TBLT TO BOOST MOTIVATION IN SPEAKING

TASK BASED LANGUAGE TEACHING TO INCREASE MOTIVATION IN SPEAKING

AMONG HIGH SCHOOL STUDENTS

By

Silvio Fernando Benavides Rodríguez

Julián Ricardo Insuasti Santander

Submitted to the School of Human Sciences in Partial

Fulfillment of the Requirements for the Degree of B.A. in

English and French program

Linguistic and Languages Department

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Las ideas y conclusiones aportadas en este Proyecto de Trabajo de Grado son responsabilidad

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San Juan de Pasto, Abril de 2019

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RESUMEN

Este documento tiene como objetivo entender los posibles beneficios que un tipo de tarea perteneciente al enfoque llamado Aprendizaje Basado en Tareas puede tener para incrementar la motivación en el aprendizaje y uso del Inglés en la habilidad oral. A través de observaciones pedagógicas llevadas a cabo en la Institución Educativa Municipal Técnico Industrial de Pasto, Colombia, se hizo evidente la falta de motivación en la mayoría de los estudiantes de grado octavo de dicha institución cuando aprenden inglés como lengua extranjera. Esta deducción fue posible gracias a las diferentes actitudes reflejadas por los estudiantes tales como el desinterés, timidez, temor, duda e indisciplina.

Con esta investigación se busca no sólo incrementar la motivación de los estudiantes sino también generar cambios substanciales que puedan tener un impacto positivo en los métodos que los profesores aplican en sus salones de clase. Para tal fin, a lo largo de esta propuesta se discutirá la descripción del problema de investigación, así como el marco teórico y el método que apoyan este estudio.

Palabras claves: Lengua Extranjera, Motivación, Tarea, Aprendizaje Basado en Tareas, Habilidad Oral.

ABSTRACT

This paper is intended to understand the possible benefits that a type of task from an approach called Task Based Language Teaching (henceforth TBLT) may have in increasing motivation when high school students speak in English. Through pedagogical observations carried out in Institución Educativa Municipal Técnico Industrial located in Pasto, Colombia, it was possible to evidence the lack of motivation of the eighth grade students when they learn English as a foreign language. This assumption was highlighted throughout the different attitudes students usually displayed such as lack of interest, shyness, fear, doubt and indiscipline.

This research seeks not only to increase students' motivation but to generate substantial changes that may have a positive impact in students' motivation and in the methods teachers apply in their classrooms. To accomplish what was mentioned before, the description of the research problem as well as its theoretical framework and research methodology supporting the thesis of this investigation will be discussed below.

Keywords: Foreign language, Motivation, Task, Task Based Language Teaching, Speaking

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TASK BASED LANGUAGE TEACHING TO INCREASE MOTIVATION IN SPEAKING AMONG HIGH SCHOOL STUDENTS

Introduction

It has been broadly accepted that motivation is a significant factor in the process of teaching and learning a foreign language and therefore reaching a higher level of proficiency may depend on this factor. However, contrary to the desires or requirements of educational policies, the Colombian context barely provides opportunities for making English Language Learning meaningful and fascinating for students' lives. This situation has generated in turn, lack of interest in learners which might worsen even more this condition. Besides, it is important to take into account that some attitudes such as shyness, fear, and doubt, which might be caused by demotivation, influence negatively an unsatisfactory performance in language learning.

The following chapters of this paper are intended to discuss not only the theories behind motivation in language learning, but also a framework which is called Task Based Language Teaching and one of its types of tasks called Information Gap Tasks that need to be applied in order to boost students' motivation and solve the problematic situation presented above.

CHAPTER I: THE RESEARCH PROBLEM

This chapter is substantial for this project since throughout its development, it was possible to recognize the problem of this research, which is going to be discussed in this chapter, as well as the general and specific objectives of this proposal. Thus, this chapter aims to provide the readers with a description of the research problem, the objectives and the significance of this study along with the delimitation and limitations of this project.

1.1 Description of the problem

When the researchers conducted some pedagogical observations in English classes at Institución Educativa Municipal Técnico Industrial located in Pasto, Colombia, they noticed that the great majority of the students presented some demotivating factors. These factors included lack of self-confidence, lack of participation in class, inadequate quality of homework, low marks in exams, unreliable relationships with the teacher, and a general sense of antipathy towards the target language and the teaching methods used in the instruction.

These problematic situations found in the language classroom were signs for the researchers to infer that the majority of the students of this institution presented some difficulties in the subject of English, especially on the speaking skill. This situation may be influenced by their lack of motivation and the lack of awareness language teachers have about the different strategies they may implement to help their students progress in their learning or the resources and language opportunities for practicing the Target Language.

Therefore, it is essential to deal with learning and teaching strategies, such as Information Gap Tasks that may increase students' speaking level and create environments where students may be more engaged towards this process, which is a long-life one.

1.2 Research Question

1.2.1 Central Question

What are the possible benefits that Information Gap tasks from the Task Based Language Teaching approach might bring to increase eight-grade student's motivation when

they use the target language in oral situations at Institución Educativa Municipal Técnico Industrial?

1.2.2 Sub Questions

➤ Does the implementation of Task Based Language Teaching increase eighth grade students' motivation when they speak in English?

➤ What is the role of Task Based Language Teaching when eighth grade students speak English?

1.3 Objectives

1.3.1 General Objective

To identify the possible benefits of Information Gap Tasks of Task Based Language Teaching approach increasing motivation when eight grade students speak in English at Institución Educativa Municipal Técnico Industrial.

1.3.2 Specific Objectives

➤ To describe what possible benefits Information Gap Tasks might bring to increase motivation when eight grade students speak in English at Institución Educativa Municipal Técnico Industrial.

➤ To determine the role of Task Based Language Teaching when eighth grade students speak in English.

1.4 Significance of the study

Through the application of TBLT and the use of Information Gap activities, this proposal aims at generating a suitable and adequate atmosphere in an ESL classroom that makes the learning process more enjoyable and fruitful.

Therefore, the beneficiaries of this study may be the entire public institution but especially the eighth grade students, participants of this research. The results might be reflected in the way students feel about learning and speaking in English. In the same way, the methodological and pedagogical ways of teaching English at the institution may be transformed to improve the teaching and learning process.

Thus, this research is convenient not only because it seeks to create a more adequate atmosphere for students and teachers when learning and teaching English, but also because during its development, a possible change in the methodological and pedagogical way of perceiving Task Based Language Teaching may occur.

