the following interview carefully, and then correct the mistakes.

What has Ryan done?...

I = interviewer

R = Ryan

Interview:

I: Have you ever been to another country?

R: Yes, I have live in Japan. I lived in Osaka for a year. I enjoy it very much. I love the food.

I: Have you ever work for a big company?

R: Yes, I worked for Nissan, the car company, that's why I been in Japan. That was three years ago, then I get back in London.

I: Have you never stay in an expensive hotel?

R: No, I have ever stay in an expensive hotel, but I has flew in a jumbo jet lots of time actually.

I: Has you ever cook a meal for a lot of people?

R: Actually I hasn't. I love food, but I don't like cooking.

I: Have you ever meet a famous person?

R: Yes, I has. A couple of times I have saw Robert De Niro at the airport.

I: Do you like the cinema?

R: Yes, I do. Actually I have see many movies. I prefer action movies than science-fiction

I: Have you got any hobbies?

R: Of course I have. I like riding my motorbike through the motorway. I has participate in many tournaments.

I: Have you ever win one of those tournaments?

R: Unfortunately, I has ever win a competition. Actually I has never, ever win a thing!

Roadside Assistance: Emergency Call

Operator: Hello. This is the emergency 911 operator.

Taxi Driver: Help. Help. Please help me!

Operator: Yes sir. Please **calm down** and explain exactly what is happening.

Taxi Driver: Calm down! My car is **stalled** on the freeway, I have a lady passenger, and **she's going into labor.**

Operator: Now relax sir. Explain exactly where you are.

Taxi Driver: I'm . . . I'm in the **southbound** lane of the Lincoln Expressway, about 15 miles from the Washington Tunnel, and this lady isn't going to wait.

Operator: Okay. What's your name sir and your passenger's?

Taxi Driver: It's ... it's Bob, and I have no idea about the woman. She's in no condition to tell me.

Operator: Okay, now what's the nearest **landmark** to your location? Pay careful attention.

Taxi Driver: Umm, I see golden arches . . . McDonalds.

Operator: Okay, is there anyone else with you?

Taxi Driver: No, and I've tried to get someone else to stop. [*The sound of a bottle breaking.*]

Operator: Hey, what was that? [Ahhhh!]

(end of audio)00:48

Taxi Driver: Ah, someone threw a bottle at me. How soon can someone get here?

Operator: I've just dispatched an ambulance to your location. They should be there any second.

Taxi Driver: Hey, is there anything I can do while we wait for the ambulance?

Operator: Yes, uh, keep her calm and warm.

Taxi Driver: Okay. Please hurry. Oh, they're too late. It's a boy!

Key Vocabulary

- **To calm down (*verb*):** to relax
 - The police officer tried to calm down the angry crowd.
- **to stalled (*verb*):** to stop, often due to mechanical problems
 - The small plane's engine stalled as it passed through a terrible rain storm.
- **To be/go into labor:** to give birth
- **Southbound:** leading south, south direction.
- **landmark (*noun*):** an object, such as a building, that marks a location
 - The lighthouse on the tip of the bay is a famous landmark in this town.
- **dispatched (*verb*):** to send off
 - A fire engine was dispatched five minutes ago to respond to the fire.

APPENDIX C: Class Observations

Class Observation

Session	1	Length of lesson	17.00 – 18.20 60 min
Date	September, Thursday 25 th 2008	Number of students	7
Instructors	Lorenginis Berti, Bárbara Echard.		
Skills	Listening, Speaking		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Pre- task	<ul style="list-style-type: none"> Students listen to a story based on misbehaviour and violence inside the classroom. The instructors asked if it is necessary to read the story again and students reply “yes”. After listening to the story students are asked to name other actions that are not allowed to do at school. 	T → sts Sts → T	30 min
Task	<ul style="list-style-type: none"> Instructors asked students to gather in groups of 3 or pairs. They do a role play activity. Students have to decide what is going to happen with the student from the story. If they were the teacher attacked, would they expel the student or would they do something to help him? None of the groups managed to agree on any measure to take. Students start doing the activity talking in a low voice and sometimes they interrupt each other before they finish talking. One group carries out the activity using L1 most of the time. 	T → sts Sts → sts	15 min
Planning	<ul style="list-style-type: none"> Students are asked to prepare a report related to the activity; they look for key words and expressions they need. They ask the instructors to explain once more what they have to do. Once they understand the activity, they start working on their reports raising their hands in order to ask and clarify some doubts. 	T → sts Sts → sts	30 min

