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Enhancing oral production skills through TBL implementation and fostering fellowship in an EFL class at Seminario Menor de Medellin.

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Abstract

The following Action Research project tries to explore what the effects have to introduce TBL in a sixth grade, promoting students' fellowship sense to foster speaking skills in an EFL class at a privet school in Medellin (Seminario Menor). In order to carry out this research, the process was based in observations, interviews and journals all that, collected during a period of a year. However, owing to the COVID-19, the unit implementation in this project had to be modified in terms of the cybernetic activities and strategies mediated by the virtuality. In order to promote students' interaction and an increase their fellowship to foster their collaborative work and then obtain oral production skills development according with the student's necessities.

Key words: Task Based Learning (TBL), oral production skills, EFL secondary school, fellowship

Degree Requirements

This action research project is submitted as a requirement for the Bachelor of Education in

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Preface

This final product is a report of my Action Research project which was developed in a private

secondary school named Seminario Menor de Medellín. This implementation was for an

academic year 2019-2020 and the unit proposed was applied in a sixth grade.

This report evidences the implications of introduce Task Based Learning (TBL) in this specific

context and foster students fellowship to increase the coexistence in their community and to rise

their oral production skills through a unit divided in three lessons based in the *Plan Nacional de*

Biliguismo suggested by *El Ministerio de Educación Nacional (MEN)* and based, too, in the

students' needs.

As a student-researcher I could identify the necessity to promote fellowship in this group of

students. Due to, their coexistence is an important thing that affect their performance and their

development in a foreign language. Additionally, according to my thoughts and my believes,

fellowship is important to respect the other and in an EFL class is necessary respect classmates'

mistakes because it can stand-in self-confidence in each student and improve their abilities based

on their own faults.

That is why, thanks to the strategies developed to get information and analyze materials,

situations and methodologies, in this project, we will determine what the effects are to implement

TBL in this specific context.

Finally, I hope this analysis can be useful for those people who read this intervention finding

information related to promote fellowship (values) to acquire EFL, or readers who are looking

meaningful tasks for improving classroom environments to increase students' oral production

skills.

Description of the Context

The Seminario Menor of Medellin's Archdiocese is a private catholic secondary school located in a middle to high-class neighborhood of Loreto, which is part of Poblado, in the 14th township; this quarter is situated in an east city hill on the Palmas road in the 5th km. This school is surrounded by green hills and far from the Medellin's downtown. The Institution is comprised of one building with a ground floor only, two grass sport fields, one volleyball and one basketball court, one soccer room pitch, two table-tennis and one swimming pool. It serves students from a variety of socioeconomic and familiar backgrounds. The students, who are totally 102 people, come from all corners of the Metropolitan Area, since Copacabana to Caldas; additionally four students live in El Retiro. Most students are Hispanic with few Afro-Colombian populations. In the Seminario there are only six groups, one per level; named communities, which are conformed by 11 to 19 students each. The main characteristic, which involves most of them, is they would like to be priests.

In the other hand, the main institutional objective is to provide integral education, which is founded over four fundamental pillars (community life, academic life, pastoral life, and spiritual life). Under those foundations, the Seminario pretends to continue being a vocational hotbed. Additionally, the school goal is based on prepare students with features, which help them to live together in their communities bringing the Christ's message and putting their knowledge at the service of society.

In order to academic program, it is based on the Education Ministry and works under governmental guidelines according to each academic level. However, there is a guidebook used to develop the courses, which have been thought under the Educational Ministry, the Common European Framework of References for Languages, and it was developed by Greenwich, who

give support and professional accompaniment. The CEFR promotes communicative competences

in four different skills crossways proficiency levels from A1 to C2. In high school, students are

ranked to have an A1 level in Grade 6, and a B1 level in Grade 11. Specifically, for sixth grade,

Educational Ministry proposes to develop TBL lessons to develop communicative skills, which

the students can interact in different real contexts using the knowledge learned in the classroom.

Forgetting that goal, in the school, English teachers work with the textbook named For You,

where students develop activities related to the topics proposed by the MEN to acquire the

objectives.

With a view to sixth grade, specifically, is important to take into account it is integrated by

thirteen students, who are aged between 11-14 years old. Most of them are from Medellin (69%).

