THE USE OF THE TASK-BASED INSTRUCTION IN THE DEVELOPMENT OF LEXICAL COMPETENCE

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ABSTRACT

This paper was implemented in order to show how the theory of Task-Based instructions was applied to develop the lexical competence into activities carried out during classes. Considering that the lexical competence in the Colombian context is not strong, TBI allowed guide the participants throughout real context activities planned previously, whose main aim was the acquisition and the use the new English vocabulary, in which the participants carried out the objectives in an autonomous way in each section; maximizing the ability of second language acquisition and the achievement goals.

Key Words
Task-Based Instruction, Lexical competence, Second Language Acquisition and Activities Development.
RESUMEN

Este proyecto tiene como finalidad mostrar cómo se aplicó la teórica del Task-Based Instruction (TBI) para desarrollar la competencia lexical, basadas en actividades guiadas dentro del aula de clases. Dado que la competencia lexical en el contexto colombiano no es fuerte, TBI permitió dirigir a los participantes a través de las actividades planeadas en un contexto real, cuyo objetivo principal fue el aprendizaje y uso del nuevo vocabulario en inglés; en el cual los participantes llevaban a cabo de manera autónoma los objetivos propuestos en cada sesión; maximizando la capacidad de adquisición de una segunda lengua y logro de los objetivos.

Palabras claves
Task-Based Instruction, Competencia Lexical, Adquisición de una Segunda Lenguaje y Desarrollo de Actividades.
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# Table of Contents

1. **JUSTIFICATION** ................................................................................................................................. 8

2. **CONCEPTUAL FRAMEWORK** .............................................................................................................. 12
   2.1. **INTRODUCTION** ................................................................................................................................. 12
   2.2. **CONCEPT MAP** ................................................................................................................................. 12
   2.3. **LEXICAL COMPETENCE** ..................................................................................................................... 13

3. **TASK-BASED INSTRUCTION** .............................................................................................................. 16
   3.1. **INTRODUCTION** ................................................................................................................................. 16
   3.2. **TASK-BASED INSTRUCTION** ............................................................................................................ 16
   3.3. **METHODOLOGY OF THE TASK-BASED INSTRUCTION** .................................................................. 17
   3.4. **COMPONENTS OF THE TASK-BASED INSTRUCTION** ..................................................................... 17

4. **METHODOLOGY** ..................................................................................................................................... 19
   4.1. **CONTEXT** ........................................................................................................................................... 19
   4.2. **PARTICIPANTS** ................................................................................................................................... 19
   4.3. **DESIGN** ............................................................................................................................................ 21
   4.4. **RESOURCES** .................................................................................................................................... 22

5. **RESULTS** ................................................................................................................................................. 23
   5.1. **PROFESSIONAL GROWTH** .................................................................................................................. 23
       5.1.1. **Lesson planning** ......................................................................................................................... 23
       5.1.2. **Classroom management** ............................................................................................................ 24
   5.2. **STUDENTS’ RESPONSES** .................................................................................................................. 25
       5.2.1. **Participation and student’s attention** .......................................................................................... 25
       5.2.2. **Anxiety** ..................................................................................................................................... 26
   5.3. **LINGUISTIC OUTCOMES** ................................................................................................................. 26
       5.3.1. **Pronunciation and vocabulary learning** ..................................................................................... 27
       5.3.2. **Phonological issues and use of the second language** ................................................................. 28

6. **CONCLUSIONS** ..................................................................................................................................... 30

7. **REFERENCES** ......................................................................................................................................... 31

8. **EVIDENCES** ............................................................................................................................................ 33
8.1. REFLECTIONS ..............................................................................................................33
8.2 APPENDIX ..................................................................................................................39
1. JUSTIFICATION

Task-based Instruction (TBI) is one of the most useful methods to guide students in the learning process through the use of meaningful task; given that, TBL allows students are involved in real communication, which is an essential part of the language learning, and TBI focus on use activities, in which language are used for carrying out meaningful task to promote learning.

Richards and Rodgers (2001) defined Task-based instruction like focus on the use of authentic language and on asking students to do meaningful tasks using the target language; moreover, TBI as part of something key of assumptions, such as students focus on learning process throughout the task, emphasis in communication and meaning, development activities in real life with a pedagogical purpose, and encourage students in the process of the task rather than the product of the task.

Currently, as a Peter Skehan (2003) said in the last twenty years or so, language teaching has changed to incorporate a higher proportion of meaning-based activities, in contrast to the era in which form was primary and a concern for meaning only followed the establishment of control over specific forms. Now, a wide range of classroom options are available for participant organization, content incorporation, and the units by which teaching is organized. In order to locate task-based work within such a range of options, it is necessary to address definitional issues at the outset, since many contemporary options give task a central role. Take into account the previous contribution, TBI is a method of teaching that currently proposes the notion of task as a central unit of planning and teaching, it means that “task” is an activity or goal that is carried out using real language and material, as a main average of teaching.

