The Effect of Task Implementation on Students' Willingness to Communicate:
A Teaching Portfolio

Samira Viviana Hamad Insuasti

Universidad de Nariño

Faculty of Human Sciences

B. A in the Foreign Languages with Emphasis in English Program

University of Nariño

2023

The Effect of Task Implementation on Students' Willingness to Communicate:
A Teaching Portfolio

By

Samira Viviana Hamad Insuasti

Adviser

Ph. D. Ana Clara Sánchez Solarte

Submitted to the School of Human Sciences

in partial fulfillment of the requirements for

the degree of B. A. A in the Foreign Languages with Emphasis in English Program

in the Department of Linguistics and Languages

Universidad de Nariño

2023

NOTA DE RESPONSABILIDAD

Las ideas y conclusiones aportadas en el siguiente trabajo son responsabilidad exclusiva de

la autora.

Artículo 1ro del Acuerdo Nro. 324 de octubre 11 de 1966 emanando del Honorable

Consejo Directivo de la Universidad de Nariño.

Nota de Aceptación

_____
_____
_____
_____
_____
_____
_____
_____
_____

Jurado

_____

San Juan de Pasto, Abril, 2023

Dedicatory

First of all, I am extremely grateful to Universidad de Nariño for providing the necessary

knowledge for carrying out this study. I would like to express my deepest gratitude to my

tutor, Ph.D. Ana Clara Sánchez, for her immense knowledge, invaluable guidance,

feedback, and patience. I would like to recognize that I could not have achieved this goal

without the help of my teachers, Mario Guerrero Rodríguez who provided me with the

appropriate environment for the development of this project and Diana Ibarra Santacruz for

inspiring me and for providing me with her assistance and valuable suggestions. I would

like to offer my special thanks to the students who contributed to the development of this

study for their kindness and collaboration. Finally, I would like to extend my sincere

thanks to my friends who apart from being my classmates supported me through each step

of this process.

Acknowledgements

Resumen

En la actualidad existe una gran variedad de métodos y técnicas presentes en el campo de la enseñanza de un segundo idioma. Teniendo en cuenta que durante los últimos años el lenguaje ha sido visto como un vehículo para la comunicación la Enseñanza del Lenguaje Basado en Tareas (TBLT) se abrió camino en el salón de clases para contribuir al mejoramiento y al éxito de los estudiantes que aprenden un segundo idioma, mostrándose también como una alternativa frente a distintos retos que los maestros deben enfrentar diariamente, siendo la voluntad de comunicarse (WTC) uno de ellos.

En este caso, los conceptos Enseñanza del Lenguaje Basado en Tareas (TBLT) y la Voluntad para Comunicarse (WTC) se han tomado en cuenta para la realización del presente trabajo llamado 'The Effect of Task Implementation on Students' Willingness to Communicate: A Teaching Portfolio' el cual tiene como objetivo analizar cuál es el efecto de implementar las tareas en la voluntad para comunicarse en el segundo idioma (Inglés) de sesenta estudiantes matriculados en el primer y segundo semestre de los programas de licenciatura en idiomas extranjeros de la Universidad de Nariño, en la ciudad de Pasto.

Para desarrollar este trabajo el primer paso fue diseñar diez planes de aula siguiendo la estructura de la Enseñanza del Lenguaje Basado en Tareas, se realizó la implementación de cinco de esos planes de aula con la colaboración de los estudiantes anteriormente mencionados. Después, se analizó los resultados obtenidos y se realizaron las respectivas conclusiones y recomendaciones.

Finalmente, se concluyó que la implementación de tareas tiene un resultado positivo en la voluntad para comunicarse en la segunda lengua de los estudiantes, promoviendo la interacción y el uso auténtico del idioma meta.

Palabras clave: tareas, comunicación, alternativa, segundo idioma, aprendizaje.

Abstract

Nowadays there is a wide variety of methods and techniques present in the field of teaching a second language. Bearing in mind that during the last years language has been seen as a vehicle for communication Task-Based Language Teaching (TBLT) made its way into the classroom in order to contribute students' improvement and success when learning a second language, also appearing as an alternative against different challenges teachers must face daily and willingness to communicate (WTC) is one of them.

In this case, the terms Task-Based Language Teaching (TBLT) and Willingness to Communicate (WTC) have been considered for the development of this paper called 'The The Effect of Task Implementation on Students' Willingness to Communicate: A Teaching Portfolio', which aims to analyse the effect of implementing tasks on the willingness to communicate in a second language (English) of sixty students enrolled in two foreign languages teaching programs at Universidad de Nariño, in the city of Pasto.

For the development of this paper the first step was to design ten lesson plans following the TBLT framework, a total of five tasks were implemented with the collaboration of the aforementioned students. Then, the results obtained were analysed to write conclusions and recommendations.

Finally, it was concluded that the implementation of tasks has a positive result on students' willingness to communicate in the L2, fostering interaction and authentic use of the target language.

Key words: tasks, communication, alternative, second language, learning.

Table of Contents

The Effect of Task Implementation on Students' Willingness to Communicate:
A Teaching Portfolio

Introduction

This teaching portfolio will be focused on the implementation of tasks as an alternative to foster interaction, authentic use of the target language, real communication, and risk taking considering one of the issues teachers face in the EFL classroom: willingness to communicate (WTC). Within this portfolio there are ten tasks that are meant to meet the aforementioned goal and that will provide an insight on the effect of task implementation on students' willingness to communicate.

Objectives

- Lead students to focus primarily on meaning through the implementation of meaningful tasks that are engaging and interesting to them.

- Promote authentic use of the target language.

- Stimulate and enhance communication.

- Promote interaction, risk taking and confidence while using the target language.

Justification: Why is it relevant for an L2 teacher to create a teaching portfolio?

A teaching portfolio can have many uses and advantages, particularly for novice and pre-service teachers, as they enter the profession. Mainly a portfolio is a way to bring current methodologies such as TBLT to the classroom. As we know, TBLT theory was and is produced mainly in ESL settings like Australia, the United States or Canada. We cannot expect to translate this theory to EFL contexts, we need to adapt principles that suit our

needs and learning objectives. A portfolio helps teachers do this, they can take existing theory from other contexts and adapt them to activities that can work in their own context.

As far as I know, currently there are no studies developed in Colombia which discuss how a pre-service teacher can apply activities to support the learning of future foreign language teachers who are just starting the program. The background and experience of a pre-service teacher and the theoretical foundations can be a valuable combination for beginner students and the resulting activities, which are described in this portfolio are unique. This portfolio intends to fill the gap regarding the creation of activities by a pre-service teacher to support the development of interactive skills among their peers who are new to the program.

Another reason why this portfolio is relevant is because it will provide further practice opportunities for beginner students, who, given the way some classes are taught in Pasto, may not have had the opportunity of being in a class where there is extensive use of the foreign language. The applications of the activities contained in this portfolio may contribute to supporting students, decreasing their apprehension when using the L2 in the classroom and preparing them to face interaction in an L2 in other classes. In other words it can foster their willingness to communicate. The term willingness to communicate (WTC) is defined as the probability of initiating communication, given choice and opportunity (MacIntyre, 2007, p. 567).

The tasks depicted in this portfolio are in line with current approaches that consider second/foreign language learning as a process that goes beyond the mastery of grammatical structures and sets or words. According to Richards and Rodgers (2004), engaging learners in task work provides a better context for the activation of learning processes (p. 223).

These authors state that the negotiation of meaning in TBLT provides the input and output necessary for language acquisition, they both admit that activities for real communication are of most prominence in language learning; they both admit that utilizing language to perform meaningful tasks can enhance language learning; they both admit that the language which is meaningful to learners can pave the way for the learning process (Willis, 1996).

One more reason why this portfolio is important is because it follows one of the TBLT principles, which is integrating the four English skills in one lesson. This integration may help students bring together what they learn in their classes with the Department instructors, where there is a focus on listening and speaking or reading and writing. The application of the activities contained in this portfolio may help students integrate their knowledge and use what they learn in their classes in a less academic, low stakes environment. Integration is deemed important because that is how individuals use English in their daily lives in authentic interactions.

RESEARCH QUESTION

What are the effects of applying tasks on the willingness to communicate among beginner learners enrolled in a foreign language teaching program at a public Colombian university?

Methodology

Participants

The implementation of tasks is going to be conducted with the collaboration of 60 beginner L2 students in a foreign languages teaching program coursing the first and second semester in a public University (University of Nariño) located in the city of Pasto, Nariño. It is worth mentioning that they will need to be involved in different academic activities which will require extensive use of the L2 along the program. Their age ranges from 16 to 26 years. They were chosen as participants because of their level of proficiency in the L2 (English) and because of the number of students present in each classroom.

Procedure

In order to apply the tasks, a total number of 60 students enrolled in the first and second semester of an undergraduate foreign languages teaching program will be engaged. Five tasks included in this portfolio will be implemented within the time duration of two weeks during class time. Before starting it will be clarified that the tasks do not imply any impact on students' grades, so they will not feel pressure or anxiety while developing them.

The implementation of tasks will take place inside students' classrooms, the teacher will provide the materials needed for each task, students will not be asked to bring

anything. Taking into account TBLT principles each lesson will be divided into three stages: pre-task, task and post-task. The protocol for each task will be the same, to begin the class the teacher will present the topic, and will present slides for students to have a guide for completing the task, some include vocabulary, key words, phrases, and models. Then, the teacher will provide clear instructions and time for the development of the task, clarifying again that these are low-stakes activities which will not affect their grades. Students will be asked to use all of their linguistic resources to complete the tasks, focusing on meaning rather than form. Some tasks will be developed in groups in order to foster interaction and one will be developed individually. Once students finish they will be asked to report what they did orally in front of their classmates and the lesson will finish by providing feedback.

Theoretical Framework

Regarding TBLT there are multiple and diverging views about the nature of tasks, their authenticity, needs, analysis, and the extent to which they should be implemented. In this review of literature I compile some of these views, which will help me design and implement the tasks contained in this portfolio.

Definitions of TBLT & task

Through the years several teaching methods and approaches have emerged in the field of English Language Teaching (ELT) in order to improve learning and Task-Based Language Teaching is one of them. TBLT is "an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real-world, non-linguistic purposes" (Van den Braden, 2006).

First it is necessary to understand what a task is. According to Prabhu (1987), a task is an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process. In addition, a task requires the participants to function primarily as "language users" in the sense that they must employ the same kind of communicative processes as those involved in real-word activities. Long (1985) defined tasks as 'the hundred and one things people do in everyday life, at work, at play and in between' (p. 89).

TBLT proposes that the primary unit for both designing a language programme and for planning individual lessons should be a 'task'. Various definitions of a 'task' have been provided, but most of these indicate that for a language-teaching activity to be a 'task' it must satisfy the following criteria: 1. The primary focus should be on 'meaning' (which means that learners should be mainly concerned with processing the semantic and pragmatic meaning of utterances). 2. There should be some kind of 'gap' (i.e. a need to convey information, to express an opinion or to infer meaning). 3. Learners should largely have to rely on their own resources (linguistic and non-linguistic) in order to complete the activity. 4. There is a clearly defined outcome other than the use of language (i.e. the language serves as the means for achieving the outcome, not as an end in its own right).

Features of TBLT

Task-based language teaching (TBLT) constitutes an approach to language teaching that prioritizes meaning but does not neglect form. It emphasizes the importance of engaging learners' natural abilities for acquiring language incidentally as they engage with

language as a meaning-making tool; it thus contrasts with structural approaches that emphasize language as an object to be systematically taught and intentionally learned.

Moreover, TBLT emphasizes interaction, providing excellent opportunities for collaborative dialogue, and promoting learner autonomy—learners' ability to take charge of their own learning (Little, 2011).

Features of Task
After having discussed some definitions of "task" I will now describe their main characteristics.

According to Nunan (1989) a task is a meaning-focused activity and it requires learners to focus on meaning rather than form. Similarly, a task does not specify the exact meaning-content to be addressed as this will be subject to modification when it is performed. In addition, the language needed to perform a task is negotiable as the task is performed, also, a task should bear some resemblance to a task that people perform in real life.

According to Richards and Rogers, tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning. (Richards & Rogers: 228). However, Breen's (1989) definition was the most encompassing. A task is a structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication'. According to this definition, a task could be both a brief practice exercise and 'a more complex work plan that requires spontaneous communication'.

Procedure of TBLT

The task-based framework consists of three main phases; these phases are pre-task, task cycle and language focus. In Pre-task: The teacher introduces the topic to the class and gives them directions on what they need to do. 2. Task Cycle: It presents the students with a broad experience of language in use. It consists of three elements: a. Task: The students work on a task simultaneously, in groups or in pairs while the teachers monitor and offer support. b. Planning: It forms the central part of the cycle and comes after the task but before the report. Here, students orally or in a written form explain to the class what is happening during their task. The teacher is available to advise the students about the language in order to boost their learning capabilities. c. Report: It is an important stage in which the students report their findings to the class while the teacher may give them a quick feedback about their content. This phase also aims at providing some pedagogic goals like encouraging feedback and reflection, etc. This helps the students to improve their language. 3. Language Focus: This allows the learners to examine the language forms in the text and look in detail at the use and the meaning of lexical items they have noticed (Willis, 1996, p.75). Language focus has two components: 1. Analysis: In this phase, parts of the text are highlighted by the teacher for analysis by the students. The teacher can then tell the learners to point out the main features of the text. This can broaden the understanding of the learners by reflecting upon the language. 2. Practice: Finally, in this phase, the students practice the language areas as directed by the teacher based upon the needs of the learner. The practice increases the inquisition of language and the self-confidence of the learners.