However, three are from Bello (23%) and one lives in El Retiro (8%). All of them are new in the

institution because the sixth is the first level in this seminary. This community is called Santo

Domingo Savio and its value is the fraternity. There are not women, because this is a male

establishment. In addition, it is important to present they have two masses per week, one is only

for the community (Wednesday) and the other one is with the whole school (Thursday).

On the other hand, academically, the students attend the English class every day for one hour per

day. Furthermore, they have the possibility to develop activities in a web site platform arranged

by Greenwich and assisted by the English teacher. He is a full-time teacher who teach not only

English but also Spanish and Technology.

He is a beginner teacher who started in the school this year. He is graduated of the B. Ed.

Program in Teaching Languages at Universidad Catolica Luis Amigó.

Additionally to classes, students have sports clubs in extra academic clubs where they and the teachers have the possibility to share time in a different classroom place and reinforce the link between both sides. Besides, there is an accompaniment by priests, who promote the students' vocation.

Finally, it is significant to highlight the sixth-grade students like English subject, and they prefer to develop oral skills and they perceive writing and reading as the hardest activities to be developed. In addition, with 21% of the bodily-kinesthetic activities are preferred, followed by 19% logical-mathematic activities and 17% musical activities. Those statistics are important to take into account because they are the possible way as students can continue being motivated and improving their English level and to do it, the classroom is equipped with a TV and Internet access.

Statement of the Problem

During an observation period of around two months, and having studying the course where the stage is being developed, some concerns, related with the participants and the scholar context were provided. In this section is going to be presented how the problem was identified and its implications in the research

Before starting, it is necessary to contextualize the school English program which was thought by the teacher who developed the EFL course, few years ago, and it was not thought under any suggested framework. For that moment, the topics were connected with a mandatory adopted EFL textbook named *English For You* (two years ago) and the goals were too specific and they were not related one with each other. Additionally, the activities proposed were not meaningful for the learners and these were presented based on PPP (Presentation, Practice and Produce) approach. Cause, each lesson presented the topic, then students practiced it and, at the end, they had to produce a final report, based in a model showed to conclude.

On the other hand, lots of the topics were related with grammar and it did not give to the learners the option to interact with each other.

In addition, the goals presented in the previous activities tried to connect the content with playful activities, but they were not connected with students' necessities. That is why, at that moment I understood it could be happened because there was not a framework support and it was why the students only develop the activities, individually, and they did not participate actively in them.

Continue with the data recollection, I could identify the requirement to connect the scholar curriculum with the English program suggested by El Ministerio de Educación Nacional. Because, it proposes a socio-cultural focus with a specific suggested methodology. Whereby,

present Task Based Learning for 6th and 7th grade as the approach to develop the English courses through Colombia Bilingue program.

Additionally, after the surveys presented to the students, it was possible to identify that they wanted to develop their oral skills. Since, they argued they wanted to speak in English and wanted to understand music and conversations. But the English textbook worked during the classes was not connected with their needs. And, that is why they did not participate actively during the sessions.

Furthermore, the class was form-focused textbook activities, which meaning practice to make perfect and it was emphasized teacher centered class with individual work. That did not offer them the option to explore by themselves new abilities and new alternatives to increase during their learning process.

Owing to the specifications of the context and take into account the English situation at school, it was mandatory to enlighten and overlap the scholar curriculum with MEN curriculum suggested. Because, it is linked with the students' needs and interests, evidenced in the surveys, by them:

> Student 1: "yo quiero ser padre y me gustaría aprender inglés para cuando viaje pueda celebrar misa en inglés"

> Student 2: "me gusta el inglés y quiero aprender a pronunciarlo"

> Student 3: "quiero conversar con mis compañeros en inglés y hablarles de lo que hago en mi vida cotidiana, como en la parroquia y en mi familia"

Besides, with TBLT, student-researcher could develop meaningful tasks, that connect the students' and scholar context with meaningful content to them, and could offer the connection

with fellowship, because it is focused in promoting cooperative work and TBL is geared in developing students abilities through group work. As MEN presents in its Plan National de Bilinguismo (PNB) they propose:

> This learning approach is based on asking students to carry out meaningful tasks while using the target language. To do this, students need to accomplish different tasks that require a wide range of meaningful communicative activities which encourage the use of English to communicate ideas while placing greater emphasis on fluency than on grammatical accuracy (Ellis, 2004; Brumfit, 1984). (Way to go!, 2017)

Theoretical Background

In this section, the theory is going to be presented to support my Action Research project. This project wants to show the effects evidenced when TBLT is introduced in a sixth grade course, through the promotion of students' fellowship sense, with the intention to foster their speaking skills in an EFL class in a private secondary school in Medellin (Seminario Menor School). To develop this project, I will search for some previous studies, which are related with TBLT and how this method can support the work developed in face to work values as the media to present the new knowledge to the students.