CLASS OBSERVATION

Session	2	Length of lesson	17.00 – 18.20 60 min
Date	September, Tuesday 30 th	Number of students	9
Instructors	Marisol Cerda, Félix Arriagada		
Skills	Listening, Speaking		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Planning	<ul style="list-style-type: none"> Some students have to finish their report so they are given 10 minutes to do it. Students gather in groups in order to organize and decide who is going to read the report in front of the class. The students who are attending the lesson for the first time (2) join a group and discuss the topic with the members of it. 	T → sts Sts → sts	30 min
Report	<ul style="list-style-type: none"> One member of each group reads the report aloud while the members of the other group listen and start taking some notes. Once the report stage has finished. Students discuss about the topic, asking questions and supporting their main ideas. Instructors give them feedback related to the main ideas and arguments. While the students are discussing about the topic, one by one raise their hands and start debating and participating actively. 	T → sts	30 min
Analysis	<ul style="list-style-type: none"> Instructors check some mistakes about –ing endings, final –s in third person singular (simple present), pronunciation and syntax. The students do an activity where they have to identify and contrast the use of gerunds and infinitives. Instructors explain briefly the use of gerunds and infinitives. At the same time, students give examples. As the instructors are writing down some mistakes on the board, the students recognize their mistakes and they start correcting them orally. Students say: “I made that mistake”, “I knew it was wrong”, “I always make the same mistake when speaking”. 	T → sts	25 min

Practice	<ul style="list-style-type: none">• Students create sentences related to the topic (misbehaviour) using gerunds or infinitives. They are asked to re-write their reports using the feedback given by the instructors.	T→ sts	25 min
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CLASS OBSERVATION

Session	3	Length of lesson	17.00 – 18.20 60 min
Date	October, Thursday 2 nd	Number of students	7
Instructors	Lorenginis Berti, Bárbara Echard.		
Skills	Writing		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Pre-task	<ul style="list-style-type: none"> Instructors ask students to participate on a brainstorm related to fast food. Instructors elicit the ideas to make a word map for fast food and another one for home cooked food. Students give a lot of examples such as: Mc Donald's, healthy, unhealthy, diet, obesity, fats, etc. Students order their ideas into the two groups (fast food and homemade food) 	T → sts Sts → T	30 min
Task	<ul style="list-style-type: none"> The students have to classify and identify in a chart the similarities and differences between fast food and home made food. Each student provides at least two or three similarities and differences. In order to share their opinions students are asked to form a circle. They start commenting and asking each other questions to support their opinions. 	Sts → T Sts → sts	15 min
Planning	<ul style="list-style-type: none"> Students are presented with the layout of a compare and contrast essay and are explain the correct order for it: First paragraph: present the topic by asking yourself a question Second paragraph: compare by presenting similarities Third paragraph: contrast by presenting differences. Last paragraph: present your personal opinion or conclusion. Students are asked to write the draft of the essay. Students ask the instructors about some spelling details. 	T → sts Sts → T	30 min

Comments / observations *Comparative structures: "more quick, more fast, more cheap, more easy, etc"*

CLASS OBSERVATION

Session	4	Length of lesson	17.00 – 18.20 60 min
Date	October, Tuesday 7 th	Number of students	
Instructors	Marisol Cerda, Félix Arriagada		
Skills	Writing		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Planning	<ul style="list-style-type: none"> Students are given extra time (10 min) to finish their essays Students are asked to gather in groups in order to check and discuss their main arguments related to the essay. 	T → sts Sts → sts	10 min
Report	<ul style="list-style-type: none"> Students are asked to display their essays on the board One by one, students walk and read each essay taking notes about the things that caught their attention, points they want to discuss with their classmates and similarities and differences among their essays Students read their comments and discuss giving arguments to support their ideas 	Sts → sts	30 min
Analysis	<ul style="list-style-type: none"> Students are given a comparison and contrast essay related to Fast food vs. home cooked food. Students are asked to find the words or expressions that are used to compare and contrast. Students compare their own essays with the one given by the instructors 	T → sts	20 min
Practice	<ul style="list-style-type: none"> Students refer to words and expressions that are used to compare and contrast, they give examples and name words and expressions that were not found in the text, but they already knew. Students re-write their essays, using the words and expressions they found out in the text. 	Sts → sts Sts → T	25 min