1.5 Limitations

Taking into account that this research will carry out some observations and interviews in the institution mentioned above, the main limitation this project encounters is the lack of support by the students, the teachers, and the public institution itself. In the same way, the observations, interviews, and activities to be applied might be interrupted by some external factors such as noise, the weather, strikes, among others, which may affect the veracity and credibility of them.

1.6 Definition of terms

The following definitions and keywords included in this research are presented below.

➢ **Foreign Language:** According to Kramer and Catalano, "A language is considered

foreign if it is learned largely in the classroom and is not spoken in the society where the

teaching occurs" (2015, p. 327).

➢ **Motivation:** It has been defined as "The combination of the desire to learn and the effort

that is made to achieve it" (Gardner, 1985).

➢ **Task:** It is "A piece of classroom work which involves learners in comprehending,

manipulating, producing, or interacting in the target language while their attention is

focused on mobilizing their grammatical knowledge in order to express meaning, and in

which the intention is to convey meaning rather than to manipulate form" (Nunan, 2004,

p.4).

➢ **Task Based Language Teaching:** It has been defined as "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 Branden, 2006).

➢ **Speaking:** It is defined "As an interactive process of constructing meaning that involves

producing, receiving and processing information. Its form and meaning are dependent on

the context in which it occurs, the participants, and the purposes of speaking" (Burns &

Joyce, 1997).

1.6.1 Geographical Delimitation

This research will be carried out at Institución Educativa Municipal Técnico Industrial

(IEMTI) located at the 26 street of the city of Pasto, Colombia. This institution is surrounded by

the Capucigra and Obrero neighborhoods. The sector corresponds to an average socio-economic

stratum and presents no major social problems. The infrastructure of the school is suitable for

developing academic and recreational activities within it. It also has a students' canteen and several sports courts.

CHAPTER II: REVIEW OF THE LITERATURE

This chapter is significant for this research because it allows researchers to understand the main antecedents of this study. This chapter aims to provide the readers with the antecedents, the theoretical framework and the theoretical perspective of this proposal. As follows, a definition of both motivation and TBLT is going to be discussed as well as their theories, principles and relationship with the process of learning a foreign language.

2.1 Theoretical Framework

2.1.1 Motivation

In the process of learning a foreign language many internal or exte rnal factors may intervene and cause lack of participation, avoidance, and disinterest in learning, among others. The concept of motivation has been, according to several authors, one of those issues that have an undeniable effect when learning or teaching a language. Therefore, the following paragraphs will clarify what this concept is about.

As stated by Gardner (1985), a motivated individual is the one who has immediate or distant aspirations, goals or desires and strives to achieve them. This means that motivated individuals identify the possible causes that explain their performance, they tend to be excited as attempt to reach any objectives and make use of strategies to accomplish them. This vision is very similar to the one shared by McClelland, for whom motivation is a "Set of processes involved in the activation, direction and persistence of behavior" (1989, p. 23). Clearly, both

Gardner and McClelland conceive the idea that motivated students are the ones who are capable

of recognizing their weaknesses, and take the time to track, analyze, and seek ways to improve

their performance not only inside the classroom but also outside.

Additionally, the position taken by these authors makes researchers infer that even though

the process of making an introspection about what works or not in the process of learning

corresponds to students themselves, it is not convenient to expect that this process will be

flawless or it happens overnight. For this reason, in a Colombian context, teachers should create

an atmosphere free of danger or embarrassment that promotes responsibility, independence, and

decision making. It will offer reasonable challenges to help students motivate themselves more

easily, feel a desire to learn, and lead them to be successful.

In the same way, according to Cook (2000), the performance and presentation of a

number of learners in the context of second or foreign language learning is improved and

superior to others when they are better motivated. For this, it is evident the need for teachers to

apply strategies so that learners may feel more motivated in the process of learning a foreign

language.

2.1.2 Theories of Motivation

Due to the fact that the concept of motivation is a broad one, different authors have tried

to explain and give a clear understanding of this term through its different theories, especially

trough a cognitive approach

2.1.2.1 Cognitive Theory

In Brewin's thoughts (1987), the cognitive theory of motivation has been related to the notion that the persistence of a behavior is determined by a combination of the desires of an individual to achieve a goal and the expectancy that some behaviors will be effective in reaching that goal. Therefore, if the goal to be achieved is seen as unimportant or the behavior is perceived as unlikely to attain the expected objective, the individual will not expend effort on reaching it.

In the context of learning a foreign language, in this case English, if students do not perceive language learning as a relevant and valued goal for their lives or if they are scared or they do not feel confident enough to succeed, they may not put much effort on learning the language.

In other words, and according to Atkinson (1964), every human being dreams and acts in order to succeed; at the same time, it is that yearning for success the desire that pushes an individual to work hard towards a goal. By relating again this concept to the process of learning a language, it is possible to present the example of students who work on their own, who think that they will succeed in the future, and as a result, they put all the energy to achieve that goal while enjoying the process of learning.

Thus, if students are motivated enough to pursue a goal and to succeed on it, they may work harder on achieving learning objectives. Hence, it is important for teachers to be aware of this theory so that they can use it to analyze their interaction with students and enhance their willingness to expand effort in achieving tasks and goals in the learning process.

2.1.2.2 Social-Cognitive Theory

Bandura states that "Learning is an activity in which information related to environmental events is processed and these are transformed into representations that serve as a guiding model to perform actions" (1986, p. 15). As this author observed, much of our life is rooted in our social experiences, so it is not surprising that observing others plays such a vital role in the way of acquiring new knowledge and skills as well as the environment individuals are exposed to. In Bandura's thoughts changing the environment will automatically lead to alteration in the person. Thus, in an education context it became substantial the necessity for teachers to create beneficial environments for students where they encounter positive external and internal reinforcements in their learning process.

Moreover, Bandura's theory considers a person's past experiences that influence future behaviors, expectations and reinforcements. At the end, all these factors shape whether an individual will be engaged in a specific behavior and the reasons why a person is engaged in that behavior.

This theory also emphasizes the notion of observation learning that consists on individuals learning about appropriateness of behaviors by observing models and acting in accordance with them. That is, if individuals see successful demonstration of a behavior, they might also complete it successfully. In ESL classrooms, teachers became important role models for students since they observe teacher's behaviors and learn from them. Hence, if the goal is to boost the acquisition of behaviors that reinforce language learning, teachers need to be very careful when providing feedback to any new knowledge or ability the learner is internalizing, for a very rude or inappropriate type of reinforcement might demotivate students or make them desist on continuing those efforts towards acquiring new information.