To start, it is necessary to evidence what TBLT is and how it has been understood through the time. At elderly time, TBLT was devised as an approach which offers students opportunities to actively engage in communication in order to achieve a goal or complete a task (Prabhu, 1987: p.24). Thanks to this new method, the language teaching process turned into a new way to show the learning language process like a communicative learning process. Due to, teachers not only offer to students isolated activities or unconnected tasks, but also, a set of tasks thought to promote students self-learning practice with a real intention and a close connection with learner's environment. That is why Willis argued TBL is not just about getting learners to do one task and then another task and then another… (Willis, 1996: p.40).

WHAT IS A TASK?

Nevertheless, through the years, the meaning of task has been changing according the necessities and the context where it has been implemented. For instance, at the first years, Breen argued that a task is a range of learning activities from the simple and brief exercises to more complex and lengthy activities such a group problem-solving or simulations and decision-making (Breen 1987:

p. 23). There, he presented a task like a situation where the student must to be exposed and he/she had to make actions to develop a situation proposed acting by him/her-self according to previous activities proposed. However, years later, a task meaning was developed by Jane Willis, who said that a task is a goal-orientated communicative activity with a specific outcome, where the emphasis is on exchanging meanings not producing specific language forms (Willis, 1996, p. 36). From that moment, that concept involved goals like a way to achieve the tasks. Furthermore, the idea with a task was not to develop specific grammar structures. Because, the emphasis in that was offer to the student the possibility to produce by oral communicative skills the ability to communicate with others.

Additionally, the year after, two authors added to task conception that a task is any activity that learners engage in to process learning language (Williams and Burden, 1997, p. 168). This led to understand tasks could be presented to the students during any time of their process. Since, they showed tasks like activities that attract students' attention and gave them the possibility contribute in the students learning process.

Moreover, and more recently, the idea of task was enlarged by two researchers who proposed a task as a holistic activity which engages language use in order to achieve some non-linguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both (Samuda and Bygate, 2008, p. 69). In other words, the idea of a task was assumed like any complex activity related closely with the student's environment, necessities and preferences. Which proposed to them a challenge not only linguistically, but also in the socio-communicative. Due to, a task could be "the common framework" where student can explore different ways to accomplish a goal, but developing

his/her own strategies. That is way, the learners can obtain a final report take into account the content without the fear of making mistakes grammatically.

CHARACTERISTICS OF MEANINGFUL TASK

Likewise, in this part, it is necessary to understand or concretize what a meaningful task is; considering, that it is not only general tasks to develop in a course and try to connect isolated content to the learners. But also, it means a complex activity which connect learners' interests and contexts. Since, it can promote in them the possibility to be involved in the task theme and as a result, the students can produce much meaningful content related with them.

That is why, and as Willis argued the more confidently you can answer yes to each of these questions, the more task-like the activity (Willis, Dave and Jane, 2007, Doing Task-based Teaching OUP) it is important to take into account these characteristics to create or promote a meaningful task in an EFL course[1]:

1. Will the activity engage learners' interest?

2. Is there a primary focus on meaning?

3. Is there a goal or an outcome?

4. Is success judged in terms of outcome?

5. Is completion a priority?

6. Does the activity related to real word activities?

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[1] *https://www.teachingenglish.org.uk/article/criteria-identifying-tasks-tbl?page=1*

FELLOWSHIP

In the other hand, for the purpose of this particular Action Research project, it is mandatory present the fellowship concept. Due to, it is defined, in the dictionary, as the act of people sharing activities, goals, interests, duties, trials, troubles and alike with one another in a group.[2] And that definition is very connected with the TBLT purpose. Owing, it is necessary to exist a goal to promote meaningful tasks that offer the possibility to generate interaction among the learners.