Comments / observations: *Students participate more actively in comparison with the previous lessons. They give personal opinions and use more vocabulary to support their ideas.*

CLASS OBSERVATION

Session	5	Length of lesson	17.00 – 18.20 60 min
Date	October, Thursday 9 th	Number of students	4
Instructors	Bárbara Echard, Lorenginis Berti		
Skills	Speaking		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Pre -task	<ul style="list-style-type: none"> Students are asked to gather in pairs and to read some sentences that are written on the board. <i>“I feel like throwing up”, “I don’t fit my clothes anymore,” “Fast food it’s way better than home cooked food”, “can’t wait for mom to turn around so I can put this in a bag”, “Is there anyone in the toilet?”, “Losing weight might be important only from a cosmetic prospective”, “I hope I can make it as a super model”, “I’m trying very hard but it doesn’t seem like I’m losing weight”, “That guy won’t like me if I look like this!”, “I hope my mom doesn’t get the bin right now”.</i> They have to classify the sentences according to their own criteria. They mention categories such as: food disorders, desires, physical idealization, etc. Students watch a set of pictures related to eating disorders and choose one each. They are asked to explain why they chose that particular picture, what caught their attention, and give arguments. 	T → sts Sts → T Sts → sts	30 min
Task	<ul style="list-style-type: none"> Students gather in groups in order to share their personal opinions related to eating disorders. Students respect each others’ turn to speak. They do not interrupt while their classmates are speaking. Students’ voice is louder and most of them do not use L1 to explain their ideas. 	Sts → sts	15 min
Planning	<ul style="list-style-type: none"> Students are asked to prepare an oral report. They are asked to mention what they discovered from the task: does my partner 	T → sts Sts → sts	25 min

think the same as I do? How did I feel with the task? Is this an important issue for society? etc.

- Instructors clarify doubts and observe the students' work
- Students rehearse their reports in class.

CLASS OBSERVATION

Session	6	Length of lesson	17.00 – 18.20 60 min
Date	October, Tuesday 14 th	Number of students	4
Instructors	Marisol Cerda, FélixArriagada		
Skills	Speaking		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Report	<ul style="list-style-type: none"> Students read their reports to the whole class. The ones who are listening take notes of the main ideas and arguments their classmates are giving. Students comment and discuss about the main ideas their classmates gave. Students point out some similarities and differences among their reports and give personal opinions related to eating disorders. (why it is produced, how people who suffers this kind of eating disorder can be helped, is it a global and important social issue?, etc. 	Sts→T Sts →sts	30 min
Analysis	<ul style="list-style-type: none"> Students are given a text in which the present perfect and simple past tense are used. Students are asked to correct the mistakes and identify in which cases we use present perfect or simple past tense. Instructors write down some examples on the board and ask the students to identify the use of present perfect tense 	T→ sts	25 min
Practice	<ul style="list-style-type: none"> Students are asked questions in the present perfect tense Students answer the questions giving personal information using the present perfect or the simple past tense according to the context. Students share personal experiences 	T → sts Sts →sts Sts→T	20 min

Comments / observations

*Students ended the lesson, talking a lot about their personal experiences and formulating questions that were not given by the instructors. They do not hesitate to participate and raise their hands immediately after a topic is proposed. *Students manifested that they wanted to work deeper with idiomatic expressions and paraphrasing.*

CLASS OBSERVATION

Session	7	Length of lesson	17.00 – 18.20 60 min
Date	October, Thursday 16 th	Number of students	4
Instructors	Félix Arriagada, Lorenginis Berti		
Skills	Listening		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
<i>Pre - task</i>	<p>“Emergency situation or Accident”</p> <ul style="list-style-type: none"> • One of the instructors read a story in front of the class. This story is about a very dangerous situation and students are asked to provide some advice for the person in the story. • Students are asked to share in groups their own experiences related to dangerous situations or anecdotes related to an emergency. 	T → sts Sts → T	30 min
<i>Task</i>	<ul style="list-style-type: none"> • Students listen to an emergency call recording on a traffic car accident. The recording is stopped after the ending. • The recording is played for the second time, and at the same time instructors provide students with the transcript of the story (without the ending). Students listen while reading the transcript. • Students are given 10 minutes to share opinions according to the recording. They ask the meaning of some words. 	T → sts Sts → sts	15 min
<i>Planning</i>	<ul style="list-style-type: none"> • Students are given 10 minutes to create an ending for the story. Orally, all of them provide different opinions about how the story could have ended. • One of the students asks about the meaning of “get down to do something” and both instructors provide examples in order to let the student get the meaning by himself. 	Sts → sts	25 min