2.1.2.3 Humanistic Theory

In agreement with Maslow (1943), people are motivated when they feel the need to get the most out of their potential. This means that as teachers, it is needed to understand the multiple necessities with which learners come to class. Sometimes, students do not feel confident enough, have low self-esteem, do not feel respected, come from difficult social conditions, etc. These aspects can hinder the process of learning and the maintenance of adequate interpersonal relationships inside the classroom. Yet, teachers can and should provide lessons where learners feel their efforts are recognized and their interests valued.

2.1.3 Types of Motivation

2.1.3.1 Intrinsic Motivation

According to Deci (1975), intrinsic motivation refers to any behaviors individuals have as the result of an internal desire for the action itself without expecting to receive any kind of external rewards.

In the learning process, intrinsic motivation is based on internal factors such as self-determination, competence and curiosity, which constitutes a primary force for understanding and interacting with the elements presented in the learning environment. Thus, one can say that students are intrinsically motivated when they feel excitement to do their assignments, to participate actively and to remain persistent even when the results are not the best. However, taking into account that the actual educational system in Colombia rarely prescribes activities designed to be intrinsically stimulating, it is very hard to find intrinsically motivated learners. External elements such as grades, scholarships, honor or social recognition, rewards from their families, and many others, are factors which are always inserted in the students' minds and they

exert a very important influence on the amount and quality of effort that learners put on their own learning. Therefore, finding someone who feels completely fair-minded in receiving any of the prizes mentioned above is not only difficult but also challenging. On these regards, Brown (1994) mentions that classroom tasks should be intended to meet the intrinsic drives of students as well as fuel their confidence, and accept their differences as these tasks are self-rewarding and give a greater chance for success in different forms.

2.1.3.2 Extrinsic Motivation

In Brown's thoughts (1994), extrinsic motivation refers to all kinds of behaviors which are executed under the knowledge that there will be some kind of reward, such as money, grades, or some other kind of incentive, and to those actions that are carried out with the purpose of avoiding punishment.

In the learning process, it is not so difficult to identify that extrinsic motivation is always present because students frequently ask and compare their grades to each other and they may feel envy or anger when their friends obtain higher grades. Similarly, it is very common to hear teachers complaining about their students' lack of effort when doing a task that is not intended to be graded, unlike an activity that is going to be evaluated, in which the students put all their effort to succeed in it. Thus, since extrinsic motivators do not trigger a permanent behavior, what teachers can do to gain motivation in students is to fix goals that are accessible but realistic and promote innovation, group work and active leadership.

2.1.4 Possible Causes of Demotivation

Taking into account that the learning process is not a separate entity from social factors, but on the contrary, it is influenced by the events that take place in the context, it is expected that

instructors themselves will encounter a whole series of external processes and elements that can either motivate learners in the development of a language, or encourage the creation of demotivating behaviors. In the following paragraphs, researchers will present the main findings of some empirical studies that show the consequences or implications of demotivation in the process of learning a language.

Primarily, according to Chambers (1999), demotivated learners need extra appraisal for having done something good. However, since they do not often receive this kind of attention, they tend to have low levels of self-esteem. As a result, when students have little motivation they often have problems in finding the confidence they need when working on the learning challenges. This situation leads to continue the path of demotivation, students are embroiled in a vicious circle in which demotivation leads to poor performance, and this in turn generates more demotivation.

Furthermore, Lantolf and Genung's investigation (2002) showed that when there is a wide dissonance between students' motivational goals and teachers' instructional methods, students might be subjected to develop submission instead of autonomy, which generates that the need to meet an academic requirement becomes the only source of motivation. In other words, believing that one can achieve any academic task, leads to develop and strengthen motivation; however, having a poor sense of self-efficacy in an activity or subject area reduces student's motivation and creates a hostile and inappropriate atmosphere for learning to take place.

Finally, a more recent study, carried out by Falout and Maruyama (2005) also highlights that while more proficiency learners may build self-confidence in L2 learning, learners with poor performance tend to respond with self-denigration when they experience lack of success.

Similarly, a help-seeking behavior was associated with lower proficiency learners, while higher proficiency learners are less likely to rely on others when demotivated.

Indeed, from what was mentioned above, it is important to accept the responsibility that both, teachers and educational agents, have to create scenarios that allow the reinforcement of good learning habits, the promotion of positive interactions between instructors and students, and the use of strategies that diminish or limit the effects that negative external factors exert on their learning.

2.1.5 Possible solutions for demotivated individuals

Since motivation has a relevant role in the process of learning a language, it is necessary for teachers to be aware when choosing effective methods and strategies to be applied in the classroom.

In this way, according to Grunewald (2009), there are some techniques and strategies that can be applied to motivate students in the classroom where the teacher needs to become an active agent for students, use authentic, didactic materials and resources in the classroom. Grunewald highlights the importance of encouraging students to be independent and to develop critical thinking since students start assuming responsibilities of their own learning process and they become more aware of it. Furthermore, teachers may start assigning open tasks where the students' interests are taken into consideration. Finally, the organization of the learning process need to be flexible, creative, autonomous and learner centered.

In addition, Stangl highpoints the relevance of choosing contents for increasing motivation in the classroom. Thus, according to Stangl (1998) to increase motivation in students, they should be free to choose some of the contents of the area to study, for example, in an ESL

Classroom student may choose to study the culture of an Anglo-American country. These contents should have humor to attract their curiosity and must permit the development of meaningful communication. By doing this, students may be more engaged and involved in the learning process through communicative activates as well as they might create a relationship with contents that are important to them in their everyday lives and the knowledge to be studied.

2.1.6 Similar Studies

In the following paragraphs, regional, national and international studies related to motivation are going to be presented in order to contextualize the reader with different frameworks and other researchers that have given to this topic.

The article called "Motivating Language Learners to Succeed" written by Sevtap Karaoglu and published on TESOL Journals (2017) establishes and describes the importance of motivation in the process of learning a language. Moreover, the author suggests that since learners have different purposes for studying a language, it is important to help students identify why they need to make efforts and how hard they should try to pursue it. According to the article, by creating a friendly atmosphere in the classroom, encouraging students to set their own goals, and providing pair and group work activities that develop their confidence, teachers can easily increase their learners' motivation levels.