Similarly, and taking into account the school has catholic principles, it is enlighten over the bible criteria. That is why Christian fellowship is the act of meeting with those who are converted and who possess the same general beliefs (beliefs (Acts 2:42); work (Nehemiah 4:1 - 23), faith (1Samuel 20:30 - 42), need (2Corinthians 8:1 - 15), struggle against (Daniel 3:16 - 30), common purpose (see Psalms 133:1)). And, this definition is connected with the whole ideal project. Cause, fellowship, promote collaborative and cooperative work, and if it is associated with TBL, it is the opportunity to offer to the learner's environments to develop communicative skills, through meaningful tasks.

In general, to conclude, whole those concepts and ideas showed in this part of the research will support and enlighten this. Inasmuch as, this background can help to develop and concretize what is the reason of this action-research and clarify what could be the best way to advance in each stage during this investigation.

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[2] *https://www.biblestudy.org/question/what-is-fellowship.html*

Research Question

What are the effects of introducing TBL on sixth grade students' language progress and sense of fellowship in an EFL class at Seminario Menor de Medellín?

General Objective:

Adapting classroom practices with TBL in order to increase the use of English in the school, promoting the interaction among the school community and enhancing the co-existence during the school time.

Specific Objectives:

- To identify a meaningful task with students that is connected to their lives.

- To integrate standards (MEN) in the lessons according to students' needs and interests (e.g. oral skills).

- To give language exposure and use according to students' interests, needs, and real purposes.

- To draw students' attention to language (expressions, structures, etc.) after the task performance.

- To decide with students how they will share their final task performance (e.g. a recorded interview about their parish work) and with whom (e.g. school, parish).

- To have students self-assess (evaluate) their task performance.

- To encourage students to reflect on what they have learned and how.

Action Plan

As I have presented during my project, the intention with this research is explore what are the effects to introduce TBL in a secondary school through fostering fellowship, in order to increase students' oral production skills. For that reason, in this section, briefly, in the following table, the action strategies are going to be presented:

RESEARCH QUESTION	METHOD OF DATA COLLECTION
RQ1: What effects does the introduction of TBLT have upon students' fellowship in an EFL class?	• Questionnaire pre and post intervention. • Students' interviews.
RQ2: How does the implementation of TBLT impact upon learners' progress in English?	• Students' written and oral work.
RQ3: What are students' perceptions of TBLT to enhance their learning?	• Questionnaire pre and post intervention student interviews.

Firstly, it is important to indicate that the objectives are connected with each part of this action plan. Because, those objectives are connected with this investigation and the statement of the problem mentioned before. Additionally, this is thought to be applied not only during the unit implementation but also the whole project process.

This Action Plan is based in three questions, applied in different moments. The RQ1 has thought to be implemented with a questionnaire, at the beginning of the intervention, to obtain different hypothesis related with students' fellowship and its importance in front of students' learning

process. And the end of the unit apply, to know the students insight related with their development, during the whole year working this new approach take into account fellowship in an EFL class. Furthermore, in different moments of the research, students are going to be interviewed to know their thoughts during the intervention.

In the other hand, through students' oral and written work, in a second RQ2, students are going to demonstrate their progress after to implement this approach, and the idea with this is acquire evidence that shows how implement TBL can impact in the students' progress, especially in oral skills.

Finally, with the RQ3, the research tries to know with a questionnaire at the beginning of the research and at the end of the intervention, what is the students' perception about to implement this approach and what are their thoughts in face of fostering oral production skills performance.

Development of Actions

This Action Research began with two months observing my class performance and the relation among the whole agents involved in the learning process, due to those observations were mandatory to develop the practicum course. During that time, I wrote the whole information necessary to understand the classroom environment in the English classes and those possible situations that affected (positive or negative) the normal class development. After those first months, and thanks to my CT observations, some categories emerged and enlighten possible problems to be intervened in this practicum stage.

Then, after identifying the problem, different methods of data collection were implemented and analyzed to find a possible solution to carry out in the classroom. I designed a TBL unit divided in three lessons, one week each lesson and around five hours per week. Those lessons were developed based in meaningful tasks which answered the students' needs and they were connected with the PNB proposed by the MEN.