CLASS OBSERVATION

Session	8	Length of lesson	17.00 – 18.20 60 min
Date	October, Tuesday 28 th	Number of students	4
Instructors	Marisol Cerda, Félix Arriagada		
Skills	Speaking (Paraphrasing)		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Report	<ul style="list-style-type: none"> Students read their reports and their classmates take notes and compare their versions of the story's endings. After the report is done students make comments and discuss about their works. Students give arguments to support why they decided that the story ended like that 	Sts → T Sts → sts	25 min
Analysis	<ul style="list-style-type: none"> Students are given sentences with some words and expressions related to the topic (they are not given the meaning). Students have to find out the meaning of each expression or word in order to give a coherent meaning to the sentence. 	T → sts Sts → T	20 min
Practice	<ul style="list-style-type: none"> Students are asked to paraphrase some words and expressions from the list Students create sentences orally. 	Sts → sts Sts → T	30 min

Comments / observations: *Students commented at the end of the lesson that it was kind of difficult to paraphrase but that at the same time the activity had been very challenging and useful*

CLASS OBSERVATION

Session	9	Length of lesson	17.00 – 18.20 60 min
Date	October, Thursday 30 th	Number of students	3
Instructors	Bárbara Echard, Lorenginis Berti		
Skills	Speaking (Paraphrasing)		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Pre – task	<ul style="list-style-type: none"> Brainstorm of idiomatic expressions that students know. Students raise their hands in order to give their examples. Instructors write them on the board. Some of the idiomatic expressions named were: “to be born with a silver spoon in their mouth”, “to get on like a house on fire”, “to let somebody down”, “one cup of tea is one cup of tea”, “to be caught red handed”, “to lash down”, “to let the cat out of the bag”, “the room is on fire”, “to put something black and white”, “once in a blue moon”, “to be in the pool of heaven”. 	T → sts Sts → T	20 min
Task	<ul style="list-style-type: none"> Students read a piece of a story which contains many idiomatic expressions. Each of them receives one part of the story. So they have to read the story, understand the meaning and share with their classmates so they can find the correct order of the whole story. Orally they discuss and give arguments to support why they decided to order the story in that way. Students check some words on the dictionary. 	Sts → sts	10 min
Planning	<ul style="list-style-type: none"> Students wrote their versions of what they understood from the story, and individually order the story according to their criteria. Students asked questions about the levels of a relationship: “to have a crush on somebody”, “to be seeing somebody”, “dating somebody”, “going steady”, “engaged 	Sts → T T → sts	30 min

CLASS OBSERVATION

Session	10	Length of lesson	17.00 – 18.20 60 min
Date	November, Tuesday 4 th	Number of students	4
Instructors	Marisol Cerda, Félix Arriagada		
Skills	Reading - Speaking		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Report	<p>*One student was absent last class so he has to read the pieces of the story and write their own version.</p> <ul style="list-style-type: none"> Instructors ask the students about the story Students read their stories aloud. The ones, who are listening, are taking notes paying special attention to the main differences among their versions. 	<p>Sts → T Sts → sts</p>	25 min
Analysis	<ul style="list-style-type: none"> One of the instructors reads the original story aloud, where idioms are contextualized. Instructors ask the students if their own versions of the story were too different from the original one. According to the original version, students are asked to elaborate a definition for those idioms and tell the class. Students compare their definitions. Students read the original/ dictionary definition of the idioms and compare them with their own. 	<p>T → sts Sts → T Sts → sts</p>	20 min
Practice	<ul style="list-style-type: none"> In pairs students make a dialogue using at least 5 idioms from the story. Once they finished writing the dialogue, they are asked to read it in front of the class. 	<p>Sts → sts Sts → T</p>	30 min

Comments / observations: *Students ask many questions related to the use of idiomatic expressions. They said that idiomatic expressions was a useful topic to practice, since it helps you to speak in English more fluently and sound more natural. Students spoke the whole time in English.*