How teachers use tasks

For teachers the usage of tasks plays an important role in their classrooms. As it has been clarified before, students and teachers behave in a certain way for the implementation

and development of tasks to take place. During a study carried out by Andon and Eckerth (2009), four core characteristics with respect to task-based language teaching were identified by conducting interviews with four teachers that describe how they use tasks in their classroom: 1. Use tasks as vehicles for communication and negotiation in students' own words. 2. Use tasks as contexts of situational and interactional authenticity in L2 use. 3. Use tasks as goal-related and outcome-oriented activities. 4. Use tasks as reference points for form-focused activities and (not) as knowledge-building devices. All four teachers plan learner-centred lessons where students are active communicators in the classroom, interacting in pairs and groups, communicating personal meanings and exchanging opinions. They tend to relate activities inside the classroom to real life tasks, since some activities inside the classroom may not resemble real-world language use. In addition, they remarked a task has to be completed and will be evaluated in terms of the non-linguistic communicative outcomes achieved. Task-based instruction is mainly directed at improving students' abilities to use the target language rather than at enabling them to acquire new linguistic skills' (Ellis 2000: 212; original emphasis)

Strategies associated with TBLT

It is worth noting that given that the procedure of classes conducted with TBLT depends on learners' needs, and there is not a complete list of activities or strategies associated with the approach.

Jigsaw activities

Aronson (1997), created the jigsaw classroom as a situation of mutual interdependence, where cooperation is required to earn an individual goal: good grades. Within jigsaw activities each student has a unique role, that when combined with the roles

of other students fully completes an assignment. Students learn that success results only if they listen carefully to each other, ask good questions, provide encouragement, and demonstrate general respect for each other.

Information Gap

An information-gap task is a technique in which learners are missing the needed information to complete a task or solve a problem, and they have to communicate with their classmates to fill in the gaps (Larsen-Freeman, 2003). Kremers (2000) cited by Namaziandost and Shafiee (2019), highlights the importance of the term 'information gap', given that in a real communicative situation participants do not own the same information when starting a conversation. According to Lee and VanPatten (2003) this information gap creates an actual need for communication and cooperation. This type of task is based on the fact that in real life, people communicate to obtain information they are lacking.

Opinion gap

According to Fallahi, Aziz Malayeri, & Bayat (2015) an opinion-gap activity involves identifying and articulating a personal preference, feeling, or attitude in response to a given situation or issue to complete the task. Also, opinion gap activities require students to raise questions and topics which also help their creative thinking (Larsen-Freeman, 2000). The activity may require using factual information, formulating arguments, and justifying one's opinion and often, there may be no right or wrong responses (Qing Liao, 2006).

Reasoning-gap

A reasoning-gap task refers to the new information that is derived by the students through inference, deduction, practical reasoning, or perception of relationships or patterns

(Prabhu, 1987). Prabhu (1987) believed that tasks should involve learners in "reasoning"-making connections between the information. When learners are asked to provide reasons, they learn new materials and they can begin to improve their English.

Activity Vs. Task

   The terms 'activities' and 'tasks' are often confused but there is a great distinction between them. An activity focuses on form, for developing an activity students need linguistic skills as a prerequisite and their main goal is to show they know the L2, so students performance is evaluated in terms of conformity to the code. On the other hand, a task is authentic, is focused on meaning and is related to real-world activities. To develop tasks students use all of their linguistic resources and different cognitive processes are needed. Additionally, in a task linguistic skills are developed while engaging in communicative activity. The purpose of a task is achieving a communicative goal and performance is evaluated in terms of whether the communicative goal has been achieved.

Willingness to Communicate

   The tasks depicted in this portfolio require students to use the target language, to communicate and to interact. After the implementation stage, results regarding each task will be analyzed, to see if the task was successful and to find out what is the effect of applying tasks on students' willingness to communicate. When the opportunity to speak and use the L2 is presented some students decide to speak while others remain silent, this decision is influenced by different factors and levels of willingness to communicate is one of them. MacIntyre (2007) defined the concept of willingness to communicate (WTC) as the probability of speaking when free to do so. In many contexts learners are able to start a conversation in the L2 and those who have a higher WTC are predicted to initiate

communication and use the second language more often. Willingness to communicate was also defined as a learner's "readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre et al., 1998, p. 547). WTC implies a greater likelihood of using a second language and offers the opportunity to integrate psychological, linguistic, educational, and communicative approaches to L2 research that typically have been independent of each other. Moreover, WTC has a great impact regarding the learning of a second language, affecting interaction, participation and frequency of communication. According to Kang (2005), language learners with high levels of WTC are more likely to use the L2 in authentic communication. The use and practice of the L2 is highly related to learners' improvement and progress.

Theory of language

There is no specific theory of language or language learning. Nonetheless Richards and Rodgers (2001) establish some guidelines: first, language is primarily a means of making meaning, TBLT emphasizes the central role of meaning in language use, language is also a means of achieving real life goals, and this is why teachers relate tasks to real-life activities. Further, it was stated that lexical units are central in language use and language learning; vocabulary has been considered to play a more central role when it comes to second language learning. In TBLT vocabulary is used to include the consideration of lexical phrases, sentence stems, prefabricated routines, and collocations. Moreover, conversation is the central focus of language and the keystone of language acquisition. Speaking and trying to communicate with others through the spoken language drawing on the learners' available linguistic and communicative resources is considered the basis for the second language acquisition.

Theory of learning

The theory of learning behind TBLT can be summarized as follows.

According to Richards and Rodgers (2004) engaging learners in task work provides a better context for the activation of learning processes. Tasks provide both the input and the output processing necessary for language acquisition. They are believed to foster processes of negotiation, modification, rephrasing and experimentation that are at the heart of second language learning.

Additionally, a task is seen as the pivot point for stimulation of input-output practice, negotiation of meaning and a transactionally focused conversation. Tasks are also said to improve learners' motivation and promote learning since for developing a task learners are asked to use authentic language, they involve partnership and collaboration. Another element that plays an important role in language learning is interaction. According to Feez (1998) learners learn language by interacting communicatively and purposefully while being engaged in activities and tasks.

Philosophy of Teaching

Role of the teacher:

I have decided to implement TBLT over other approaches. In this sense, I try to foster students' engagement and motivation by providing meaningful tasks with a clear purpose that is evident for students'. As a teacher, I am capable of providing clear instructions and I am aware of the level of proficiency my students have, so I can adapt activities, tasks, exercises, and examinations to my students' knowledge, needs and interests. Moreover, I am capable of preparing learners for tasks, providing knowledge that

has been carefully selected to facilitate task accomplishment. As a teacher, I am also seen as a feedback provider who is capable of showing students their strengths and weaknesses respectfully without discouraging them. I am an active facilitator and a resource of information. I will provide accurate explanations when needed but always encouraging students to become autonomous and to take responsibility for their own learning.

In other words, I am a teacher who contributes to students' success, who demonstrates interest in students' progress focusing on the entire group, not only in high performing students, I am seen as a prompter and as a guide who is always encouraging students to achieve more and to have a positive perspective towards learning.

Role of the students:
In this particular case, taking into consideration TBLT principles and methodology, students are seen as active participants and language users. They are capable of interacting with their classmates and of working collaboratively in small groups in order to complete tasks successfully. They fulfill the role of risk-takers who use their linguistic resources, who ask for clarification when needed and who consult with other classmates without difficulty.

In order to contribute to their own progress, students are willing to communicate, bearing in mind that mistakes are a part of learning and that practising when given the opportunity will benefit their learning process. They have a positive attitude towards learning and understand that they must acquire an active role towards their own learning.

Given all this background and the research question, I have designed ten tasks (see Appendices) that are deemed adequate to support the interaction of beginner students and which might support their willingness to communicate. It is worth noting that only five tasks were implemented. This process required the collaboration of 60 undergraduate students, before starting applying the tasks it was clarified to each group of students that these were low stakes activities so the results would not affect their grades. After students finished each task they were asked to complete a survey via Google Forms, in which they had to answer three questions, two open-ended questions: 'What aspects did you like about today's session?' 'What aspects did you not like about today's session?' and one multiple choice question: 'How did you feel while completing the task?' with five options: 'Anxious', 'Stressed', 'Sad', 'Relaxed', and 'Happy'.

Report

This portfolio contains ten tasks but only five were implemented (see lesson plans and materials used in Appendices), these tasks were selected taking into account students' features, their environment and the time for applying each task. The tasks applied were the following: Family tree in the classroom, Help the teacher plan a University trip, Class Newspaper, Reverse time capsules, and Story time.

Family Tree in the Classroom

The main objective of this task was for students to identify relations among relatives (see Appendix A). To begin, pictures of famous families like The Simpsons and The Madrigals were shown and relations among those relatives were explained, providing examples like: "Marge is Lisa's mother, Lisa is Bart's sister". Students worked in groups of

four and five people, they were asked to create their own family and a family tradition, to complete this task they could be creative and use their imagination, the only set rule was that each relative in the family had a different role regarding the tradition, everyone had to be in charge of something.

Time went by and students had to present their families and traditions in front of the class, some groups were more creative than others and one group had the initiative to present a role play. I can tell they had fun while developing the task, they worked really hard to make their traditions creative and to make their families diverse. They demonstrated nervousness when they learned they had to present in front of their classmates but working within a group helped them cope with anxiety. All of the six groups did great, they followed instructions effectively and they succeeded with communicating.

When it comes to the survey, students left positive comments like 'I liked the activity', 'It was fun', 'It was something different', from this I can tell most of them did enjoyed doing the task, it was something engaging for them, and it was a task that allowed students to interact and use their imagination. Regarding the second question it was surprising to see that several students commented there were no aspects they did not like about the lesson. On the other hand, some students commented the only part they did not like was presenting in front of the class, this makes students' nervousness when they have to speak in public more visible. For the last question, I found that 74% of students felt relaxed, 12% felt anxious, 6,8% felt happy, 7,2% felt stressed, and nobody felt sad.

Help the teacher plan a University Trip

      The main objective of this task was to organize an itinerary and plan a university trip (see Appendix B). To begin the class the teacher told students about a university trip that took place in the past. To make it more interactive students were asked to include aspects to take into consideration when going on a trip (food, means of transportations, places to visit).

      For this task students worked in groups of three to four people. First, each group was given a place to go (cities of Colombia) randomly. Each group had to send one member to the teacher's desk to pick up money (a piece of paper that has a written budget on it), they had to be very fast because every paper contained a different amount of money. As it happens in real life with university trips, students had to spend all of the money and they had to find an reason for doing the trip, this reason had to be related to their field of knowledge, the program to which they belong, they had 20 minutes to discuss their options, divide the money, find a reason for doing the trip, and create an itinerary.

      This task took more than planned since some students had a lot of money and did not know how to divide it accurately while others were lacking money and had to change their plans. Once the itineraries were ready they were asked to present from their seats what they had done, the place, their budget, their itinerary, and the reason for doing the trip. During the report, the nervousness was very noticeable, most of groups were formed by three people but when reporting one person per group acted like the leader and the others remained silent, they were not willing to speak, even when they were asked to, they did not speak and let the leader take control of the whole presentation. The whole group was meant to speak but they were not capable of presenting this way. Within this task willingness to

communicate was weak, students were very shy and despite having obtained great results as a group nervousness did not let some of them present, it is worth noting that more complex tasks reduce willingness to communicate. However they did a great job and created amazing itineraries, when they got their places they looked for information on the internet to make it more real, and they provided very creative reasons to visit the places they got.

For this task, the survey was filled again with positive comments like 'The activity was innovative and funny', 'The class was great because was creative [sic] and we could learn more about cities in Nariño', 'The exercise was really fun and enjoyable because we need to organize a lot of information [sic]', 'The task was very fun, it made us imagine, think, plan [sic]', this led to conclude that students enjoyed developing a task that is related to real life, it was something different for them and since they looked for real information, they learned about places close to them too. In addition, students left comments stating they enjoyed working in teams: 'I liked that we got to work with friends as a team', 'I like the dynamics, the different way of learning, sharing with classmates'. It is worth noting that this task was applied to students of the first semester, so they are still getting to know each other and some of them were shy. However, the implementation of a real-life task promoted interaction and communication, students were very active and it was noticeable that each member of the group had a role. Regarding the second question, once again it was surprising to see that several students did not find aspects they did not like about the session leaving comments like: 'Nothing, everything was good' 'I didn't find aspects that i didn't like [sic]', 'there was no aspect of today's session that I didn't like, the class was very enjoyable'. And I found that some students commented they would have liked to have more time to develop the task: 'The time to develop the activity wasn't enough', they took longer

than expected and during the lesson I provided more time for them to finish, I noticed that some groups needed more time because they were extremely concerned about spelling mistakes. Finally, regarding the results of the last question, I found 71,4% of students affirmed they felt relaxed while developing the task, 14,3% felt anxious, 7,1% felt stressed, 7,1% felt happy, and nobody felt sad.