In the same way, "La Motivación, Motor del Aprendizaje" is an article written in 2006 by Jackeline Ospina Rodriguez from the University of Rosario in Bogota, Colombia. She defines the term "Motivation" and its relevance in the process of learning and how the relationships between teachers and students could increase or decrease it. Besides, the role of intrinsic motivation and how it could be increased is described.

Finally, the article written by Emilce Patricia Rodríguez Quenoran in 2012 called "La Motivación Factor Clave en el Proceso de Enseñanza y Aprendizaje del Inglés en un Entorno Virtual" was published in Unimar, the University Mariana magazine. This article presents the results of a research that was carried out in 2009 about internal and external factors that affect motivation in the process of learning English on "Servicio Nacional del Aprendizaje" (SENA) virtual platforms. As a result of the research, it was demonstrated that for determining motivation, several factors related to extrinsic motivation as well as perceptions, causes, orientations, expectations and representation of the learners may intervene.

According to literature, for students to be motivated, it is necessary to use an approach or method in which students communicate actively and the tasks to be applied are didactic and set in real-life contexts. Thus, it is when TBLT comes to play.

2.1.7 TASK BASED LANGUAGE TEACHING

TBLT has been defined as "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 Branden, 2006, p.174). In fact, for some authors, it is in line with a learner-centered philosophy since it emerged after Communicative Language Teaching movement in the 80s (Richards & Rodgers, 2001; Ellis, 2003; Nunan, 2005), recognizing therefore, the importance and usefulness of this approach in educational practices.

Richards and Rodgers discuss about some of these principles and say "Activities that involve real communication are essential for language learning; activities in which language is used for carrying out meaningful tasks promote learning and language that is meaningful to the

learner supports the learning process'' (2001, p. 223). These principles as they will be presented later, reflect that the rationale behind this approach consists on leaving behind automation, repetition and drilling that were truly ingrained years ago and that did not satisfy the needs of the community. Consequently, although some instances of old methods such as the Grammar Translation Method, Audiolingualism, or situational language teaching are still seen in our classrooms, the idea of the founders of TBLT was to revolutionize and indulge the ever changing and globalized society. To do so, it was necessary to propose an innovative term, which is better known as tasks.

2.1.7.1 Defining Task

The central part of TBLT is task. As maintained by Nunan (2004), a task is "A piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their intention is to convey meaning rather than to manipulate form" (p.4). To put it in other way, a task is a piece of work that requires the use of language for meaningful purposes in order to achieve an outcome. To avoid confusion with other expressions such as homework or activity, it is necessary to study the main characteristics of TBLT.

2.1.7.2 Characteristics of TBLT

According to Feez (1998, p. 17) some characteristics of TBLT can be summarized in the following:

➢ "The focus is on the process rather than the product.''
➢ "Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.''

➢ "Activities and tasks can be either: those that learners might need to achieve in real life or those that have a pedagogical purpose specific to the classroom.''

➢ "It is enjoyable and motivating.''

Hence, a task should not be confused with common grammatical exercises or activities where language is seen as an end and not as a means, as it should be.

Considering these characteristics, the relevance of TBLT lies on the fact that this approach is a totally different way of conceiving language lessons since it demands more preparation on the part of the learners and teachers and invites them to actively participate in the process seeing language as a whole and useful entity that requires interaction, cooperation, and the creation of joint experiences.

2.1.7.3 Advantages of TBLT

Using this approach presents several benefits to support foreign language learning and teaching. According to Ellis (2003), TBLT gives samples of language that are more frequent and real, unlike old methods where language was extremely simplified and rarely addressed the actual communicative needs of students in real life. Additionally, thanks to the tasks designed in this approach, students more free to use whatever piece of language they need without necessarily focusing on the structure. This makes students gain confidence to talk to others about topics they like (it generates motivation) without being afraid of not using the rules all the time. Then if it is necessary, the teacher can intervene to clarify some accuracy points and offer guidance as students diminish their boredom, anxiety, stress, and fear of risk taking.

2.1.7.4 Challenges of TBLT

On the other hand, this approach may present some obstacles or challenges. According to Hatip (2005) due to the need to motivate students through tasks, teachers have to be highly creative and propose activities that involve energetic participation from the audience. Similarly, teachers have to be proficient and dynamic in the use of materials, for the use of textbooks does not completely meet the demands of this approach. Therefore, since in the Colombian context schools lack resources for using technological devices or other types of materials, the use of this approach has to be done with careful planning. Finally, students may see that while trying to express their thoughts, they lack the linguistic resources so they would end up using the mother tongue, Spanish. This activity, without proper correction from the teacher, would be catastrophic.

2.1.7.5 Theories of TBLT

The following are the most relevant theories related to this framework included for the development of this proposal.

2.1.7.5.1 The Monitor hypothesis

In 1982, Krashen proposed The Monitor Hypothesis which states how acquisition and learning are developed when producing a foreign language. This hypothesis claims that the ability to produce a fluent language comes from what we have acquired or from a subconscious knowledge. When individuals are learning a second language, language becomes what Krashen calls, a 'Monitor'. This Monitor helps individuals to make a self-correction before producing oral or written utterances in the language.

2.1.7.5.2 The input hypothesis

In 1982, Krashen also proposed The Input Hypothesis which states how individuals acquire language. This hypothesis suggests that when acquiring a language, individuals start

from a stage of current competence which is represented by 'i' and needs to move to another

stage which is represented by 'i + 1'. For this, it is necessary that individuals fully understand

the input which can be oral or written. When the input is comprehensible, acquirers do not

focus on form but on meaning leading to the acquisition of the second language.

2.1.7.5.3 The output hypothesis

The Output Hypothesis, developed by Swain (1993) proposes that for language

acquisition to occur, it is necessary to produce spoken or written language. This is because,

language production may help to the emergence of opportunities for a meaningful performance

in individuals' linguistic processes developing automaticity and fluency in their use.

2.1.7.6 Basic principles of TBLT

Nunan, (2004), stated that there are seven basic principles of TBLT. These are

Scaffolding, Task dependency, Recycling, Active learning, Integration, Reproduction to creation,

and Reflection.

One of the principles of TBLT is Scaffolding. The concept of Scaffolding first originated

from a sociocultural theory developed by Vygotsky and his notion of the zone of proximal

development (ZPD). According to Raymond, the ZPD is "The distance between what children

can do by themselves and the next learning stage that they can achieve with the help of a

competent assistance" (2000, p.176). In this sense, scaffolding provides support to individuals to

facilitate the learner's development.