CLASS OBSERVATION

Session	11	Length of lesson	17.00 – 18.20 60 min
Date	November, Thursday 6 th	Number of students	4
Instructors	Bárbara Echard, Lorenginis Berti		
Skills	Speaking (negotiating)		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Pre – task	<ul style="list-style-type: none"> • Instructors present the students the word “campaign”, they ask students to give examples and ideas related to that word. • Students gave ideas about social campaigns in Chile like Teletón, Coaniquem. • Students comment and give opinions saying what the main purposes of these campaigns are and why are they important for society. • Students are shown some TV spots from all over the world. These spots have to do with cancer prevention, product information, child abuse, recycling, etc. • Students watch the spots in silence. 	T → sts Sts → T	30 min
Task	<ul style="list-style-type: none"> • Students classified the videos they watched into: health, civil education, and environmental issues. • They comment and share with the rest of the class about their personal opinions related to this kind of spots, and which one of them caught their attention the most. 	Sts → Sts Sts → T	15 min
Planning	<ul style="list-style-type: none"> • Students discussed the most important social issue in Chile nowadays for which they should make a campaign. • Students decide the issue of femicide and argue that this was important for society because people are not aware of how serious it is. They also meditate about the factors that led men to kill women and mention some such as male chauvinist, low life, mistreatment, poverty, drugs and alcohol abuse, etc. 	T → sts Sts → sts Sts → T	30 min

CLASS OBSERVATION

Session	12	Length of lesson	17.00 – 18.20 60 min
Date	November, Tuesday 11 th	Number of students	2
Instructors	Marisol Cerda, Félix Arriagada		
Skills	Speaking (negotiating)		
Observer	Raúl Zamora		

Session detail

Stage	Activity (Describe what teachers do and then what students do)	Interaction	Length
Report	<ul style="list-style-type: none"> Students are asked to read their reports to the whole class. They are asked to say what kind of campaign they did and why was it important for society nowadays. After reading their reports they ask and answer questions to each other, in order to support their ideas and to defend their campaign. Students debate orally giving more arguments for support their campaign. 	Sts → T Sts → sts	25 min
Analysis	<ul style="list-style-type: none"> Students watch some posters relating to child abuse paying attention to the pictures and the messages on them. Students compare and contrast the posters, focusing on colours, font and size, pictures, etc. Students choose the one that caught their attention the most and then explain why they choose that specific poster to the rest of the class. Instructors ask students to give arguments. 	T → sts Sts → sts Sts → T	20 min
Practice	<ul style="list-style-type: none"> Instructors provide students with materials (scissors, magazines, adhesive, etc) and ask them to create a poster related to Femicide. Once the poster is ready, students display them on the board and present them. Students and Instructors give opinions about each poster. Students receive feedback about their ads. Students start debating and defending their poster giving arguments to support their messages. 	T → sts Sts → T	30 min

Comments / observations: *Students created very original posters. They gave many arguments supporting their ideas. They did not have to use their mother tongue in order to explain their work.*

APPENDIX D: QUESTIONNAIRES

APPENDIX E: JUSTIFICATION OF OBJECTIVES

JUSTIFICATION OF OBJECTIVES

Due to the exploratory nature of this investigation, the group has decided to state objectives instead of hypothesis, because, as Palmar Santos (2004) explains, a hypothesis is a formal statement which explains the expected relationship between two or more variables. Taking this into account, we find the first constraint to state a hypothesis which is isolating variables. On the one hand, we have not enough resources to assure that we are choosing the more important variables. On the other hand, Task Based Learning approach has no documented evidenced of had been implemented on any kind of EAP course for collage students in Chile before this attempt. There is a lack of similar research and therefore, there is a lack of observable evidence in reality and documented cases so as to state a deductive hypothesis. Also, publications about Task Based Learning are limited to few authors such as, Nunan and Willis, hence, there is not enough theory and knowledge in order to state an inductive hypothesis.

This is why, we have found stating objectives more appropriate for means of this work and moreover, we have chosen exploratory objectives, which, according to Fortín (1999) are used when the purpose of the study is to describe an element or aspect which is not very well known, i.e. there is poor knowledge in such field.

Finally, we consider that our exploratory investigation seeks to discover new elements and maybe establish a starting point for Task Based Learning further investigation in Chile and contribute with more knowledge about the topic to the teaching community.