Class Newspaper

The aim of this lesson was creating a news story (see Appendix C). To begin with the task the teacher presented an example of a newspaper just for students to identify its parts. After that the teacher provided instructions, students were asked to form groups of three to four people to build their own news story, to do so they were given a sheet of paper, over the teacher's desk a set of 40 images was arranged. After having formed the groups a member per group had to pick three to build their news story, they had to be very fast because some images were more interesting than others. Once students had the three images they had to begin with the task itself. They had to create a news story that included a title for the newspaper, a heading, a five-line paragraph, and the three images.

For developing the task students were given 20 minutes, however they took longer, some of them asked if they could use the translator, it was difficult for them to organize their ideas in the written form and despite it was clarified that this was a low-stakes activity they were really worried about making spelling mistakes. After they finished their newspapers, they were asked to present in front of the class. Some groups were very confident and got to explain in their own words what the news story was about while others just remained quiet while one member of the group read what they had written.

The results regarding this task were very interesting and creative, students did a great effort to create good news stories, however when it comes to the presentations stress was noticeable, and since they had a resource of information in their hands they decided to read instead of taking the risk of speaking, some even tried to learn by heart what they had written. Once again, it is worth noting that per group there were a few students that are willing to speak and take risks.

When it comes to the survey, students left positive comments regarding the task: 'I liked using images to create a story', 'The idea of combining creating a newspaper with English. So creative!'. It was noticeable that students had a great time, they enjoyed using their imagination and having the opportunity to use the language without feeling pressure. For the second question, once again it was interesting to see that some students did not indicate aspects they did not like, leaving comments like: 'Nothing, today's session was funny :) [sic]' and 'Today there were no negative aspects'. On the other hand, I found again that some students needed more time to develop the task: 'Probably the time that we use for do the exercise because was a little short [sic]'. While students were creating their newspapers I could notice some groups were concerned about making spelling mistakes and for that reason they took longer than expected to complete the task, there were other groups that finished faster, these were the students that decided to take risks and did what they were told: to use their linguistic resources to create a short news story. Finally, for the last question, 68,5% of students affirmed they felt relaxed while developing the task, 14,3% felt anxious, 8,7% felt stressed, 8,3% felt happy, and nobody felt sad.

Reverse Time Capsule

The aim of this task was to explain how things are going currently in students' lives (see Appendix D). They were asked to write everything they would like to tell to their younger selves, news, plans they have, how their lives have changed. For this task students were asked to develop the first part individually, they had 15 minutes to write, during this stage they were very focused, they were told that they could decorate their papers as they wanted to and they were very devoted while doing it. Their papers became very long since they had a lot to say to their younger selves. Once they were done writing it was time for them to share some pieces of advice they would like to give to their younger selves, they were free to talk about what they like because some things were private.

This type of tasks foster affective engagement, some students went emotional while writing and there were six students who decided to speak voluntarily, three more students read what they had written out loud and they were able to talk spontaneously, since they knew what they wanted to say to their younger selves. As they were presenting, the teacher wrote the advice on the board, and everything ended smoothly, this task had an excellent result because students were more willing to speak about something they already knew, they wanted to participate and they were willing to provide advice, not only for their younger selves but also for their classmates to hear.

Regarding this task, students left positive comments on the survey highlighting the aspects they liked: 'I liked the activity today because I had mixed feelings of my little girl [sic]', 'Today's creativity, I enjoyed writing the letter and remembering my childhood' and 'What I liked about today's activity was that I was able to realize how much I have changed and the advice that I should tell my past self to improve in some aspects [sic]'. This task

had a different effect on students since it was affectively engaging, they were more relaxed and used the language without worrying about mistakes and focusing on what they wanted to express. For the second question, some students affirmed they did not find any aspect they did not like 'I don't have things that I disliked, the truth was an interesting activity [sic]', 'There was nothing that I disliked about the activity, because as I said, it helped me reflect on many aspects of my life'. It was surprising to see that this task helped students reflect on their lives and realize how far they have come. Some of them shared they had never done a task like this before and for that reason it was more engaging for them. Moreover, some students commented it was hard for them to complete the task, not because of the language but because the development of the reverse time capsule implied they had to remember past events and feelings that made them feel vulnerable: 'Have to remember sad things [sic]', 'What I didn't like was that I was in front of a lot of people and I wanted to cry but I was embarrassed'. Finally, the results regarding the last question were different in relation to the rest of the tasks implemented, 61,5% of the students affirmed they felt sad, 23,1% of the students felt happy, 15,4% felt relaxed, and nobody felt stressed or anxious. This task was touching for students, and even if they felt nostalgic or homesick they succeeded at communicating and using the language in an authentic way.

Story time

The aim of this task was to be able to share personal experiences (see Appendix E), taking into account students' ages, this task was designed to follow the same dynamics as a tiktok trend, which is called 'story time'. Since the group in which the task was applied was larger than expected students worked in groups of three people, they received a question randomly in which each one of them had to answer, doing story time. Questions were

varied since students were familiar with the tiktok app and the trend they understood instructions very easily.

Students were given the questions and the task began. Every five minutes students had to switch questions with other groups. This part also took longer than expected because students did not want to stop talking, they had a great time talking with their classmates and they laughed loudly while listening to their friends' stories. Once they finished the task, the report stage began, they organized their desks in a semicircle and they began to share their classmate's stories, specifically the ones that were more interesting for them. This task was successful since students got to communicate, they were relaxed so they did not worry about making mistakes.

In the survey regarding this task students left several positive comments like: 'I liked to share our experiences and get to know better some of my classmates [sic]. The questions were also good because they were very interesting', 'The fact that we did not feel much pressure made the conversation more fluent. Since we were between our mates, there was much confidence at the time we told a story. Another thing that made this activity so funny was the different topics that Ms. Samira gave to us. It's a great idea since it stimulates our creativity', 'Interacting with my classmates without the pressure of someone judging us', 'I liked being able to talk with my classmates about different topics'. During this task students were very active, they enjoyed talking with their classmates and willingness to communicate was remarkable. For the second question some students expressed that time was too short for developing the activity: 'The activity was very good, but unfortunately it was very short', students were engaged and they did not want to stop talking with their classmates. In addition, it was surprising to see that some students did not find aspects they

did not like about the task and they left positive comments: 'I have no aspects to mention', 'In general, I liked everything done in class'. As reported before, this group was larger than expected, and because of that there was a lot of noise while developing the task and some students expressed that in the comments: 'What I did not like was the loud noise when everyone was talking at the same time because it was difficult to understand what others said'. It would be advisable to develop this type of task with smaller groups.

Limitations of the Study

At the beginning, the five tasks were to be implemented in a public school located in the city of Pasto, the school in which I did my pedagogical practicum but the coordinators did not approve this proposal and stated that only the materials provided by the school could be implemented in classes. Then, the idea of creating an English conversation club came, taking into account first semester students' needs and the lack of spaces outside the classroom to practice the language, however this did not have a good outcome since nobody attended. After these difficulties I decided to look for students inside the university and a teacher allowed me to use some of his class hours to be able to implement my tasks. This process took longer than expected but it ended up having great results.

Conclusions

This portfolio investigated the effects of task implementation on Student's Willingness to Communicate. The participants were 60 students enrolled in a foreign language teaching program at a public university in Colombia. One important feature of these tasks is that they promote learners' engagement, interaction, and authentic use of the

target language and the enhancement of communication. They provide opportunities for using the target language in the classroom without being afraid of making mistakes. Regarding the research question "What are the effects of applying tasks on the willingness to communicate among beginner learners enrolled in an foreign language teaching program at a public Colombian university?" The researcher found that tasks have a positive effect on students' willingness to communicate for the following reasons.

First, it is worth noting that students feel more confident when they work in groups to complete the tasks, being surrounded by people they know helped them cope with anxiety and nervousness. Second, applying tasks that are interesting and engaging for students can make a class more dynamic and foster spontaneous conversations among them. Next, providing the knowledge and tools necessary for facilitating the accomplishment of a task is essential, letting students be creative and focusing on meaning rather than in form can reduce pressure and can foster real communication.

In addition, during the implementation of tasks there were unexpected results that led to a deeper understanding of the effect of tasks on students' willingness to communicate. Despite it was clarified several times that these were low-stakes activities, students were very concerned about making spelling mistakes, especially in the tasks that required a written part. Some students refused to use their linguistic resources and decided to use online translators instead; they did not want to take risks. Moreover, in tasks where students were asked to speak to their classmates, they were very open because they felt safe within that environment and when they were told they had to stop they did not want to, some of them even began to ask if they could have more time. There were some tasks that required students to provide information, it was surprising to realize that for completing one

task students looked for real information on the internet to make the task and the use of language more authentic. Another unexpected result is related to students' emotions, applying affective engaging tasks demonstrated to have great results fostering communication and interaction among students.

Recommendations

Finally, it is worth noting that in every task the attitude of the teacher towards students can affect their performance. Aspects like providing clear instructions, providing a purpose that is evident to students, walking around the classroom, showing interest in every group, providing feedback and further explanation made students feel comfortable when using the language and helped reduce pressure and nervousness.

References

Andon. N. & Eckerth, J. (2009). - Chacun à son gout? Task-based L2 pedagogy from the
teacher's point of view. International Journal of Applied Linguistics. 19(3), pp. 287-
306

Araujo Portugal, J. C. (2017). Aronson E. & Patnoe S. (1997). *The jigsaw classroom :
building cooperation in the classroom* (2nd ed.). Longman.

Branden, K. (2006). Introduction: Task-based language teaching in a nutshell. In K.

Branden (Ed.), *Task-Based Language Education: From Theory to Practice* (Cambridge
Applied Linguistics, pp. 1-16). Cambridge: Cambridge University Press.
doi:10.1017/CBO9780511667282.002

"Bermuda Triangle." 2010, *Dictionary,* https://www.dictionary.com/e/bermuda-triangle/

Casilli, R. (2023). *El papa Francisco, en una foto de archivo.* [Photograph]. El País.
https://elpais.com/internacional/2023-03-11/el-papa-francisco-carga-contra-el-
regimen-de-daniel-ortega-es-como-una-dictadura-hitleriana.html

Córdoba Zúñiga, E. (2016). Implementing task-based language teaching to integrate
language skills in an EFL program at a Colombian university. *PROFILE Issues in
Teachers' Professional Development, 18*(2), 13-27.
http://dx.doi.org/10.15446/profile.v18n2.49754.

Ellis, R. (2009). Task-based language teaching: sorting out the misunderstandings.
International Journal of Applied Linguistics

Ellis, R. (2018). Reflections on Task-Based Language Teaching. Bristol: Multilingual Matters.

Ellis, R., Skehan, P., Li, S., Shintani, N., & Lambert, C. (2019). *Task-based language teaching: Theory and practice*. Cambridge University Press.

Fallahi, S., Malayeri, F. A., & Bayat, A. (2015). The effect of information-gap vs. opinion-gap tasks on Iranian EFL learners' reading comprehension. *International Journal of Educational Investigations*, *2*(3), 170-181.

Green Forest . (2019, April). *Can you present a product* [Video]. YouTube. https://youtu.be/fzRuUfOPscE

Google. (n.d.). [Google Maps map of Pasto city]. Retrieved December 3, 2022, from https://www.google.com/maps/@1.2152901,-77.2882866,17z?hl=es

Harmer, J. (2008). How to Teach English (Second Edition), ELT Journal, Volume 62, Issue 3, July 2008, Pages 313–316, https://doi.org/10.1093/elt/ccn029

Hismanoglu, M., & Hismanoglu, S. (2011). Task-based language teaching: What every EFL teacher should do. *Procedia-Social and Behavioral Sciences*, *15*, 46-52.

Kang, S.-J. 2005. *Dynamic emergence of situational willingness to communicate in a second language.* System 33(2):277–92.

Larsen-Freeman, D. (2000). Techniques and principles in language teaching. Oxford: Oxford University Press.

Larsen-Freeman, D. (2003). Techniques and principles in language teaching. Oxford: Oxford University Press

MacIntyre, P. D., Clement, R., Dornyei, Z., & Noels, K. A. (1998). Conceptualizing

    willingness to communicate in a L2: a situational model of L2 confidence and

    affiliation. Modern Language Journal, 82, 545e562. http://dx.doi.Org/10.llll/j.1540-

    4781.1998.tb05543.x

MacIntyre, P. D. (2007). Willingness to communicate in the second language:

    Understanding the decision to speak as a volitional process. *The modern language*

    journal, *91*(4), 564-576.

Miller, R. L., Amsel, E., Kowalewski, B. M., Beins, B. C., Keith, K. D., & Peden, B. F.

    (2011). Promoting Student Engagement. Volume 1: Programs, Techniques and

    Opportunities. *Society for the Teaching of Psychology*.

Mister Pollo. (n.d.). [Mister Pollo Logo]. Retrieved from

    https://www.misterpollo.co/domicilios/

Murphy, J. (2003). Task-based learning: the interaction between tasks and learners. ELT

    Journal

Musazay, A. M. S. (2017). Teachers' Perspectives on Task-Based Language Teaching: A

    Case Study at International Islamic University Malaysia: A CASE STUDY. *IIUM*

    Journal of Educational Studies, *5*(1), 62-75.