TBI was a method proposed as a mechanism to contextualize the activation of language learning and diminish the inclusion of form-focused activities, for this reason, Ellis (2006) defined those components of TBI in three important stages, in order to guide
the purpose of the task in a sequence organized. The first is ‘pre-task’, and it concerns the various activities that teachers and students can undertake before they start the task, also, ‘during task’ center around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not, and, finally the ‘post-task’ that it involves procedures for following-up on the task performance. On the other hand, Nunan said that the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing, and interacting in order to achieve the goals of the task, which are be determinate by the specific needs of the particular learners.

On the implementation of task-based instruction, Ellis (1996) pointed out that institutions need to differentiate between English as a foreign language and English as a second language. In some countries as Colombia English is a subject into de curriculum that needs to be taught; students do not have the opportunity to reinforce language skills not new vocabulary in real situations. Furthermore; in Colombian environment, students take English classes which is normally dictated by the government policies, this is a downside for learners; due to, without a real sense of why learn and teach English, also without real environment to practice the target language, students will be less motivated and start to speak in their mother tongue.

Another major issue is related to teachers English language competence, as Markee (1997) said that teachers play an important part providing some keys to acquire any language skills, and bringing innovative material to support students motivation; although, there is no doubt that in Colombia are good and suitable teachers that proper master their classes, it is undeniable the fact that teacher speaking goes from good to poor, and they do not motivate their students to communicate in English, in fact this situation limit the among of input and output need to an excellent English proficiency.

Otherwise, issues related to social roots and beliefs Stewart and Bennett (1991), suggested that in contrast to American parents that encourage autonomy since the early ages. In Colombian contest parents do not encourage their children to be autonomous,
nor to reflect about what they are leaning in schools, also the important of knowledge in real word context; Colombian students have the ability to forget what was taught one week before. Apart from teaching, teachers are in charge of creating stimulus and challenges necessary for life and education.

This previews assertion suggests that the level of English is to be presented in the communicative competence of Colombian students from primary, secondary and high school. Zareva, A., Schwanenflugel, P., and Nikolova, Y. (2005) researched on the influence of the amount of vocabulary in the level of proficiency of non-native speakers. According to their findings, “intermediate student’s vocabulary was found to contain 9,134 words (range: 4,931–14,792 words) and was significantly smaller than that of both the NSs (Native Speakers) and the advanced learners”. The study among these groups was compared, and they “confirmed that variation in the breadth of vocabulary knowledge closely reflects the overall proficiency of L2 learners” (p. 585).

In response to the spotted correct problems in language learning sceneries, this projects intends to correct them using the methodology of Task-based Instruction, using tasks to achieve the goals of the lesson; especially improving the lexical competence as a lack of knowledge or issue that it is intended to do; Consequently, the stages of this methodology can facilitated the application in a real class and real situations, using the pre-task, during- task and post-task, to increase the motivation in the children population, proposing and doing creative tasks to involve children, fostered the motivation and improving their skills, taking into account the stages of engage, activate and study to implement and develop the issue of the lexical competence and the teaching of vocabulary in an isolated way; instead of this, give vocabulary according to the sequence proposed by task-based instruction and in contextualized form to understand and provide multiple perspectives about the language and the context connected by the linguistic, pragmatic and sociolinguistic competence.

Furthermore, this project promoted learners’ ability to create and imagine contexts where they could apply their abilities and skills in an enjoyable way. Therefore, based on
creative tasks, we established as our final objective learning vocabulary and improving the lexical competence in real sceneries that provides the opportunity to interact and learning at the same time, causing with this a huge impact in the traditional methods to learn vocabulary, develop the lexical competence, when you are learning a foreign language in a public schools in Colombia.
2. CONCEPTUAL FRAMEWORK

2.1. Introduction

In order for this research proposal to have a theoretical ground, two concepts will guide the development of this study; the first is the lexical competence and the second is the Task-based instruction. As a professor know that there are some competences that students have to develop in their scholar process; in this case, they might take lexical competence to develop this research knowing that one of the most relevant parts of this competence is the vocabulary learning in children; moreover, vocabulary plays an important role in the lexical competence in the development of the language, thus, it is very important to use effective techniques in teaching students which allow us to interact with them in a real context, as well, learning will be more effective, techniques such as those provided by the Task-based instruction which will allow us to develop good techniques interacting with teaching-learning into the real context.