This part of the project was very important and helpful for me, because it clarified the classroom environment and the students' responses related with the content and the topics. That is why, I used the data collection methods presented previously to get enough information and acquire some answers to complete the implementation and interpret the situations befallen during this research.

In the first week, the idea was to motivate and to present to the students the new approach, because they need to understand each step and what they must to do. Furthermore, the learners must be conscious of the team work, because the fellowship objective is focused in the groups' goals and get them working all together. That is why, in this specific week, at the begging of the

implementation, it was necessary to know their perception about the implementation of this new method and what the students' perception had about fellowship and its importance to learn a new language. So, I presented the RQ1 and RQ3, after the method was explained, because it was necessary they first idea and their expectations to know this new method. During this first week the students worked describing themselves, and corrected their mistakes by themselves applying each step proposed by TBL approach.

Then, at the end of that week, I applied the RQ2, observing the students' written and oral performance, and comparing their increase in these specific skills, worked at that moment, trying to understand how implementing TBL could impact students' progress in this language.

During the following week, I asked to learners the RQ2, as I did in the preceding week, and at the same time I interviewed some of them, because it was important to know the students' awareness in face to this method applied in the pedagogical unit proposed by me. In that second week, the students continued understanding the steps of the method and acquiring the ability to work in the class center in their own experiences and not waiting all the time the teacher's monologs.

Finally, in the third week, with the intention to contrast the information and understand the students' perception about the work developed during the unit, I applied the RQ1 and the RQ3 again and I interviewed some students, with the RQ2, to go deeper in the perception they had cause to implement this specific approach and foster group work based in fellowship.

Findings and Interpretations

The procedure to obtain some results during this project was structured under the practicum course syllabus, due to, as I mentioned before it is mandatory to write and transcribe the observations done during the whole process and the action plan proposed previously, because it is the support to acquire the information to be analyzed. After the observations, the data collection instruments enforcement and the analysis of the results, some categories emerged and they were the findings to be interpreted in this research.

Meaningful task and students' needs

In this part, it is mandatory to emphasize in what meaningful task is, because it involves the real utility that learners are going to do when they need the language in a real context. According to Willis meaningful tasks can enhance language learning, since language which is meaningful to learners can pave the way for the learning process (Willis, 1996). Additionally, during an interview with my CT, he argued "it is successful work with meaningful tasks, due to, they are linked with a very close students' context, and for them it is easier associate the concepts which are next to them, topics and themes related with the students" (CT's interview, April 20th, 2020).

For that reason, and taking into account the interviews done to the students at the begging of the observations, it was important to connect the students' needs with the material and the tasks to be developed by them, as they evidenced: "yo quiero hablar en inglés con gente que viene en el metro y ayudarlos" (student's interview, February, 2019); "teacher, es que el inglés habla de unas cosas muy raras y que uno no entiende, ellos no hablan de cosas como nosotros" (student's interview, February, 2019); "profe yo quiero aprender inglés, pero que no sean solo

palabras y verbos, que yo lo pueda conversar como en español" (student's interview, January, 2020).

As I could recognize, learners' needs are connected with their context and for them it is easy to link their experiences and how do they feelwith the new knowledge. That is why, meaningful tasks are too important in a learning process, because they are like a bridge between the students' environment to the "unknown territory", and those meaningful tasks are the path along which scholars are going to feel confident to participate actively during the classes and they will can improve their language level.

> "The task proposed to the second lesson was related with holy week, its celebrations and
> its parades. From the beginning, in the pre-task cycle when I presented the pre-tasks
> related with this topic and show to them the vocabulary and the pictures that involved this
> lesson, the students' participation increase in contrast to some previous activities. I
> therefor consider that the topics which are close to the learners' context and related with
> their needs can be a good first step to immerse them gradually in the new language
> acquisition" (Journal entry, May, 2020).

Likewise, it is appropriated to mention that the learners are connected to their context and it is an important factor to promote sense connections and activate students' previous knowledge whereupon will help to develop connections to the new language knowledge and promoting new issues to be explored by the learners.