Namaziandost, E., Hashemifardnia, A., & Shafiee, S. (2019). The impact of opinion-gap,

    reasoning-gap, and information-gap tasks on EFL learners' speaking fluency.

    Cogent Social Sciences, *5*(1), 1630150.

Oura, G. K. (2001). Authentic task-based materials: Bringing the real world into the

    classroom. *Sophia Junior College Faculty Bulletin*, *21*, 65-84.

Peláez, L. D. (2023). *Álvaro Uribe Vélez, expresidente de la República y jefe natural del Centro Democrático.* [Photograph]. Semana. https://www.semana.com/politica/articulo/lo-ultimo-expresidente-alvaro-uribe-presenta-borrador-de-la-consulta-popular-para-reformar-la-salud-y-las-pensiones/202342/

Prabhu, N. S. (1987). Second language pedagogy. Oxford, England: Oxford University press.

Qing Liao, X. (2006). Information gap in communicative classrooms. Forum Online, 39(4), 38-44.

Ramírez OrtizS. M., & Artunduaga CuéllarM. T. (2018). Authentic Tasks to Foster Oral Production Among English as a Foreign Language Learners. *HOW Journal*, *25*(1), 51-68. https://doi.org/10.19183/how.25.1.362

Richards, J., & Rodgers, T. (2001). Approaches and Methods in Language Teaching (p. 204). New York: Cambridge University Press.

http://dx.doi.org/10.1017/CBO9780511667305.021

Richards, J. and Rodgers, T. (2008) Approaches and Methods in Language Teaching. Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.

Rodríguez-Bonces, M., & Rodríguez-Bonces, J. (2010). Task-based language learning: old approach, new style. A new lesson to learn. *Profile Issues in TeachersProfessional Development*, *12*(2), 165-178.

Subair, E. (2022). *5 cosas que probablemente no sepas del álbum más íntimo de Harry Styles hasta la fecha.* [Photograph]. Vogue.es. https://www.vogue.es/living/articulos/harry-styles-harrys-house-album

Task-based Language Learning and Teaching – Rod Ellis, 2003, Oxford University Press

Task-Based Language Teaching and Implementing Consciousness-Raising Tasks

Universidad de Nariño. (n. d.) [Universidad de Nariño Logo]. Retrieved from https://www.udenar.edu.co/simbolos/

Van den Branden, K., Bygate, M., & Norris, J.M. (eds.) (2009). Task-based language teaching.

Willis, D., & Willis, J. (2007). Doing Task-Based Teaching. Oxford University Press.
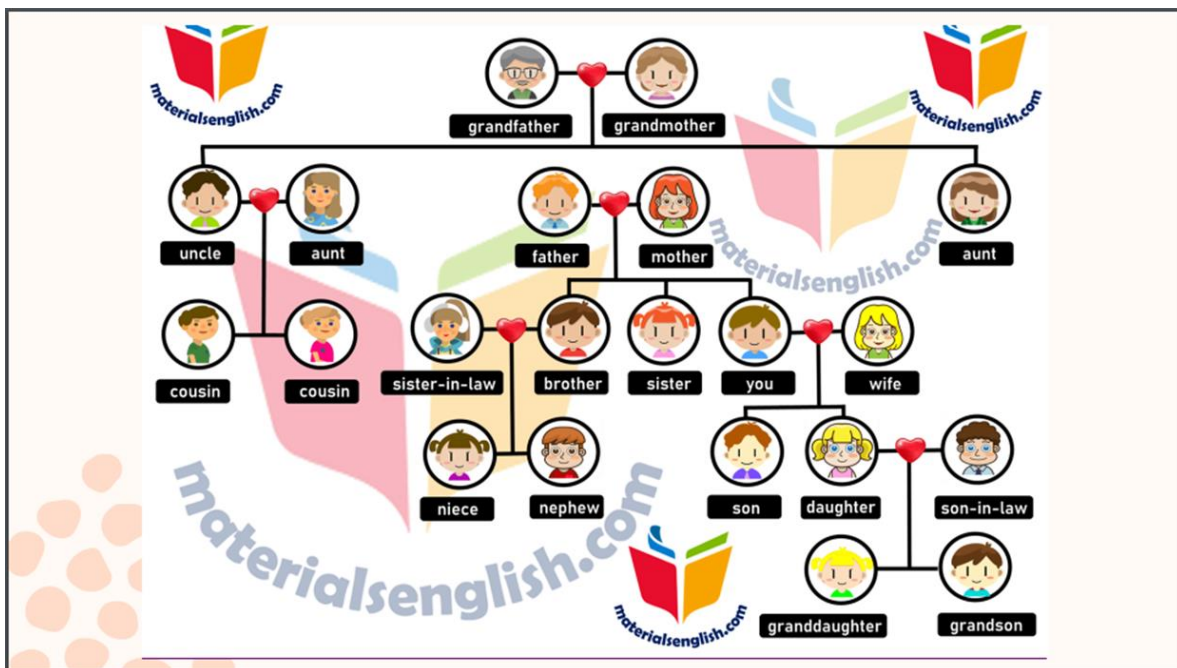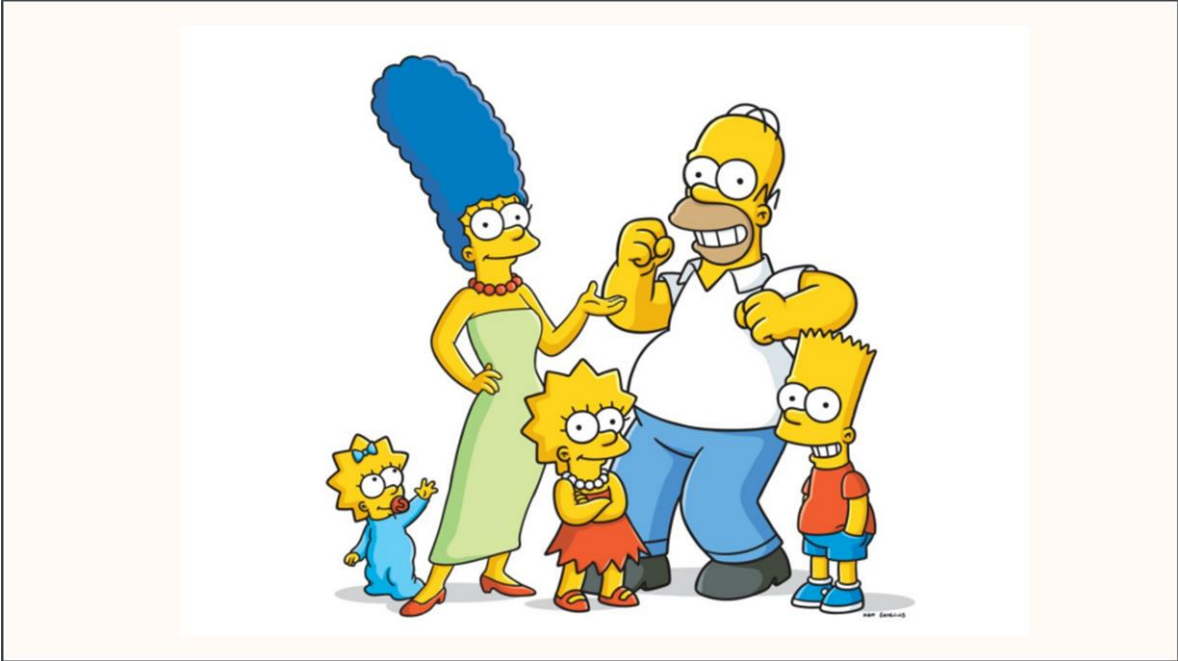
Appendices

Appendix A
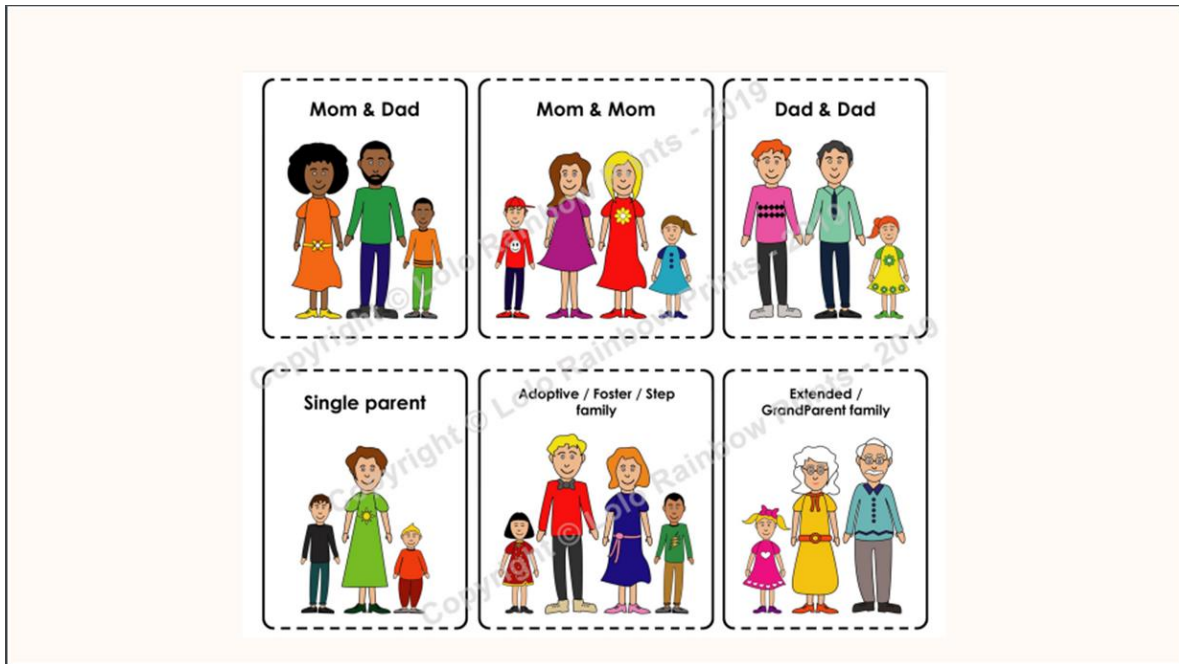
Task 1. Family Tree in the Classroom

Lesson: Family Tree in the classroom **Topic:** family members and traditions **Time:** 1 hour **Level:** Beginner **Grade:** Second semester **Task Sequence:** Task-based speaking This is a speaking lesson on the theme of organizing a family three and highlighting the relations among relatives, including traditions.

Pre-task
Introduction to topic and tasks: (10 minutes) **Aims:** • To identify relations among relatives. • To talk about family traditions To begin, the teacher will show some pictures of different famous families explaining the relations between them and introducing vocabulary. Then the teacher will provide some examples of family traditions.

Task Cycle		
Task (10 minutes)	**Planning (15 minutes)**	**Report (15 minutes)**
Students will be asked to form groups of 5 people, and they will create their own family tree, each one will represent a family member with its corresponding role and characteristics. Students are free to form their families as they want.	Once students have their families ready they will be asked to create a family tradition that takes place once a year. For this tradition they will take into consideration beliefs, values, food, and culture.	Each group will come to the front of the class to present their family members and explain the tradition they created. While groups present classmates can participate and make questions. Feedback will be provided once all of the groups finish their presentations.

Language focus	
Analysis (10 minutes)	**Practice**
The teacher will write on the board sentences used by students and will provide feedback if needed.	(At home) Students will ask one of their relatives which traditions they remember from their past.
Evaluation	

At the end of each session students will be asked to fill in a Google forms survey in which they will be able to evaluate the lesson and the task.

Slides used in Task 1. Family tree in the classroom.