Vygotsky (cited in Raymond, 2000, p. 176) defined scaffolding instruction as the "Role

of teachers and others in supporting the learner's development and providing support structures

to get to that next stage or level". Scaffolding instruction may include activities or tasks that

motivate the child's interest, simplify the task to make it more practicable and attainable for a

child and provide some direction in order to help the child focus on accomplishing a specific goal. In this way, since students may find complex tasks that go beyond their current processing capacity, teachers must work with the contents that they intend to teach, the knowledge that students already have, and then organize that learning with an optimum degree of difficulty to favor progress in learning. That is, teachers have to use the topics they have imparted, create activities that are authentic, encourage creativity and the analytical/critical use of this information to impart new knowledge while recycling what was previously taught. Otherwise, if teachers skip contents as if we were in a race, students' brains will not be capable of retaining information, nor will they be set in a good mood for maintaining persistence in learning or dealing with frustration in the long term.

The second principle of TBLT is Task dependency. According to Nunan (2004), task dependency states that "Each task has to be connected with the one before as this sequence has to tell a pedagogical story" (p. 35). Thus, the capacity to achieve task 'B' will depend on the achievement of task 'A'. It is important then for educators to organize tasks in sequential order to ensure meaningful outcomes from the tasks.

The third principle of TBLT is Recycling. This principle consists on students recycling language to facilitate learning. For Nunan (2004), tasks need to cluster around a theme or topic. Thus, learners can "Experience how the target language items function in closely related contexts and in completely different ones" (p.36). Active learning corresponds to the fourth principle of TBLT and it emphasizes on the premise "learning by doing". For Nunan (2004), only when teachers allow students to do something actively or to use the target language actively, educators may see true learning from students. Thus, it is relevant for teachers to let their students work the most part of the time while they remain more passive.

The fifth principle of TBLT is Integration. Since the nature of an approach such us TBLT is to ensure a proficient linguistic form, communicative function and semantic meaning are integrated in the learning and teaching process. Learners need to understand that tasks have the power to connect form and meaning.

The sixth principle is Reproduction to creation. For Nunan (2004), it is essential that learners take as reference any utterance set by the teacher, analyze it, see how it works, and then proceed to create their own utterances in more creative ways. Thus, it is also essential for teachers to sequence tasks in a way that students move form reproduction activities to production activities.

The last principle of TBLT is Reflection. According to Nunan (2004), learners need to be given the time to retrospect on their learning, what they have achieved, and how they have done it. Since TBLT focuses on learning and achieving outcomes, it is really important for learners to produce and reflect on what they have acquired and learned during all the entire learning process.

2.1.7.7 Types of Tasks

Regarding the development of a task, Nunan (1989) proposed two types of tasks:

➢ Real world tasks: they are created to practice activities and actions that are important and useful in a needs' analysis process and in the real world. These type of tasks requires real communication in order to get to a certain result. Examples of them could be describing your symptoms to a doctor, explaining to the police how the thief stole you, etc. When these types of tasks are brought to the classroom, we call them: Pedagogical tasks.

➢ Pedagogical tasks: they require the integration of different skills. Contrary to common language exercises such as 'fill in the gaps', these tasks require the students to go

through a series of steps to get to a product. Examples of pedagogical tasks in the classroom may be simulating that you are "buying a pair of shoes, making an airline reservation, borrowing a library book, typing a letter, weighing a patient…" (Long, 1985, p.89, cited in Nunan, 2004, p.2). A pedagogical task then emphasizes communicative language practices which are more focused in meaning rather than form. Even though, language is more than grammar (semantic meaning, syntax, pragmatics, etc.), form does play an important role in communication. Therefore, grammar should be seen as a means that any user of the target language needs to convey a message. Without the linguistic component, the task of expressing the different nuances of language would be hardly achieved.

According to historical background, several classifications of pedagogical tasks have been provided by many authors. The most common definitions of tasks have been giving by Willis (1996), who provided a list of pedagogical tasks that can be summarized as follows:

➢ Jigsaw tasks: these tasks involve students to get in groups with each group possessing the same piece of information about a topic. Then after each member of the group has mastered the topic, they separate into new groups and share the information that each group had. After they have socialized it, they develop a writing assignment or any other type of product the teacher considers convenient.

➢ Information gap tasks: in this task, the class is divided into two groups. Each group has a different kind of information. After negotiating, and coming into an agreement, they must obtain the other piece of information that the other group has so that everyone completes the activity.

➢ Problem solving tasks: A problematic situation or incomplete information is giving to students. Their task is to take a position, or come up with a hypothesis that could

unravel the mystery or complete the missing part. After that, they have to convince their

classmates why their point is the best.

➢   Decision making task: these tasks are somehow similar to the previous ones. In

this case, a problem with three or more possible solutions is given to the students. Through

discussion and negotiation, students have to choose the best solution and explain their choice.

For this proposal, Information Gap tasks have been selected in order to apply them in a

public school to eight grade students because of the following relevant characteristics. All this

with the aim of increasing students' motivation, especially in their speaking performance.

2.1.7.7.1 Information Gap Tasks

An information gap task is a technique in language teaching "Where students are missing

information necessary to complete a task or solve a problem, and must communicate with their

classmates to fill in the gaps" (Larsen-Freeman, 2000, p. 148). Hence, for students to complete

the gaps, they need to speak to their classmates to exchange the information, the missing

information might be facts, details, opinions, etc.

This type of tasks may offer educators and students some advantages. According to the

Teacher Journal (2015), Information Gap tasks might increase students' speaking skill and

motivation since students need to exchange information orally; until they have the feeling, they

are "experts" in a specific topic. This task can also incorporate authentic communication

situations and materials, and it even may encourage critical thinking.

There are many activities that are suitable to be considered in Information Gap tasks.

However, the most outstanding ones are: picture dictation, mingle activities, and find someone

who.

Picture dictation is an activity in which a student is given a picture that has to be described to another person orally. The other student has to draw what it is understood about the description. Mingle activities are short tasks where learners have to walk around the classroom and talk to each other collecting information. Finally, find someone who is an activity in which students need to walk around the class asking questions or looking for someone who fulfills a characteristic belonging to some categories.