2.2. CONCEPT MAP
2.3. Lexical Competence

According to the Common European Framework of References Lexical competence in a second language can be defined in four different ways: with respect to what is known about words, how well words are known, how many words are known, and which words are known. Each of these will be discussed in what follows and the treatment of these aspects in the Common European Framework will be evaluated.

Ali. M (2012) defined that lexical competence is one aspect of the communicative competence that deals with knowledge of lexical or vocabulary items in their meaning and the ability to use them appropriately in learning how these words are used appropriately in Linguistic, sociolinguistic, and cultural contexts.

Ali. M (2012) explained that Lexis belongs to the level of language which concerns lexical items or content words in a language and lexis involves the four open word classes which are the noun, adjective, lexical verb and adverb.

To continuous with the definition of Lexical competence taking to account that the vocabulary is connected with the lexical competence, the author Abdullah. N.O (2008)
suggested that Vocabulary or lexis refers to the semantics of the language; on the other hand, a lexical item means an item of meaning, also lexical items like Lexical knowledge, that is, the ability to Comprehend, acquire, retrieve and recall vocabulary items with relative success. However, vocabulary is also seen as the most sizeable and unmanageable component in the learning of any language.

Abdullah. N.O (2008) also argument that Lexical knowledge, that is, the ability to comprehend, acquire, retrieve and recall vocabulary items with relative success, is seen to occupy a key position in learning a second language (L2) and hence is the foundation of language learning.”

To continuous with this studies the Common European Framework of References claimed that know the taxonomy of words is part of developing of a good lexical competition, given that all taxonomies make reference to the form (written and spoken) of the word. Knowledge of meaning involves knowing the conceptual meaning as well as all the other meanings of the word (i.e. polysemy). It further involves knowing the connotation meaning of a word.

Vocabulary is the most important part of a person’s linguistic tools; thus, We consider that a lexical competence is a part of the language that have to take in account especially in the schools for children, who already learn the L2; moreover, it is important the development of this skill in which way learners are able to cope English vocabulary as a component of language learning. Taking to account the previous information, it is important to Task-based Instruction (TBL) will be part of the development and the learning of the activities that students should play in their learning process, inasmuch, the teaching of vocabulary will be guided by a more effective way of learning, as the task-based Instructions allow us to develop activities according to the linguistic needs of students to acquire a second language.
3. TASK-BASED INSTRUCTION

3.1. Introduction

Throughout the years, many experts in education have dealt with learning language concerns to find methods and techniques to make teaching more effective and even creative. Such as Richards and Rodgers give a simple definition about task-based instruction is. Other authors like a Rod Ellis explains the components that task-based instruction contain it, and what are the methodology of task-based teaching related to teachers and learners into a classrooms' activities. To continue this conceptual framework Breen (1999) proposed a common assumption of task-based teaching focus on texts, discursive practices and the social practices of the classroom. The recent analysis was sketch to know topic of several relevance that is task-based instruction since this give us hypotheses as resources to explore beyond learning factors (outside the classroom). This also allow us understand why students develop their homework in different ways and suggest that we as teacher check out what our learners intend to communicate in order to save time planning class.

3.2. Task-based Instruction

Richards and Rodgers (2001) defined Task-based instruction like focus on the use of authentic language and on asking students to do meaningful tasks using the target language, in TBL its necessary include exercises dealing with language practice, in task-based it’s useful for students focus on particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task (how meaning and information are communicated through text and discourse and the language units are not limited the level of sentences/substantial units), rather than coherence and cohesion within speech event it is necessary at the moment to communicated with foreign speakers. The write skill it is also important to write text such letter, reports, essays, speech event such meeting or discussion.
3.3. Methodology of the Task-based Instruction

Ellis (2006) defined that the methodology of task-based is divided in two types; firstly, there are those procedures related to how the tasks specified in a task-based syllabus can be converted into actual lessons. Secondly, there are procedures relating to how the teacher and learners are to participate in the lessons. In other words, Ellis and authors such as Estaire and Zanon, 1994; Lee 2000; Prabhu, 1987; Skehan, 1996; Willis, 1996 consider that The design of a task-based lesson involve some components to make the task more effective.

3.4. Components of the Task-based Instruction

Ellis (2006) defined those components of TBL in three important stages. The first is ‘pre-task’ and it concerns the various activities that teachers and students can undertake before they start the task, such as whether students are given time to plan the performance of the task. The purpose of the pre-task phase is to prepare students to perform the task in ways that will promote acquisition. Secondly is the ‘during task’ phase center around the task itself and affords various instructional options, including whether students are required to operate under time-pressure or not. Finally is the ‘post-task’ involves procedures for following-up on the task performance.