Mom & Dad   Mom & Mom   Dad & Dad

Single parent   Adoptive / Foster / Step family   Extended / GrandParent family

Family Traditions

- Go camping
- Cooking a family recipe at the end of each month
- Go hiking to the same place once a year
- Do a talent show on birthdays

Appendix B

Task 2. Help the Teacher Plan a University Trip

Lesson: Help the teacher plan a University Trip **Topic:** Planning a university trip **Time:** 1 hour **Level:** Beginner **Grade:** first semester **Task Sequence:** Task based project: help the teacher plan a University Trip In this a speaking lesson on the theme of planning a University Trip. Students in groups of four will plan a University Trip from start to finish with a specific amount of money.		
Pre-task		
Introduction: **Aim:** to talk about trips and organize an itinerary. To begin with the class the teacher will talk about a trip he/she is planning to do next year and he/she will talk about some aspects to take into consideration when planning a trip.		
Task Cycle		
Task (5 minutes)	**Planning (20 minutes)**	**Report (15 minutes)**
Students will form groups of three to four people, each group will be assigned a specific place and a specific amount of money. They will be asked to plan a University trip for their group and teacher with the budget they have. The teacher will present slides with different aspects students must take into account to complete the task (food, means of transportation, places to visit, etc) and a model of an itinerary for students to have as a guide.	In their groups students will make the plan discussing their options and they will write down a list including things they must take, the itinerary, means of transportation, food, places to visit, and accommodation including costs. For this part they can use their phones to look for information.	Each group will come to the front of the class to present their plans to discuss which group made the plan more affordable, more significant towards their learning processes, more exciting, etc. Feedback will be provided at the end of presentations.
Language focus		
Analysis		**Practice**

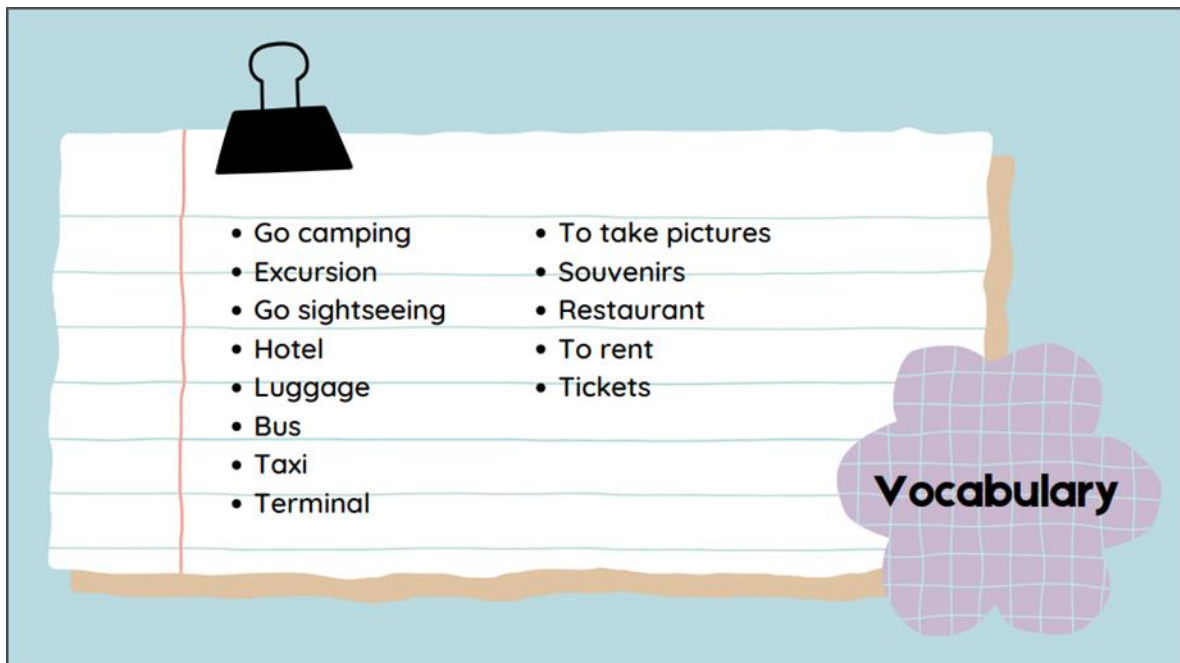| The teacher will write on the board important sentences and expressions.	(At home) students will be asked to plan a real trip they can do with their family or friends.
Evaluation	
At the end of each session students will be asked to fill in a Google forms survey in which they will be able to evaluate the lesson and the task.	

Slides used in Task 2. Help the teacher plan a University Trip

Aspects to keep in mind when planning a trip

- Budget
- Destination
- Ititnerary
- Transport
- Accomodation
- Food
- Places to visit

- Go camping
- Excursion
- Go sightseeing
- Hotel
- Luggage
- Bus
- Taxi
- Terminal

- To take pictures
- Souvenirs
- Restaurant
- To rent
- Tickets

Vocabulary

My Itinerary

Day 1
- Check-in the hotel at 10 am
- Go sightseeing
- Go to Lodotherapy in the Totumo Volcano

Day 2
- Excursion to the Rosario Islands
- Learn to do snorkeling
- Have lunch and some drinks

Day 3
- Freedom Tour of Palenque
- Have a palenquero lunch
- Learn about Colombia's History

Day 4
- Have breakfast in the food tour
- Check-out of the hotel by 12pm

Destination:
Cartagena

Example of itinerary

Materials Used in Task 2. Places to visit and Budgets

Places for Doing a University Trip

La Cocha
Consacá
Sandoná
El Remolino
Ipiales
Las Lajas
Chachagüí
Tuquerres
Cumbal
Tumaco
Cañón de Juanambú
El Bordo

Budgets for Doing the University Trip

500 thousand pesos
700 thousand pesos
900 thousand pesos
1 million pesos
900 thousand pesos
800 thousand pesos
1 million pesos
700 thousand pesos
600 thousand pesos
900 thousand pesos
800 thousand pesos
1 million pesos

Appendix C

Task 3. Class Newspaper

Lesson: Class Newspaper   **Topic:** newspaper stories   **Time:** 1 hour   **Level:** Beginner   **Grade:** Second semester   **Task Sequence:**   Task based project: Newspaper   This is a speaking lesson on the theme of creating a classroom newspaper. In groups of four students will collaborate to create their newspapers regarding real or fake situations.

Pre-task
Introduction (10 minutes)   **Aims:**   ● To create a news story.   To introduce the topic the teacher will show an example of a real newspaper for students to identify its parts.   The teacher and the students will talk about news stories that are interesting for them and to finish the teacher will explain some categories of news stories.

Task-Cycle		
Task (5 minutes)	**Planning (20 minutes)**	**Report (20 minutes)**
In groups of four people, students will receive a sheet of paper. They will have to create a news story which can be related to real or fake situations. They will work together to create their own newspaper which will contain a name, a heading, an image and a short summary of students' news stories.	In their groups students begin brainstorming ideas for their news stories, and they will begin building their newspapers. On the teacher's desk there will be printed images so a member per group can take two or three to create the newspaper.	Each group will present the newspaper while the rest of the class listens and pays attention, they can participate and ask questions. Feedback will be provided at the end of the presentations.

Language focus	
Analysis (5 minutes)	**Practice**
The teacher will write on the board the language he/she wants to highlight and important vocabulary.	(At home) Students will read a real newspaper on the internet and they will try to identify its parts and its category.

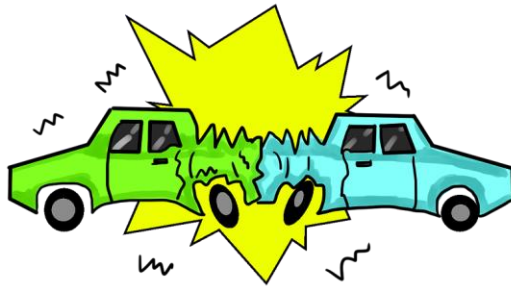| Evaluation |
|---|
| At the end of each session students will be asked to fill in a Google forms survey in which they will be able to evaluate the lesson and the task. |

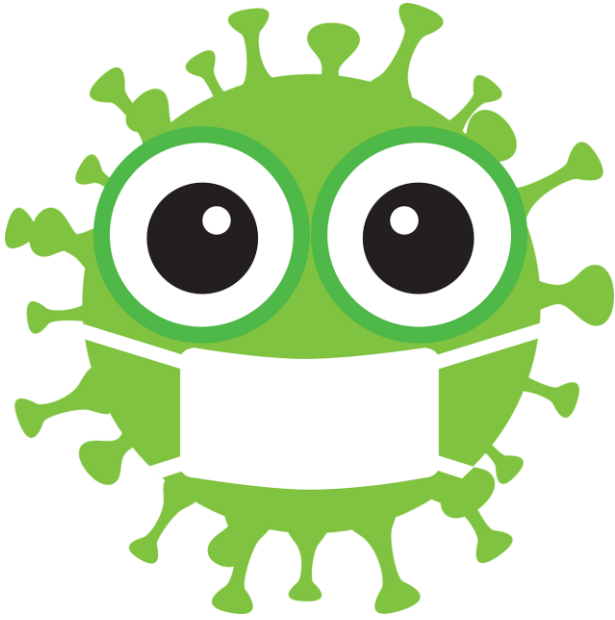**Slides used in Task 3. Class Newspaper.**

News Categories

Business
Education
Environment
Entertainment
Football
Technology
Government

Images used in Task 3. Classroom Newspaper.
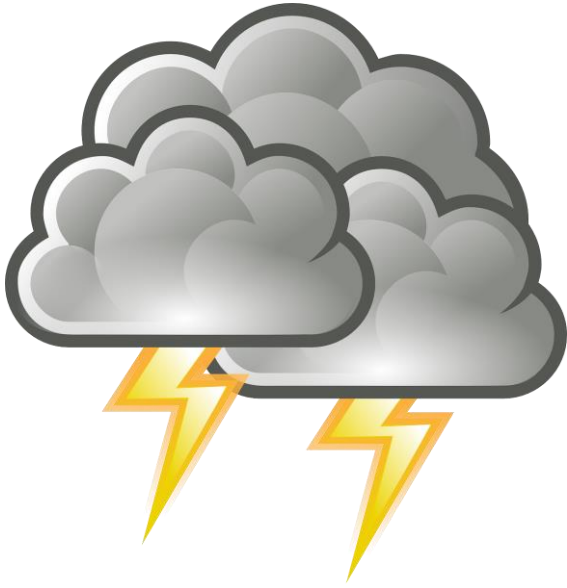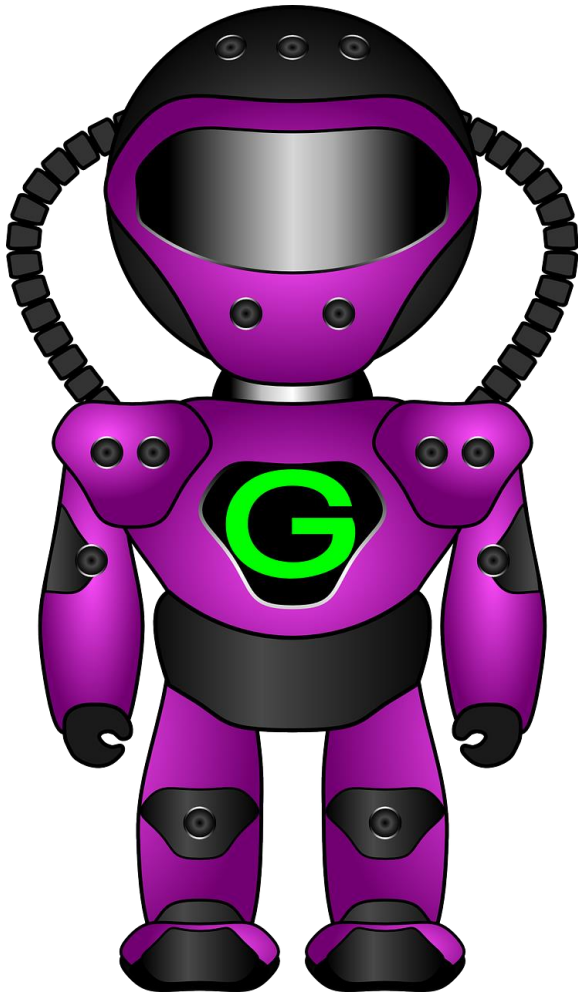
referencia

Appendix D

Task 4. Reverse Time Capsule

Lesson: Reverse Time Capsule		
Topic: Predictions, time expressions, expressions to give advice.		
Time: 1 hour		
Level: Beginner		
Grade: Second semester		
Task Sequence:		
Creative writing task.		
In this speaking lesson students will work in small groups to create a reverse time capsule, this means a time capsule that does not come from the past, but from the future.		
Pre-task		
Introduction (10 minutes)		
Aim: to provide advice.		
To start, the teacher will explain what a time capsule is and a short conversation will take place, students will provide their opinions and beliefs about time capsules.		
Task-Cycle		
Task (10 minutes)	**Planning (15 minutes)**	**Report (10 minutes)**
Students will form groups of three people, they will make some predictions about their future and they take ten minutes to talk about their plans and goals. After these short conversations they will create a reverse time capsule this means it does not come from the past but from the future. Individually they will write	Students will begin to create their time capsules, they will share ideas and discuss which things they would have liked to know when they were younger. They will write to their younger selves on pieces of paper.	Students will be asked to exchange information with other classmates and share the advice they would give to their younger selves. Once students go back to their seats a short conversation will be developed in which they share opinions about what their classmates have written and share which pieces of advice caught their attention.

to their younger selves telling them how their lives have changed and providing advice.		
Language focus		
Analysis		**Practice**
The teacher will write on the board important expressions and will provide feedback and corrections if needed.		
Evaluation		
At the end of each session students will be asked to fill in a Google forms survey in which they will be able to evaluate the lesson and the task.		

Appendix E

Task 5. Storytime

Lesson: Storytime
Topic: sharing personal experiences. **Time:** 1 hour **Level:** Beginner **Grade:** Second semester **Task Sequence:** Task based speaking: In this lesson students will share their personal experiences while doing storytime in pairs.

Pre-task		
Introduction (10 minutes) **Aims:** To talk about past experiences. To introduce the topic the teacher will share a short personal experience and students will be asked to infer the topic for the lesson. Then, the teacher will present a short TikTok video, of a person doing *storytime* (a viral trend on the application).		
Task-Cycle		
Task (5 minutes)	**Planning (20 minutes)**	**Report (10 minutes)**
Students will work in pairs, they will be given pieces of paper with questions for students to talk about personal experiences. For example: "Tell me about the happiest day in your life."	Sitting in pairs students will do storytime and every four minutes the teacher will give the order of exchanging questions.	Once students finish talking the class will be arranged in a big semi-circle. Students will be asked to report some of the most hilarious or curious stories they heard.