Oral production skills

The human beings have the necessity to socialize with peers and we were born with the physical adaptations to communicate with others through the orality and as I mentioned before in

the context, oral skills are related with the main reason why sixth graders, in this project, want to learn English. Thus, during the observations this concept was recurrent and it was a concept that I needed reflect on. Although the students' needs are linked with the use of the language by orally, there exist a big problem related with oral production. It was the low self-confidence to avoid the students' active interventions because they felt fear to make mistakes during their interventions: "pro, es que si uno se equivoca, entonces se rien de uno" (journal entry, March, 2019); "teacher, es que uno empieza a hablar y todos se lo burlan a uno, entonces así, no dan ganas de participar" (journal entry, April, 2020).

In the other hand, my CT expressed that: "the main problem with the students fear is because they don't have enough vocabulary to support their ideas and they feel without skills to present in front of the group the things that they want to say" (CT's interview, May 22nd, 2020).

Those opinions showed a situation where the learners although had the intention to participate and to present their productions but they did not feel encouraged to exhibit they tasks' reports. That is why, the video recordings surfaced as a possible solution, due to, the use of a video recording is beneficial for self-assessment of oral presentation skills, as it enables students to observe themselves from the viewpoint of the audience and improve the full range of their verbal and, in particular, nonverbal communication skills (Yamkate, K. and Intratat, C. Language Education in Asia, 2011, p. 154)

That intervention was connected with the students' needs and as my CT argued: "they must to invest their independent time working to increase their English level. Because, their free time they do not know how study English efficiently. Also, with that strategy, it is possible to empower the learners of their own learning process.

So, the results derived from that experience were positive, hence the students could correct their mistakes and express with more theme proficiency. Additionally, the increase in their self-confident was evident due to they did not feel afraid of their classmate reactions. This was also covered that students thought: "teacher avancé en hablar más, porque no sentí miedo de equivocarme. Además, si me equivocaba, lo volvía a grabar sabiendo qué estaba diciendo" (student's interview, May, 2020); "profe, yo siento que he mejorado mucho, porque cuando escucho a mis compañeros o lo escucho a usted en las explicaciones, entiendo lo que me está diciendo y es porque de a poquito he ido practicando más" (student's interview, May, 2020); "profe, antes me daba miedo hablar en inglés porque no sabía nada. Pero ahora hasta me hablo en el espejo para saber qué quiero decir y cómo lo quiero decir"

At this moment, it is important to recognize although at the begging of the research the students felt frustrated because they did not understand the explanations in English or they could not present their ideas in that language; implementing that strategy and the work through tasks, they felt more self-confident and they participated actively in classes without the fair of make errors.

Promotion of fellowship sense

However, the reason of implementing records was to promote student's interaction. Due to, during the moments in each different task cycles, they must work together and share their experiences to develop the work proposed. In addition, it was a challenge, because they thought that when they worked in teams, just one team member did the task. Even so, and taking to account fellowship is connected with the concept community and the necessity to work together

to get a common goal, the students evidenced the requirement to learn with their peers and

develop the tasks all together.

Furthermore, fellowship is too related with TBL, due to this approach is a communicative

method and within the communication process is involved the socialization concept, which is

closely related with interaction among the members of a community. So, as my CT said:

"fellowship is very important in the language acquisition process, because socialization is crucial

to acquire skills to be in confidence to socialize with their peers and it can apply the vocabulary

learnt without fear and a relax way" (CT's interviewed, April 2019)

Moreover, and as mentioned before fellowship is defined in the dictionary as the act of

people sharing activities, goals, interests, duties, trials, troubles and alike with one another in a

group (Encyclopedia Britannica) and the students recognized the impact of fellowship in their

learning process, cause they said:

> "me ha servido el trabajo en pequeñas comunidades, porque he podido compartir lo que
>
> yo sé y entre todos nos ayudamos. Por ejemplo, si yo no me sé una palabra, ellos me
>
> ayudan o si ellos no saben pronunciarla, yo les colaboro". (Student's interview, May,
>
> 2020).

> "el compañerismo es bueno para trabajar en inglés, porque todos juntos vamos
>
> mejorando. Además, cuando aprendemos inglés juntos nos ayudamos los unos a los
>
> otros". (Student's questionnaire, May, 2020).

Finally, "the implementation of fellowship like a media to promote a language learning must to

be review. Due to, the students evidence the usefulness of this concept in their process to share

opinions, to socialize ideas and promote a common purpose to achieve a non-individual goal"

(journal entry, June, 2020).