To conclude this studies made by Ellis, he (2006) contributed that the methodology of task-based teaching related how teachers and learners conduct a task will be influenced, to a large extent, by their prior experiences of teaching and learning and their personal definitions of the particular teaching-learning situation. Thus, the options described below are primarily descriptive, reflecting an internal rather than external perspective.

Other author such as Breen (1999) classified a common assumption of task-based, which is based on the teaching into the texts, the discursive practices and the
social practices in the classroom which are constructed through a task resemble those found in non-pedagogic discourse. To achieve this especially the teacher must be directly involve in the performance of the task. As Breen pointed out, the ‘texts’ of lessons (the actual language produced by the participants) are typically teacher-centered with learners ‘not actually required to do much overt or explicit discursive work’, while the ‘discursive practices’ (the means by which the text are produced) ‘construct learners as primarily responsive and seemingly fairly passive participants in the discourse’, and the ‘social practices’ (the organizational and institutional circumstances that shape the texts and discursive practices) are directed at the avoidance of ‘social trouble’. Task-based teaching, however, seeks the converse texts that are learner-centered, discursive practices that encourage the learner to actively engage in shaping and controlling the discourse, and social practices that are centre on allowing and resolving social trouble. This poses a problem, which teachers need to address.

For us, these previous studies are relevant in the area of teaching, given that as teachers must consider, what is the necessity that students have to acquire an effective and efficient learning? Moreover, using strategies that Task-based instruction provide, (designing task in a real context) professor have the opportunity to identify the context that students work and learn; however, it is important to identify what is the best form students recognize and analyze the new knowledge acquire and, finally what is the capacity that they have to learn and process the new information, given that all students learn in a different ways; therefore, the design of the task must be create to satisfy the knowledge that students are needing according the context that they are educating.
4. METHODOLOGY

4.1. Context

The institution Kennedy is located on Kennedy neighborhood; it is a public school in Pereira. It belongs to the core educational development number 7. The school is divided in two educational headquarters, the main headquarters “Kennedy” and the second is “Manuelita Saenz”. Moreover, the school has around 2000 students in the day shift, and it is an academic school with emphasis in system agreement made with “Servicio Nacional De Aprendizaje” (SENA) on Pereira. The school has a good infrastructure, all the classrooms are suitable according to student’s necessities; also the classrooms have a good equipment as Boards, chairs, and authentic materials that each professors use at the moment to implement the lessons in their classes.

On the Kennedy institution there are teachers which are in charge to teach and orient many subjects, due to the fact that this school is composed by teachers with knowledge about math, biology and another subjects taught in primary.

On the other hand, The English program at the school is guided by basic standards competence according to “Guía 22 ” that points out that students of 1-3 grade are be able to identify words that are related to familiar topics and make relationship between simple phrases with images, also the schools has a syllabus according to English language teaching and all the classes are based on this program, although the school do not have many hours of teaching English, it provides professor with a good level of English, and a context where the students can interact in the class time with the language.

4.2. Participants

This classroom project was carried out with a group of 30 students of First grade with a group of 30 primary students of a second grade with an age average between 6 to
7 years old, their level is between A0 to A1, because the students do not interact in an
English environment, and for that reason they do not use the second language many
times, only the class time and in few quantities. learners sometimes show interest on
English class in the way that they are impressed and they have a little motivation to learn;
however, when the teacher stars to teach and explain the topics and the class they lost
the motivation, because they consider that the language is too complicated to learn it,
they as children are always willing to participate despite of the fact that their lexical range
is not very high of all.

According to English level of students, teachers have some limitations to teach
English language as a second language in the school due to that the students sometimes
do not achieve all the objectives that the syllabus have in the English classes in the
schools, due to the fact that the developmental of the English completeness may be
complicated in the Spanish context of The language; Consequently, the teachers do not
care off about the needs, likes, and interest that the students live every day.

Another limitation is the students come from different neighborhoods near to the
school, and some of them from down town, as the school has different headquarters, it
manages different kind of ages and students with different socio-cultural backgrounds, it
is related with their context that they live in, with social issues like drugs, violence and
many of them do not monitoring constantly by their parents, because they have family
issues and students do not have a good environment to practice the language and they
do not have the consuetude to speak and use some vocabulary in their daily life.

The practitioners as participants play a role to observer, questioner and modelers,
because they have the obligation to implement and give the comprehensible input to the
students to interact and achieve the goals to the course and the students can understand
better the language use, moreover the implementation of some basic knowledge about
the English language having into account the use of the mother tongue not of all, but in
many cases to make understandable, also use the second language in this case English
improving the motivation in the students to learn and practice with their partners, becoming this as a part of the academic process in the students.