Both of the students will have to answer the question. Every four minutes students will exchange questions with other pairs and they will talk about the new question for another four minutes, this will be repeated five times.		Feedback will be provided at the end of the conversation.
Language focus		
Analysis	**Practice**	
The teacher will write past expressions on the board and will provide feedback and corrections if needed.	(At home) students will be asked to look for more of these *storytime videos* in English and they will take notes of past expressions and expressions to talk about personal experiences.	
Evaluation		
At the end of each session students will be asked to fill in a Google forms survey in which they will be able to evaluate the lesson and the task.		

Questions used in task 5, Storytime.

Questions for Storytime.

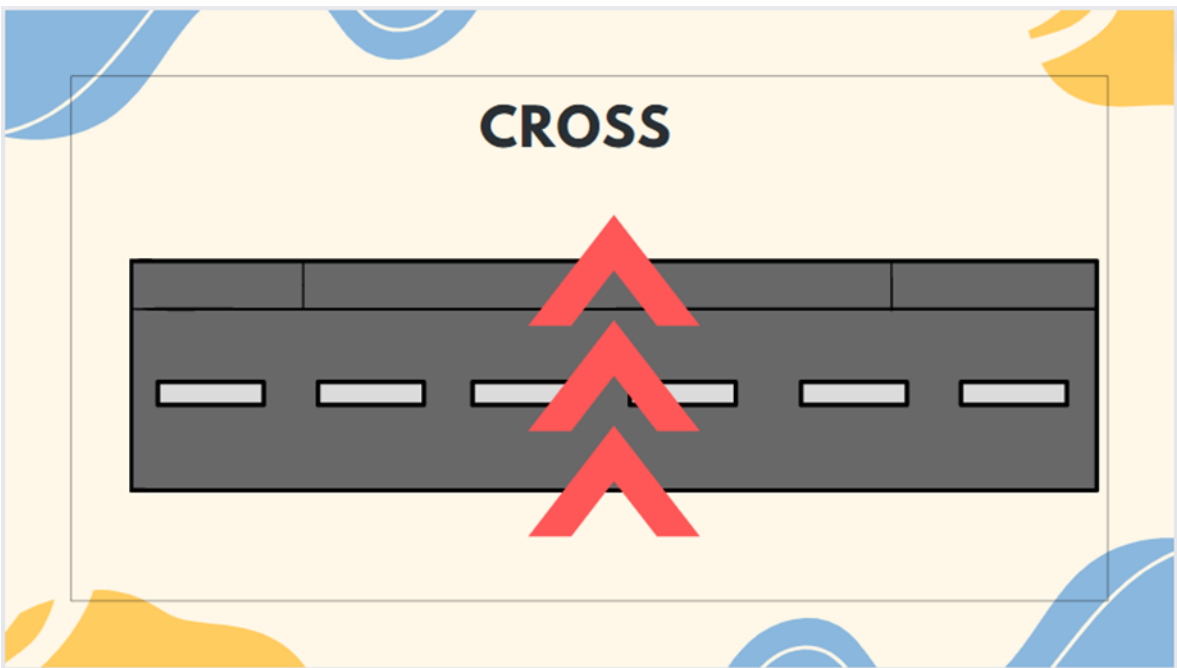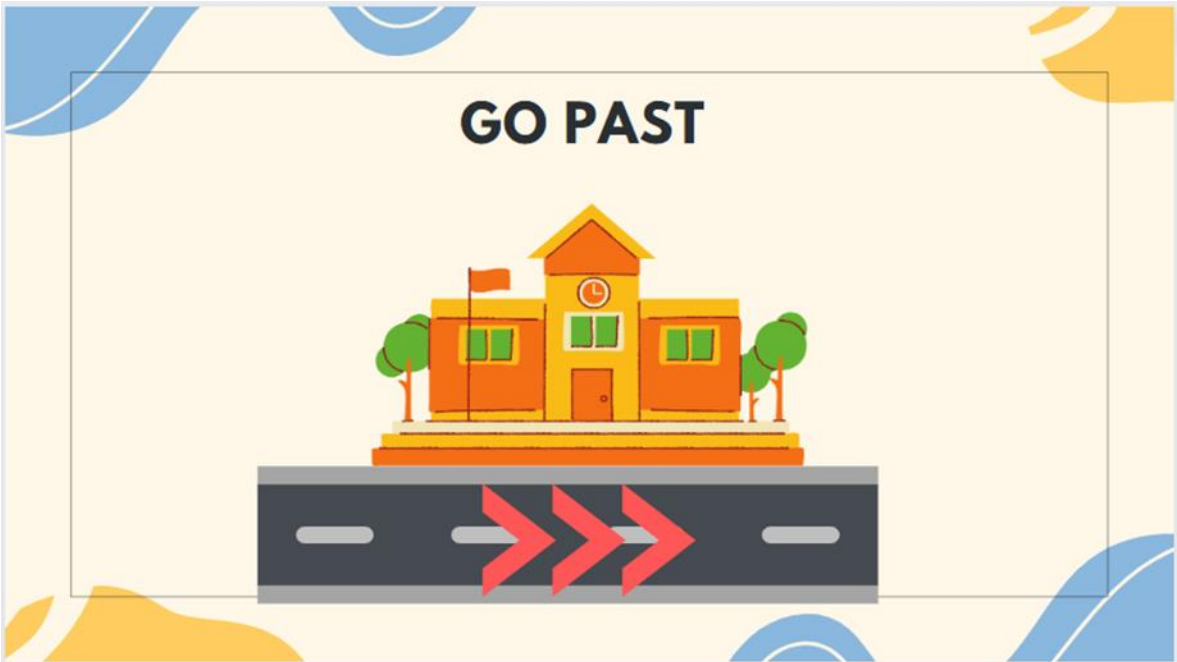| Tell me about the happiest day of your life. |
|---|
| Tell me about the scariest thing that has ever happened to you. |
| Tell me about the biggest challenge you have faced. |
| Have you met someone famous? Tell me how it happened. |
| Tell me about the most embarrassing moment of your life. |
| Tell me the greatest adventure you have lived. |
| Tell me about the best trip you have ever made. |
| Have you ever got into trouble with the police? Tell me what happened. |
| Tell me about the most stressful day in your life. |
| Tell me about the biggest mischief you did as a child. |
| Tell me about the biggest goal you have achieved in your life. |
| Have you witnessed a paranormal experience? Tell me about it. |
| Tell me about the most disappointing moment in your life. |
| Tell me about the hardest thing you have ever made. |

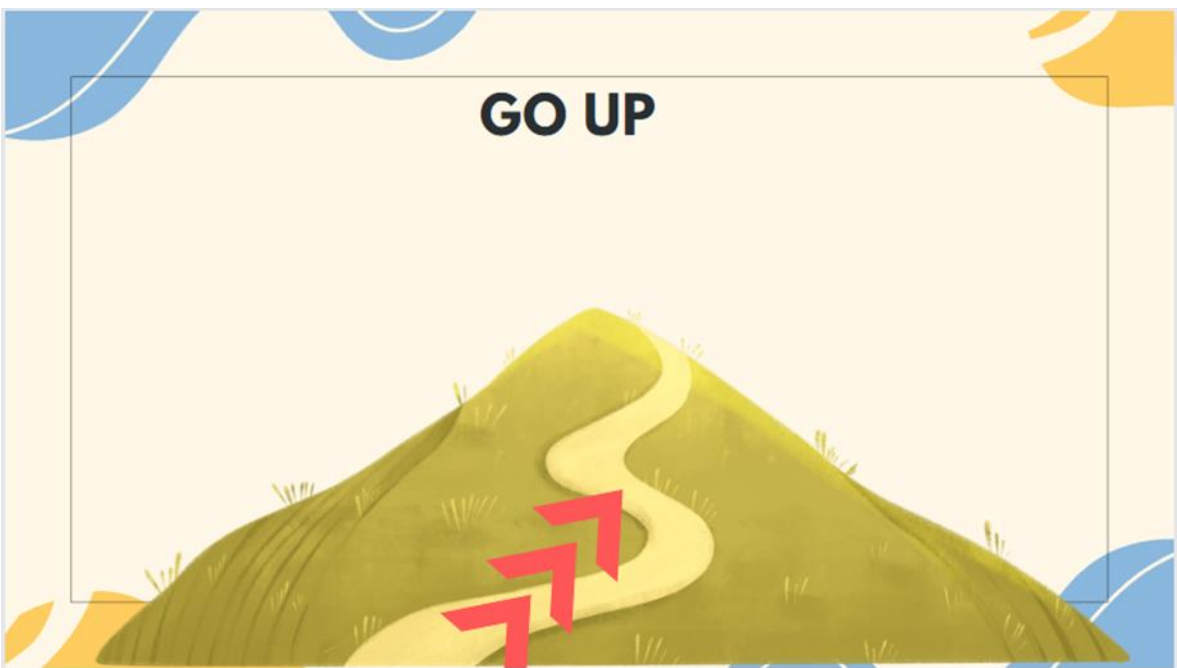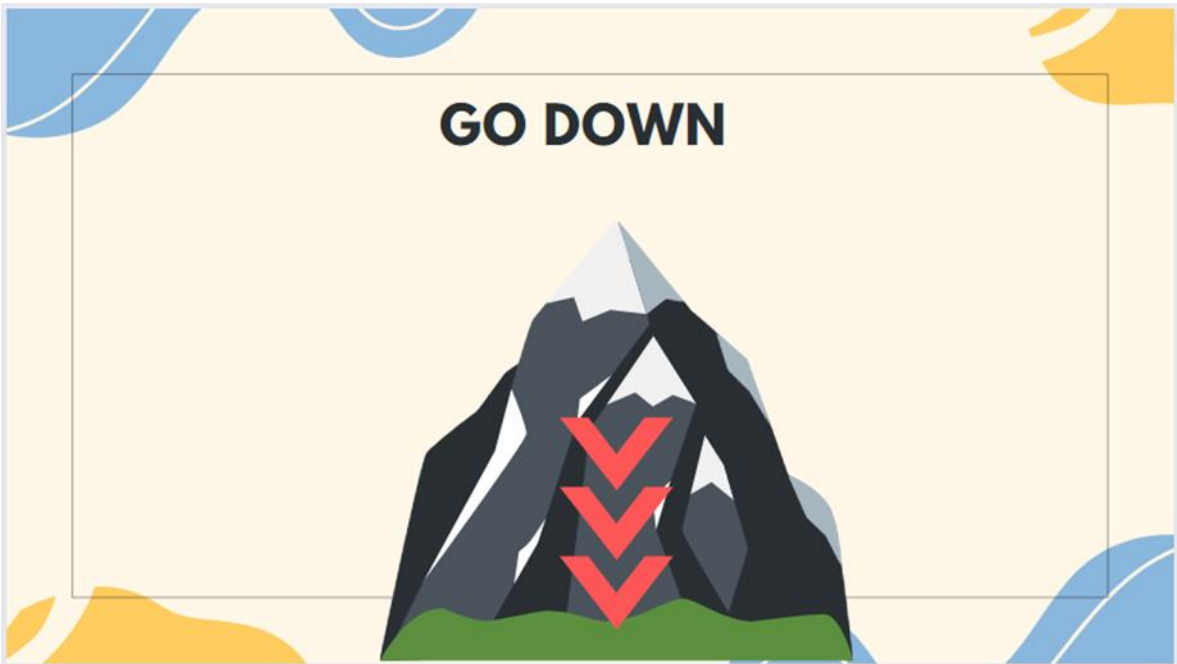**Appendix F**

Task 6. Giving Directions in English

Lesson: Giving directions in English **Topic:** How to give directions in English. **Time:** 1 hour **Level:** Beginner **Grade:** Second semester **Task Sequence:** Task based speaking During this lesson students will put into practice vocabulary and phrases related to directions in English, they will be asked to communicate in order to guide their classmates through the classroom.		

Pre-task		
Introduction (10 minutes) **Aim:** to communicate and give directions in English. The teacher will begin the class by explaining how to give directions using slides. Next, he/she will show a map of the city of Pasto and will provide some examples of how to give directions		

Task-Cycle		
Task (5 minutes)	**Planning (25 minutes)**	**Report (5 minutes)**
The teacher has organized the classroom before students come in, there will be images of the places of the city stuck on the walls and on some desks, the desks that are free will serve as blocks. Students will be asked to form pairs, student A will be asking for directions and student B will be giving directions, together they have to get to a specific place given by the teacher.	Student A has received a card with the place to which he/she must arrive, student B will be in charge of providing directions. Once student A gets to their destination he/she will find there an object he/she must take to another destination, but this time student A will be blindfolded, so Student B must be very clear when guiding his/her partner.	The first pair to get to their second destination will be rewarded, however all of the pairs must complete the task. As pairs complete the task the teacher will write on the board the names of the students and how much time it took for them to complete the task.

Language focus	
Analysis (5 minutes)	**Practice**
The teacher will provide feedback and will write on the board possible mistakes and corrections regarding the topic.	