2.1.7.8 Learner's roles

For Van Den Branden (2006) since TBLT is a learner centered approach, learners usually become group participants, which means that they have to contribute to the development of an activity settled in groups. In addition, students become monitors who pay attention to the level they have and the level they need to express themselves accurately. Finally, a learner should become fearless of using strategic tools such as asking for clarification, repeating or using vocabulary that may be more advanced than their actual level.

2.1.7.9 Teachers' Roles

According to Van den Branden (2006) there are three main roles for teachers in TBLT; namely, motivators, designers, and inspectors. Teachers need to be motivators, and encourage students through the development of a task. They have to provide and design the appropriate activities depending on students' needs and interests, introduce the task, vocabulary, and answer questions for the proper development of it. Finally, teachers must check how well students are doing and provide the necessary feedback.

2.1.7.10 Procedure

Three stages may occur when applying tasks in classrooms: Pre-task, During Task and Post task. While developing these stages, various activities and teaching strategies are included.

According to Willis (1996), the Pre-task stage is usually the shortest stage in this process, yet of extremely importance as it catches the attention of learners. It allows educators to introduce new language, mobilize language, show samples of what they are expected to do, recycle language, and push learners to interpret tasks in a more demanding way.

In the During-task stage, it is crucial that the task will not be so difficult nor so easy for students to develop it. According to Kumaravadivelu (1993), if a task is too difficult or too easy "Learners do not engage seriously, with the result that no gain is made in terms of stretching interlanguage or developing greater automaticity'' (p. 22). At this point, learners get into groups and have the time to think more explicitly about the language they are going to use when reporting the outcome in the post-task stage. Therefore, the teacher becomes a support and a source of encouragement. Finally, during the post task stage, students report what they did, and how they did it while the teacher and the rest of the class listen attentively. However, teachers do not interrupt or make any comments while students are speaking, they wait until the end of the task to provide feedback or highlight interesting features and give other types of language focus exercises for future practice and improvement.

In other words, in the pre-task stage teachers introduce the topic as well as the vocabulary and language for students to feel more confident. Then, in the during-task stage, teachers become language advisors and decision makers to guide students towards the development of the task. Finally, in the post-task stage, teachers give feedback, inspire learners to explore and practice what they have learned.

According to literature, it can be said that TBLT can be an approach that may be used to increase motivation because of its characteristics of being an approach in which students feel the teachers actually care and protect the students' interest. Using tasks based in real life contexts and leading students to be free of language are characteristics that may intervene as a tool to increase motivation when students speak and interact in the foreign language.

2.1.7.11 Similar Studies

In the following paragraphs, an international and a national study regarding TBLT is going to be presented in order to provide the readers with similar studies that might be useful to contextualize this proposal.

The article called "A Study on the Application of Task-based Language Teaching Method in a Comprehensive English Class in China" written by Danyan Huang was published on Journal of language teaching and research on January 26th. The article presents a study that was carried out by the same author. This study investigates if the use of TBLT may have a positive effect on students' motivation and language proficiency. The data collection instruments that the study implemented were questionnaires, interviews and class observations. As a result, despite of some problems, the qualitative and quantitative data analysis presented positive effects towards the implementation of TBLT in the English class. Some indicators were that this approach increased interest, enjoyment and study autonomy.

In the same way, "Implementing Task-Based Language Teaching to Integrate Language Skills in an EFL Program at a Colombian University" is an article written by Cordoba Eulices, in which the results of a study are presented. The study was carried out with sixth semester students of an English program in a public university in Colombia. The objective of the study was to implement TBLT in order to integrate language skills as well as improving the communicative

competence in English. The results presented in the study showed that the use of TBLT facilitated the integration of the four skills. Finally, as a conclusion, TBLT is an approach that might be used to promote skills integration and language competences.

Therefore, TBLT can be used to increase motivation because of its characteristics of being an approach in which students feel more motivated compared to traditional approaches. Using tasks based in real life contexts and leading students to learn indirectly are characteristics that may intervene as a means to increase motivation when students interact using the foreign language communicatively.

2.1.8 The Speaking Skill

Speaking has been defined in several different ways. For Burns & Joyce (1997) speaking is understood as the capacity to form meaningful communicative experiences with others. Speaking involves constructing, delivering and analyzing messages depending on the circumstances, the aims and the members of such interaction. However, since this ability requires taking turns to give a message in real time effectively, students often find this skill the most difficult one to manage as they see themselves incapable of expressing what they want to say, or to apply what they have been taught in the classrooms in real life situations.

2.1.8.1 Speaking in the Colombian context

Although it is undeniable that it is throughout the development of the speaking ability that people can see the actual level of management a user has of the target language, in Colombian high schools little time is devoted to the improvement of this skill. Lack of teachers with good proficiency levels, lack of resources, time constraints, Saber 11° exam demands, among others constitute the main reasons why this skill is often left out of the curricular plans of most public institutions. In this regards, when students get to 10th or 11th grade in high school and have to

present admission tests to different universities, go to other countries, or talk to a native English speaker, they realize that the type of instruction they received at school was not enough to face real life demands. Despite recognizing that preparing students in grammar, and reading for taking the Saber 11° exam is necessary, it is also indispensable to accept that there is a life beyond these type of tests, where students will need to use English for survival; and this clearly, will only be achieved when schools give room to English language instruction and speaking to take the place it deserves.

With this said, the following section of this paper will be focused on the aspects and purpose of speaking to latter continue with the study's methodology chapter.

2.1.8.2 Aspects of Speaking

Bearing in mind what was mentioned above, it is important to make a review of the aspects the speaking skill is composed of, so that whenever teachers train their students on this skill, they may have a more complete instruction.

The first aspect is the concept of speaking, being a face-to-face or a virtual activity. Conversations are set in a context which according to Cornbleet and Carter helps "Speakers to obtain immediate feedback" (2001, p.16).

The second aspect is that speaking needs to be interactive. When speaking occurs, conversation becomes moldable, different, and unexpected. These conversations may vary considering different topics including student's opinions and thoughts. Thus, it is in this exchange of opinions and communications when interaction appears.

The third aspect states that speaking happens in real time. According to Foster, during conversation, responses are "Unplanned and spontaneous and the speakers think on their feet, producing language which reflects this" (2000, p. 368). Thus, participants need to produce

language in real time. This allows speakers to plan and organize ideas before making utterances but in a more effective and instantaneous manner.