Conclusions

Applying Task Based Learning to raise EFL language acquisition in a secondary private school in

a sixth grade has been a rewarding and helpful experience. This approach it is very useful to

promote students' interaction. Due to, it is a communicative method which develop different

skills through the active student's participation in the tasks proposed. After this practicum

experience, and taking to account the TBL principles I consider that implementing this method in

English classes to the purpose of foster the language use and to connect students' needs with real

meaningful tasks could be crucial to motivate the students in this learning process.

In addition, the importance to connect meaningful tasks with real students' context could improve

their FL proficiency. For instance, the implementation of fellowship in this specific context

promoted not only values learning, but also the language acquisition, focused in oral production

skills.

Finally, with the implementation of this approach students are going to be provided with different

social competences which benefit to them when the learners will be in front of an experience

where they have to use this language to communicate and to be in contact with others.

Reflections

Although it was an early experience with researching and breaking personal paradigms, it has offered a new point of view related to teaching, due to, I have been able to understand that the classes could not be centered in me, like a teacher, the main participants in my classes have to be the students and I just appear like a facilitator.

Furthermore, this new approach offers to me a new perspective to the teachers' performance, because this profession consists in providing our experiences and our knowledge to the society to change it positively. That is why, I would like to go in deep in terms to action-research, thus it is a good option to be evaluating myself and promoting new perspectives to feed my endeavor as teacher and my classes to propose students' motivations.

Finally, this action-research experience helped to me to identify my role in front of my students because I am a model and I teach not only with the words and the knowledge. This experience moved me about what kind of teacher I am and what kind of teacher I would like to be, rethinking me day by day.

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Appendix A

ENCUESTA 1

Colorea la respuesta casilla que de respuesta a cada una de las siguientes afirmaciones. De acuerdo a la experiencia que tú has vivido en la vida cotidiana.

		Nunca	Casi Nunca	Algunas Veces	Casi Siempre	Siempre
1.	Animo a mis compañeros, para que alcancemos juntos nuestros logros					
2.	Conozco sus puntos fuertes, se los resalto; y sus puntos débiles y los ayudo a mejorar					
3.	Les felicito por sus éxitos (grandes o pequeños)					
4.	Los disculpo cuando cometen un error					
5.	Participo dentro de las actividades de clase teniendo en cuenta que soy una pieza más del grupo o, por el contrario, veo sólo mi actuación individual.					
6.	Me preocupo por conocer las dificultades y los problemas de mis compañeros, y ayudo a que las pueda superar.					
7.	Contribuyo en la unidad del grupo					
8.	Es fácil dialogar conmigo					
9.	Soy sincero y digo lo que pienso con delicadeza y tacto.					

Appendix B

CUESTIONARIO 2

Teniendo en cuenta una escala del 1 al 5, en donde 1 es nada y 5 es totalmente, colorea el número que corresponda a tu respuesta en cada una de las siguientes preguntas:

1. ¿Qué tan interesado estuviste durante esta unidad?

$\quad\quad$ 1 $\quad\quad$ 2 $\quad\quad$ 3 $\quad\quad$ 4 $\quad\quad$ 5

2. ¿Qué tan motivado estuviste durante la unidad?

$\quad\quad$ 1 $\quad\quad$ 2 $\quad\quad$ 3 $\quad\quad$ 4 $\quad\quad$ 5

3. ¿Qué tanto disfrutaste lo trabajado durante dicha unidad?

$\quad\quad$ 1 $\quad\quad$ 2 $\quad\quad$ 3 $\quad\quad$ 4 $\quad\quad$ 5

4. ¿Qué tan interesado estuviste durante esta unidad?

$\quad\quad$ 1 $\quad\quad$ 2 $\quad\quad$ 3 $\quad\quad$ 4 $\quad\quad$ 5

Justifica tu respuesta

_____
_____
_____.

Tomado de: Tindall, Anna (2013). Journal of trainee Teacher Education Research.

Appendix C

CUESTIONARIO 3

1. ¿Qué significa ser un buen compañero, para ti?

2. ¿Qué es el compañerismo, para ti?

3. ¿Crees que ser un buen compañero podría ayudarte a aprender inglés? ¿Por qué?

4. ¿En qué lugares ves que es necesario el compañerismo?