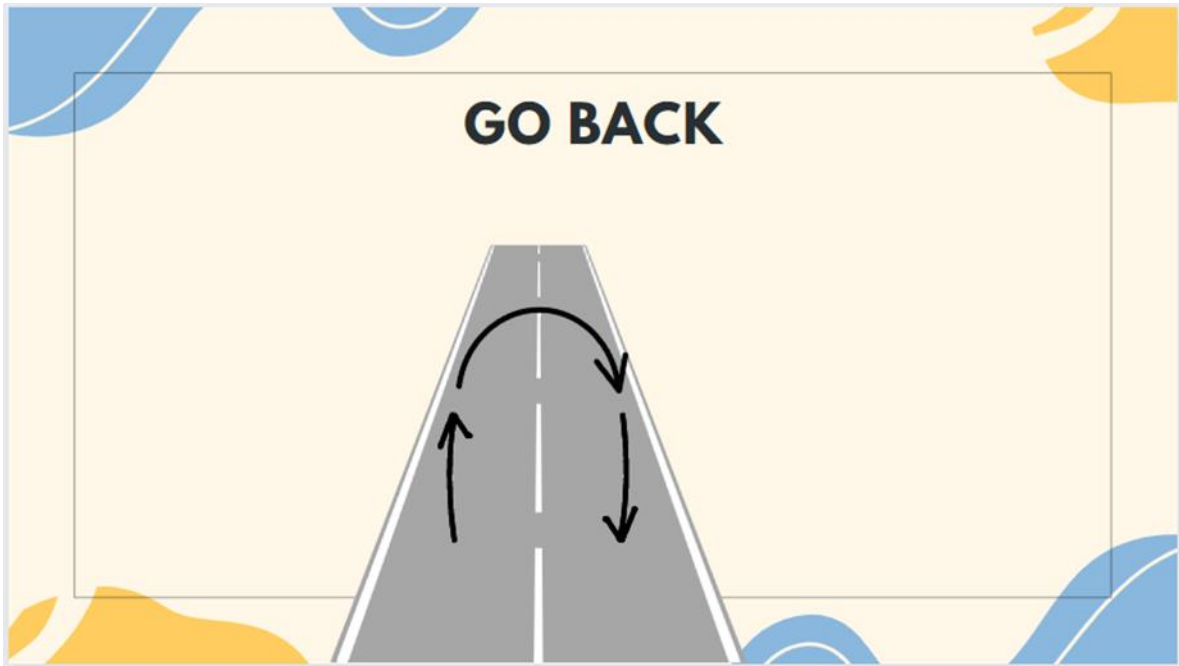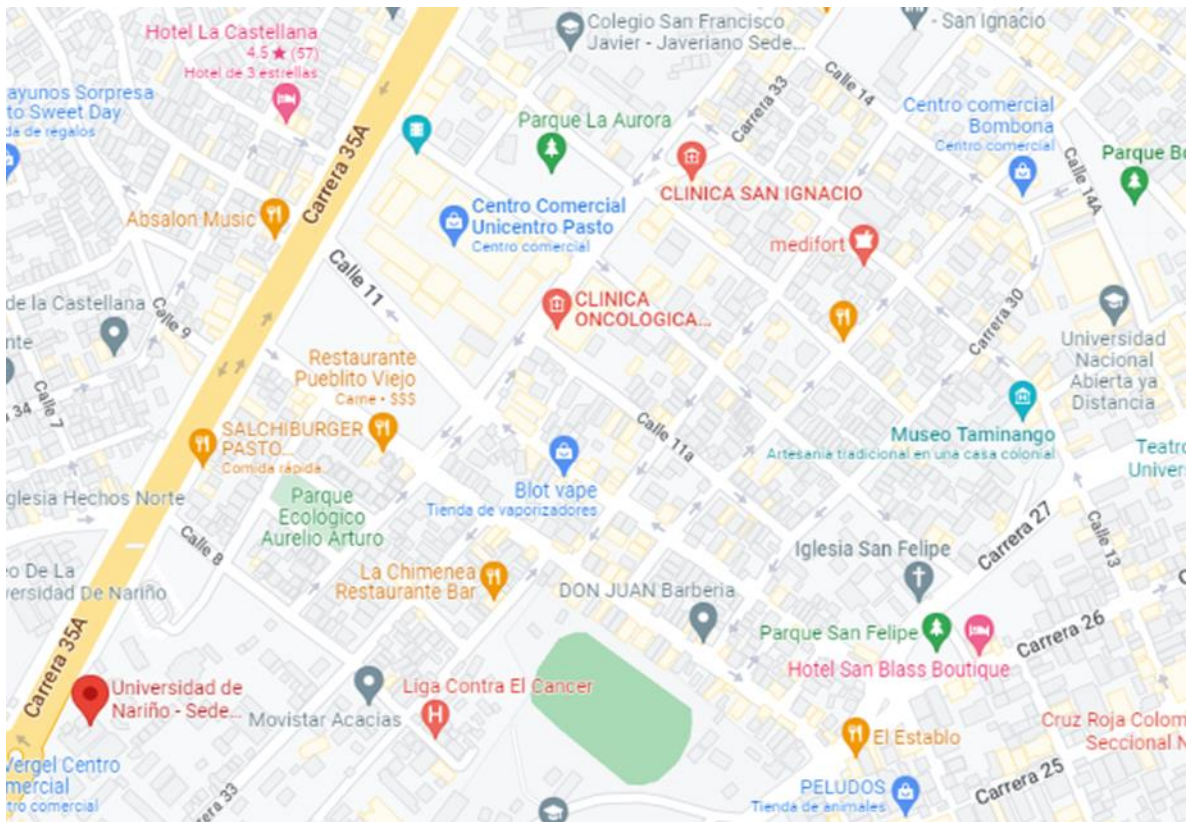| **Evaluation** |
|---|
| At the end of each session students will be asked to fill in a Google forms survey in which they will be able to evaluate the lesson and the task. |

Slides used in Task 6, Giving Directions in English

TURN LEFT

TURN RIGHT

GO PAST

CROSS

GO DOWN

GO UP

Map

Appendix G

Task 7. Selling a Product

Lesson: Selling a Product
Topic: How to sell a product in English.
Time: 1 hour and 20 minutes
Level: Beginner
Grade: Second semester
Task Sequence:
Task based speaking:
During this task students will be divided to play different roles, they will learn expressions to refuse and accept an offer, and language to sell a product in English .

Pre-task
Introduction (15 minutes)
Aim: To learn how to accept or decline a request.
To introduce the topic the teacher will present slides to show expressions and vocabulary about selling a product in English.

Task-Cycle		
Task (5 minutes)	**Planning (25 minutes)**	**Report (10 minutes)**
The class will be divided in two groups, group A will be formed by sellers and group B will be formed by customers. Once they are divided, each student from group A will be given three products to sell, similarly each student from group B will receive a card that describes the product they are looking for and fake money.	Students from group A (sellers) will be on the sides and on the back of the classroom and students from group B (customers) will be on the centre, they will go through the sellers asking for the product they want to buy and the sellers will do everything they can to sell the three products they were given. Students from group B will be asked to act like difficult customers.	Once students finish, the 'sellers' that got to sell the three products will be rewarded.

Language focus	
Analysis (5 minutes)	**Practice (10 minutes)**
A short conversation will take place in which 'sellers' and 'customers' talk about the task they developed and share the expressions they found more useful.	(In the class) In small groups students will talk about real-life situations in which they would use the expressions learned during class.

Evaluation
At the end of each session students will be asked to fill in a Google forms survey in which they will be able to evaluate the lesson and the task.

Slides used in Task 7, Selling a Product

Video presented during the lesson:

https://youtu.be/fzRuUfOPscE

Appendix H

Task 8. Solving a Crime.

Lesson: Solving a Crime
Topic: Vocabulary related to crimes and reporting events.
Time: 1 and a half hours
Level: Beginner
Grade: Second semester
Task Sequence:
Problem-solving speaking task
In this speaking lesson students will be asked to solve a crime by analysing a crime scene and data, in groups they will use their linguistic resources to create a report.

Pre-task
Introduction (15 minutes)
Aims:
• To connect and organize events in a chronological order.
• To solve a crime analyzing evidence and data.
To introduce the topic the teacher will present slides with vocabulary and verbs regarding crimes.

Task-Cycle		
Task (10 minutes)	**Planning (30 minutes)**	**Report (20 minutes)**
For this task the teacher has already prepared the classroom before students arrive, to build a crime scene. Each student will be given a detective card to write their names on it. Students will be asked to form groups of five people. In the classroom there will be a silhouette that represents a dead body, there will be clues and evidence such as cash, a wallet, fingerprints, a printed knife, a jar with fake poison, and on the board there will be the information regarding each suspect with its description. Each group will be asked to provide a solution for the crime.	Students will have half an hour to discuss and build a short written report in which they explain the cause of death and identify the killer and the murder weapon. Also, they will be asked to explain why the other suspects are innocent.	Each group must present their final reports and at the end the teacher will reveal the truth regarding the crime, the killer and the murder weapon. If a group or groups got it right they will be rewarded. Feedback will be provided once students finish their presentations.

Language focus	
Analysis (5 minutes)	**Practice**
The teacher will provide feedback and will highlight important expressions and phrases.	
Evaluation	
At the end of each session students will be asked to fill in a Google forms survey in which they will be able to evaluate the lesson and the task.	

Slides used in Task 8. Solving a Crime

VOCABULARY

- Victim
- Suspect
- Crime
- Evidence
- Homicide
- Murderer
- Fingerprints
- Marks
- Witness
- Mystery
- Weapon
- Criminal
- Argument
- Fight
- Hint
- Convict
- Guilty
- Thief