2.1.8.3 Purpose of speaking

The purpose of speaking may vary between transactional and interactional discourses. According to Nunan, in transactional discourse, "Language is used primarily for communicating information. Language serving this purpose is 'message' oriented rather than 'listener' oriented" (1989, p. 27). In this kind of discourse, message accuracy and coherence is essential as well as its confirmation. Examples of this transactional discourse according to Richards are "Broadcast descriptions, narrations and instructions." (1990, pp. 54-55). Taking into account what was mentioned above, it is essential for teachers to be careful when recognizing the types of discourses to be used in their classes and the objectives related to what is going to be taught, otherwise the purpose of speaking might not be accomplished.

On the other hand, when discourses are interactional the purpose is focused on establishing or maintaining a relationship. This may be often called as interpersonal use of language. Hence, language used in this model is stated as "Listener oriented and speakers' talk in this type tends to be limited to quite short turns'' (Dornyei & Thurrell, 1994, p. 43 and Richards, 1990, pp. 54-55). Examples of these interactional discourses are small talks, greetings and compliments. Despite of these two lines of purposes, in most of the cases, a combination of both distinctions may be used. This helps to ease the transactional tasks to be done by keeping good social relations with others.

CHAPTER III: METHODOLOGY

In order to apply this study, the methodology and research techniques are going to be presented as well as the population, sample and setting of this study. Therefore, the procedure,

the data analysis and the ethical issues regarding this proposal will be presented as well. At the

end of the document, some conclusions are discussed.

3.1 Research Paradigm

The research paradigm to be implemented in this study is the post-positivistic paradigm.

This paradigm has been defined by Crotty as a paradigm that "constructs knowledge, instead of

just passively noting the laws of nature" (1998, p.40)

According to McGregor and Murname, one of the most highlighted characteristics of this

paradigm is that it allows researchers "to understand why people operate the manner they do and

to reveal power relationships and structures" (2010, p.4). In this case, the post positivist

paradigm permits researchers to understand why individuals are motivated or not in the process

of learning English and the possible benefits of TBLT to increase motivation, and all the

repercussions that comes along the process.

In the post positivist paradigm, the opinions, ideas and voices of all participants of the

study are considered as significant aspects in the development of this proposal. This is essential

for this research since some interviews and observations are going to be applied to collect

information in a natural setting of individuals that is, their classroom.

3.2 Research Method

The methodology concerning this proposal is the qualitative. According to Creswell

(1994), a qualitative study is useful for researchers who want to answer inquiries about social

issues or human ways of thinking, acting, feeling, and interacting.

The qualitative research in this study will allow researchers to comprehend a phenomenon which in this case is motivation through an all-inclusive view. As it was mentioned before, the observations and interviews will be carried out in the student's regular and natural setting which is the classroom, and which aims at formulating theory and constructing practice. Besides, watching students performing actions they do every day will provide results that are more accurate than if these research instruments were applied somewhere else. Moreover, this qualitative proposal will permit researchers to transform students as dynamic agents who alter reality and communicate in a more harmonious and flexible way.

Similarly, in order to get a wider understanding of the topic of this paper and of all the variables involved in it, researchers will follow a phenomenological research approach. Phenomenology is an approach to qualitative research that focuses on lived experiences of a particular group. According to Creswell, the goal of this approach is to reach a description of the nature of a phenomenon (2013, p. 77). In this way, the phenomenon to be studied in this investigation is motivation and more specifically, the identification of the possible benefits of Information Gap tasks may have in increasing the ability to communicate in English.

Phenomenology requires capturing and describing how individuals, in this case students, experience a phenomenon (motivation) and how they perceive it. This is why researchers will apply specific interviews and observations to obtain the information to be analyzed and studied.

3.3 The Setting

This proposal will be carried out at Institución Educativa Municipal Técnico Industrial which is located at Carrera 27 #4 35, in Pasto, Colombia. This institution is surrounded by the Capucigra and Obrero neighborhoods. The sector corresponds to an average socio-economic

stratum and presents no major social problems. The infrastructure of the school is suitable for developing academic and recreational activities within it. It also has two cafeterias and several sports courts.

3.4 Population and Sample

The population related to this study consists of the entire public institution named as Institución Educativa Municipal Técnico Industrial (ITSIM). Moreover, the research population consists of all the students and administratives belonging to it. In total, the number of individuals in the research population is 3.100 of which 3000 are students and 100 are staff. The students' population is divided into 1800 males and 1300 females. In the same way, the administrative population is divided into 85 teachers and 15 administrators such us directives, managers, among others. In addition, this research will be carried out with the participation of eighth grade students of this public institution located in the city of Pasto, Colombia.

Taking into account the large population of this study, the sample for this study consists of a specific classroom of the eighth grade from this high school. It consists of 35 students of which 20 are male and 15 female. The entire sample belongs to a low social stratum and their ages vary from 13 to 15 years.

3.5 Data collection instruments

Given the purpose and nature of this study, the qualitative instruments to be applied are mainly the observation and the semi-structured interview.

The interview is an oral or written social relationship designed to exchange information between the participant and the researcher. In this sense, in the field of educational research, the

semi-structured interview has been highlighted as one of the most relevant and useful technique to collect data. This kind of interview specifies predetermined questions, sequences and schedule for the interviewer.

The semi-structured interview for this study will allow researchers to understand a particular phenomenon: Motivation and the possible benefits Information Gap tasks may have on increasing this aspect from the perspective of the participants and with the flexibility of its nature.

As reported by Marshall and Rossman (1989, p. 79), observation is defined as "The systematic description of events, behaviors, and artifacts in the social setting chosen for study". Consequently, observations in this study will permit researchers to learn about the activities that the students perform and study in the classroom.

3.6 Data collection procedure

In order to carry out this proposal, the first step for the researchers will be to send a letter to the principal of the Institución Educativa Municipal Técnico Industrial with the aim of asking for permission to develop the different observations and interviews to the students. After having obtained the permission of the administrative and the students' parents, the researchers will observe and interview only students in their classroom with the help of voice recorders and cameras. Then, the researchers will collect all the information and analyze it in order to identify students' attitudes and perceptions about motivation and demotivation. Following this stage, researchers will provide teachers with some tasks based on TBLT approach which are going to be selected taking into account students' needs and the context. By analyzing the results of these tasks on students' performance and motivation, researchers may understand the possible benefits

of TBLT to increase motivation when learning English. Finally, the last step in this process will

be to send a thank-you letter to the principal, the administrative, the teachers and all the

participants of this study. A copy of this study will be also sent to the educational institution so

that it may provide information about the repercussions and possible pedagogical and

methodological changes it may have for this public high school.

3.7 Validation criteria

3.7.1 Pilot Study

In order to provide validity to this study, this research will conduct a pilot study, which

will require the participation of 8 students belonging to ITSIM. The students will belong to a

different course from the real sample of this proposal and their ages will vary between 13 and 15

years. The sample then will consist of 4 women and 4 men. Once having obtained the necessary

permission to carry out this pilot study, the researchers will conduct a semi-structured interview

with the aim of obtaining information about students' perceptions about their motivation when

learning English and how they think it may affect their performance, especially in their oral

proficiency in English classes. To corroborate the answers given by the students in the interview,

researchers will proceed to develop the observation guide. The results and data gathered from

this pilot study will help researchers to reevaluate the questions made in the interviews and to

anticipate to the possible limitations researchers may find when conducting the real study.

3.7.2 Ethical Issues

For the proper development of this research, it will be necessary to consider the

following steps:

Permission: The teacher and students will be informed about the observations to be carried out. Students and teachers' authorization will be obtained for the development of this study.

Confidentiality: To preserve the privacy of students and the teacher, no information involving their identification will be disclosed.

Consequences: the participants involved in this research will not be affected physically or psychologically.

Acknowledgement and Reciprocity: Upon completion of the objectives of this research, researchers will proceed to thank all the participants of this proposal. In the same way, researchers will express their gratitude to the principal of the educational institution and all the administrative.

4. CONCLUSIONS

From the appearance of Gardner's ideas up to more recent ones such as those found in different TESOL or SLA journals and magazines, the desire of fostering students' engagement in their learning has always been present. Nowadays, thanks to arduous research, it is well-known that motivation is a complex term that influences and is influenced by several social, psychological, cultural, and biological factors. Thus, since it is a need to nurture learners' self-awareness and a class atmosphere where teachers and students take main roles in the learning process, TBLT may arise as a practical instrument that can provide learners with more opportunities to rehearse the language meaningfully and perform successfully in any speaking situation.

When carrying out tasks on TBLT, learners focus on reaching a goal. They may be more engaged in achieving objectives since life experiences, interests and previous knowledge support

learning. Therefore, teachers monitor and facilitate learning while students become more independent and autonomous. Moreover, TBLT encourages students to use the language according to their communication needs creating a friendly environment and atmosphere for the learning process.

Although it is undeniable that motivating learners to be involved in class activities is not an easy mission. In a context like Colombia where main instruction is devoted to grammar and preparation for the Saber 11° test, implementing TBLT in language lessons might improve students' communicative competence and make them more willing to interact in the L2, while building social community networks in the class.

It is important to mention that this paper is not intended to be the ultimate truth. Instead, further analysis of the impact of TBLT to integrate or foster other language skills in children, teenagers, or adults may constitute another new good field of inquiry.

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SCHOOL OF HUMAN SCIENCES

LINGUISTICS AND LANGUAGES DEPARTMENT

Universidad de **Nariño**

UNIVERSITY OF NARIÑO

APPENDIX 1: SEMI-STRUCTURED INTERVIEW FORMAT

Semi-structured interview (Task Based Language Teaching)				
Information of the participant				
Name:	Age:	Email:	Cellphone Number:	Date:
Objective				
To recognize student's perceptions taking into account the efficiency of TBLT activities (Jigsaw and Decision Making) to increase motivation in order to obtain oral proficiency.				
Participants:	Time:	High School:		Materials:
Eighth Graders	30 minutes	Institución Educativa Municipal Técnico Industrial		Camera Voice Recorder Interview format
Protocol				
1. Welcoming 2. Contextualization of the interview				

3. Questions and responses

4. Conclusion

5. Acknowledgments

6. Ending

Questions

1. ¿Qué actividad fue de tu mayor agrado? Argumenta tu respuesta.

2. ¿Cómo te sentiste al participar en las actividades?

3. ¿Consideras que te sentiste motivado en el aprendizaje del inglés durante el desarrollo de las actividades?

4. ¿Hubo algo que no te gustó en las actividades?

5. ¿Quisieras que estas actividades sean implementadas en tu clase de Inglés?

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APPENDIX 2: SEMI-STRUCTURED INTERVIEW FORMAT

Semi-structured interview (Motivation)				
Information of the participant				
Name:	Age:	Email:	Cellphone Number:	Date:
Objective				
To recognize students' perceptions taking into account the motivation that participants may have.				
Participants:	Time:	High School:		Materials:
Eighth Graders	30 minutes	Institución Educativa Municipal Técnico Industrial		Camera Voice Recorder Interview format
Protocol				

1. Welcoming

2. Contextualization of the interview

3. Questions and responses

4. Conclusion

5. Acknowledgement

6. Ending

Questions
1. ¿Cómo podrías definir la motivación?
2. ¿Te consideras una persona motivada para aprender Inglés?
3. Describe una situación relacionada con la enseñanza del inglés donde te hayas sentido desmotivado.
4. ¿Consideras que la motivación tiene un papel importante en el aprendizaje del Inglés? Argumenta tu respuesta
5. ¿Te sentiste motivado al realizar las actividades aplicadas en clase?
6. ¿Qué actividades crees que aumentarían tu motivación para aprender inglés?

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APPENDIX 3: TIMETABLE

MONTH/ DATE	From 1st to 5th	From 6th to 10th	From 11th to 15th	From 16th to 20th	From 21st to 25th	From 26th to 31st
FEBRUARY		Delivery of the first Draft (2018)		Selection of the topic (2017)	Third Correction delivery	
MARCH						
APRIL		CHAPTER ONE : The Research Problem (2017)			First corrections delivery (2018)	
MAY			CHAPTER TWO:			

			Review of Literature (2017)			
JUNE			Second Corrections Delivery (2018)	CHAPTER THREE: Methodology (2017)		
JULY						
AUGUST						
SEPTEMBER						
OCTOBER						
NOVEMBER						
DECEMBER						

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APPENDIX 4: BUDGET

Budget		
Items	UNITS	Costs
Camera	1	$ 250.000
Transportation (Buses tickets)	30	$ 51.000
Voice Recorder	1	$ 150.000
Photocopies	50	$ 2.500
Markers (Black, Red)	4	$ 8.000
Ink Marker (Black, Red)	2	$ 30.000
Board Eraser	2	$ 2.000
		Total: $466.500