VERBS

- Spend time in jail
- Steal
- Be violent
- Carry a weapon
- Assault
- Attack
- Kill
- Fight
- Hit
- Break into
- Kidnap
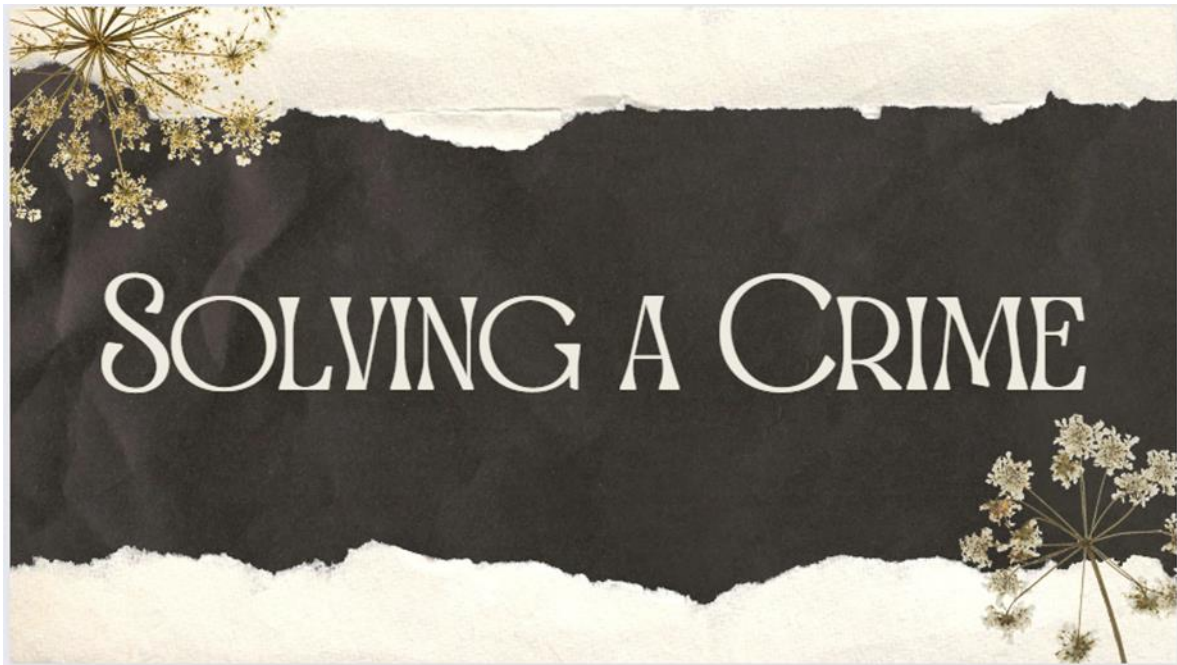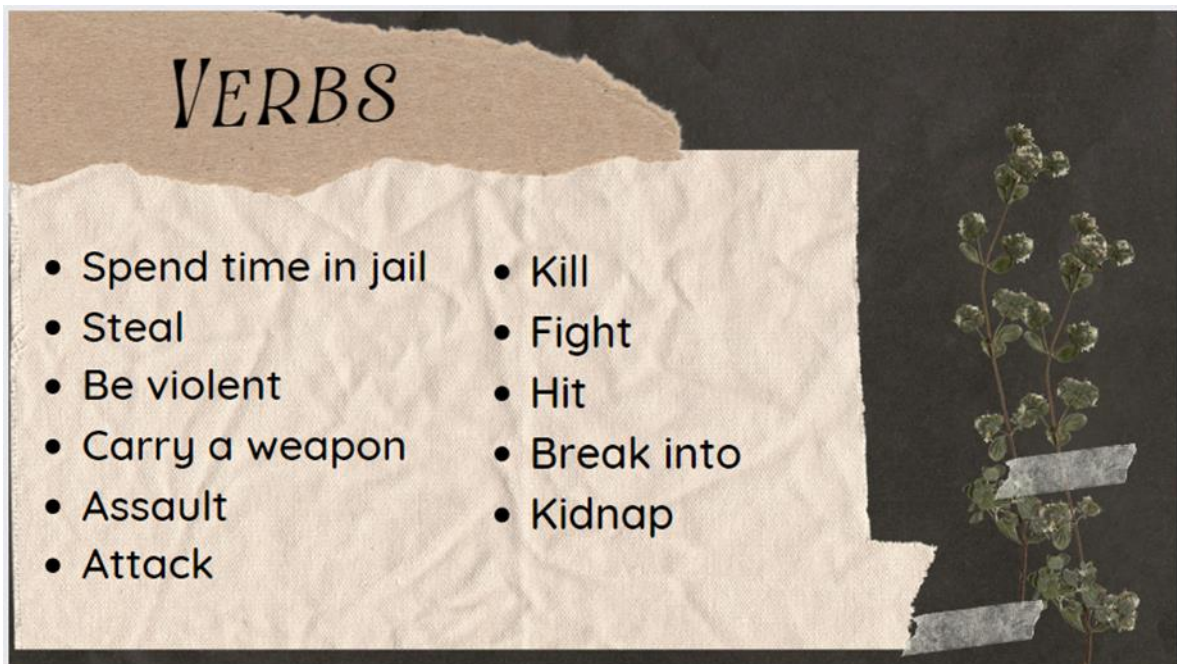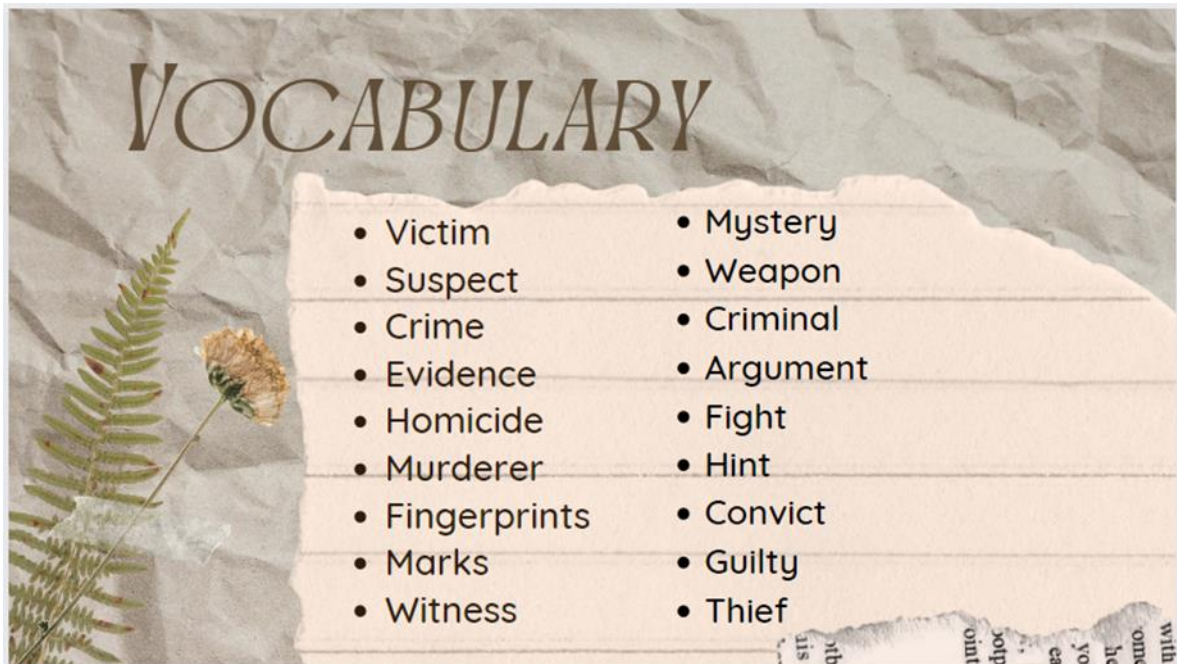
Detective Card:

PRIVATE DETECTIVE

Name:

_____

I.D.

_____

Police report:

POLICE REPORT

DATE: _____

VICTIM

The 26 year-old waitress Emily Williams was killed last night in her appartment when she was studying for her English test.

TIME AND PLACE

December 2nd, between 10 pm and 5 am. Santa Barbara neighborhood.

SUSPECTS

- Ana Baker: Emily's colleague
- Chris Murphy: Emily's boyfriend
- Edward O'Kelly: Emily's neighbour

All of them were seen around Emily's building the night of the crime.

SUSPECT #1

ANA BAKER
• Ana is Emily's colleague, she is 26 years-old. They had worked together for over a year.
IMPORTANT INFORMATION
• She affirmed she found Emily's body. • Emily and her had applied to the same scholarship in a public University. • A friend of Emily said she heard her say she was jealous of Emily's grades.

SUSPECT #2

CHRIS MURPHY
• He is a 28 year-old man who had been Emily's boyfriend for the last two years
IMPORTANT INFORMATION
• A witness saw him walking out of Emily's building at 11 pm. • Emily's mom said Emily and him had argued the day before the crime. • He spent six months in jail when he was 23 due to a violent behaviour.

SUSPECT #3

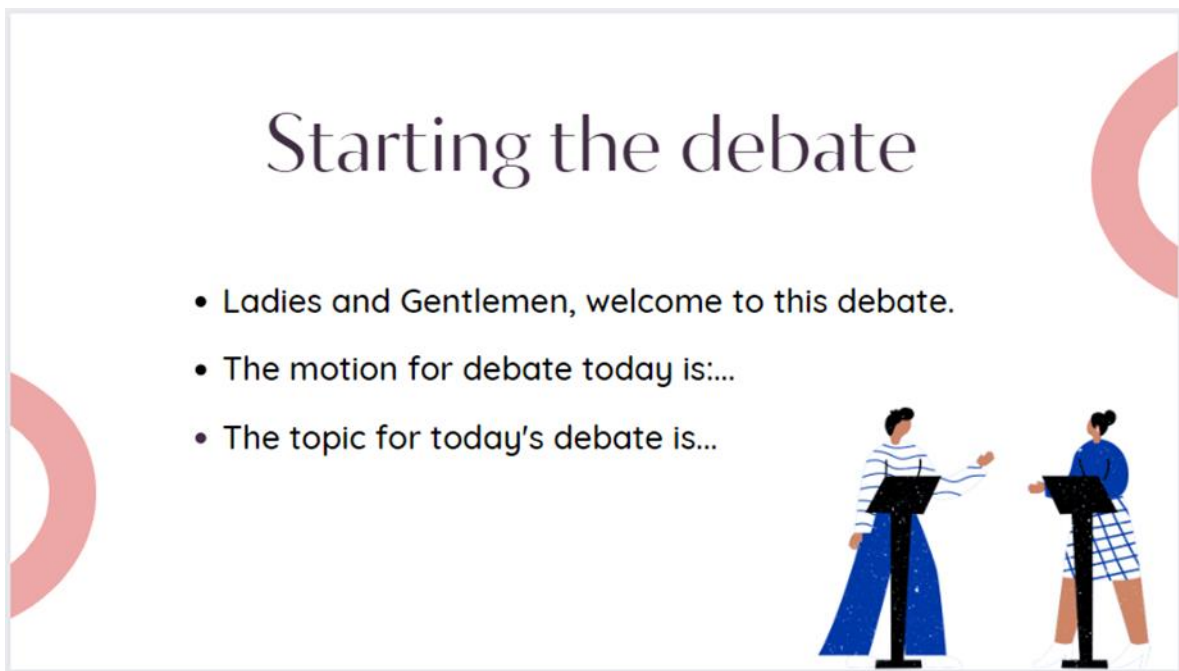| EDWARD O'KELLY |
| --- |
| • Edward is Emily's neighbour. He is 36 year-old man who lives alone. |
| IMPORTANT INFORMATION |
| • He is divorced.
• He invited Emily out once but she rejected him.
• Three weeks ago Emily called the police because she discovered he was breaking into her home and stealing her personal belongings |

Appendix I

Voting for the Dean of the School

Lesson: Voting for the Dean of the Faculty **Topic:** Expressions for debating **Time:** 1 hour **Level:** Beginner **Grade:** Second semester **Task Sequence:** Task based speaking task: debate. In this lesson students will develop a debate in which they will take and defend different positions.

Pre-task
Introduction: (10 minutes) **Aim:** To defend and justify a point of view. The teacher will start the lesson by explaining how to defend a point of view.

Task-Cycle		
Task (5 minutes)	**Planning (25 minutes)**	**Report (10 minutes)**
Students will carry out a debate about a candidate for the Dean of the faculty. They will have information about his/her personal and professional development and his/her propositions. First, the class will be divided in three groups, group A will stand for the candidate, group B will be against, and group C will be the judges of the debate.	Group A and Group B will organize their ideas to defend their positions. Each group will have 5 minutes to present their arguments for and arguments against the candidates respectively. After that each group will have another five minutes to respond and the debate will end.	Students from group C will be asked to report and highlight the strengths and weaknesses of their classmates (groups A and B). Also, they will decide which group has won the debate providing a justification.

Language focus	
Analysis	**Practice**
The teacher will write on the board important expressions and will provide feedback and corrections if needed.	(At home) Students will be asked to look for a controversial situation and take a position

Evaluation
At the end of each session students will be asked to fill in a Google forms survey in which they will be able to evaluate the lesson and the task.

Slides used in Task 9. Voting for the Dean of the Faculty

Defining the motion

- We believe that...
- We are for...
- We are against...
- I trully believe that...

Presenting Important Points

- The most important argument for ... is ...
- The most important idea is...
- Most importantly, I want to mention that...
- The primary argument for... is...
- Two/three... important arguments support my point of view...

Giving Examples

- There are many examples for this situation.
- For instance...
- You can find many examples for this in...

Concluding

- And for all of these reasons, we are for/against...
- As a final word...
- Let me summarize my point of view ...
- My final thought is ...
- To sum up, ...
- Finally, .
- To conclude...

Appendix J

Task 10. The Department of Tourism

Lesson: The Department of tourism **Topic:** Vocabulary about travelling **Time:** 1 hour and a half **Level:** Beginner **Grade:** Second semester **Task Sequence:** Task-based speaking In this lesson students will talk about traveling and will discuss advantages of some countries they may like to visit in the future.

Pre-task
Introduction (10 minutes) **Aim:** to talk about travel and destinations. To begin, the teacher will talk about famous destinations and will present vocabulary about traveling and visiting other countries. This vocabulary will be shown on the TV during the whole lesson so students can look at it while developing the task.

Task-Cycle		
Task (5 minutes)	**Planning (25 minutes)**	**Report (25 minutes)**
On the board the teacher will stick the names of some countries. Students will pick the country they would like to visit, each country can have a maximum of four students. Once the groups for each country are ready, students will create a list of reasons to visit the country they chose, they can use their phones to look for more information.	In their groups students will identify the advantages of the country they chose. They will create a short digital brochure in order to persuade more people to visit this country. They will use convincing words and they will provide at least three main reasons to visit the country they chose.	Once students finish they will present their work, they will try to convince the teacher of visiting the country they chose. Once all of the groups finish their presentations the teacher will give the final result.

Language focus	
Analysis (5 minutes)	**Practice**
The teacher will write important expressions on the board and will provide feedback.	**(In class)** in pairs students will talk about a country or a city they would never visit, they will provide reasons for their opinion.

Evaluation
At the end of each session students will be asked to fill in a Google forms survey in which they will be able to evaluate the lesson and the task.

Vocabulary used in Task 10, The Department of Tourism

Vocabulary about traveling and Destinations

- Airport
- Check in
- Fly
- Land
- Landing
- Plane
- Take off
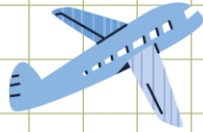
Camp
Destination
Excursion
Go sightseeing
Hotel
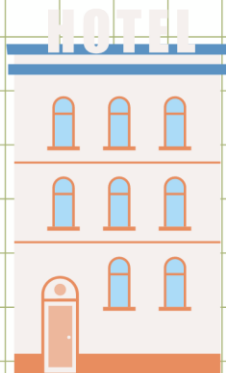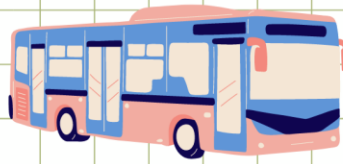Journey
Luggage
Motel
Passenger
Tourism
Tourist
Travel
Trip
Vacation

- Bicycle/bike
- Bus
- Bus station
- Car
- Motorcycle
- Highway
- Rail
- Road
- Taxi
- Traffic
- Train
- Tube
- Subway

- Boat
- Cruise
- Ferry
- Ocean
- Lake
- Port
- Sailboat
- Sea
- Ship

List of Countries used in Task 10, The Department of Tourism

The United States
Japan
Greece
Canada
Italy
Spain
England
United Kingdom
Brazil