4.3. Design

Based on the necessity of lexical approach that the students and the school present, it is significant to implement the methodology to task-based instruction in the development of the learning process, also it can be mixture with the lexical competence improving the lexicon, vocabulary and the use of the language in primary impacting the normal development of the English classes in a positive way.

Based on the necessity of Lexical Approach and the role of the material, also the guideless given by the teacher, lexical competence provide a great opportunity in which students explores the effectiveness of the Lexicon; besides, it improves for our learners a complete English competence through task-based instruction. It improves for our learners a complete English competence through task-based instruction. According to Harmer (2007) “task-based instruction makes the performance of meaningful tasks central learning process”. The pre-task called also presentation by Willis (1996) on this stage professor present the task attempting to elicit sentences and there are three important stages that will be implemented in the course, first of all the pre-task in where students can be monitoring by the practitioners and it will be apply the engage of the topic, the second stage is during-task, in this stage the role of the practitioners will be questioners to the learners and will be apply the study step using the pre knowledge guide by the teacher, and Finally production and correct mistakes, Johnson (1982) in which students is encouraged into immediate production or output of lexical chunks. As a result it shows lexical competence have more effects on students' English competence than single words, as well as the lexicon support on task-based instruction could improve students' on develop all English competence the post task and in this stage the students present the results of each activity and is implement the activate stage.
Kitchen (2002) the videos and movies, TV programs made by native speakers provide an authentic language input, obviously that on the practical implications videos in the classroom environment it can be used; teacher can stop the video, start and rewind to repeat it for several times where necessary emphasizing on the word stress, intonation etc.

4.4. Resources

On the implementation of classroom project we will take advantage colorful posters with words, phrases and vocabulary, also some images about the topics. On the presentation of the video we will elicit background about it; the videos help us to provide the lexicon needed for a good class develop; furthermore, the use of some videos that will be showed on a big TV on the audiovisuals room that also is equipment to an audio system that allow students listening the song. Secondly many pictures (posted along the classroom) allow us to motivated children, to participate the previous information in English, and to recognize the topics and themes teaching in class; the pictures and the video help this participation to learn easy and understand without the use of explicit grammatical, but always practicing the lexical competence.

The videos help us to provide the lexicon needed for a good class develop. To the reading section we provide a sheet with a short text with the description on each word, and phrase if it is necessary, we guide students based on video, after that we encourage them to read aloud to correct pronunciation mistakes. Finally to evaluate, we are going to provide a paper in which some words (depend of the topic) on this way we could evaluate the topic seen in class and the basic structure taught.

In general, in the execution of or classroom project, we made use materials such: planets pictures, the audiovisual room, the TV which is equipped this room, reading about the planets and videos to support reading and increase the strategies and motivation in our students or participants.
5. RESULTS

5.1. Professional growth

This section includes the results of professional growth during the implementation of our classroom project, specifically on lesson planning and classroom management, in terms of strengths and challenges.

5.1.1. Lesson planning

Strengths

The strength in terms of lesson planning was the variety of activities such as chorus, working memory games, painting and filling gap activities, due to the fact that it helped students to develop their lexical competence. The variety of activities could be evidenced in a lesson when the teacher presented the earth and the continents made in foamy; after that, the teacher removed continent by continent while playing the continents’ song. Afterwards, the teacher showed a continent and asked students what the correct position was, which led students to learn the correct name of each continents. These activities were effective given the fact that they helped learners internalize the vocabulary about the topic, so they could use it when necessary in other situations. In this sense, McKay (2006) points out that learners learn best through activities that are concrete and meaningful, and evidence of their language learning is most likely to be present in tasks that have similar characteristics of the use of language in the real world. According with the previous information, planning varied activities was strength because it permitted to involve students in the way they could use the target language in different situations.
5.1.2. Classroom management

This part contains the second strength related to classroom management in terms or the implementation of strategies to control discipline. Establishing rules since the beginning of each class allowed us to control students’ disruptive behaviors and let them to know what was permitted during classes. This strategy empowered us as teachers to create a pleasant classroom environment. As an example of this, students were very talkative during a lesson, and we proposed a game that consisted of prohibiting students to talk to their nearest partners, so they were silent during the explanation of the topic. Alfie (1995) suggested that establishing rules and the consequences since the beginning of the class allows students to understand what kind of behaviors are allowed and which are prohibited, minimizing the need for other types of more corrective discipline, creating a good learning environment with less interruption. Taking as a reference the previous information, we will continue implementing these kind of strategies in order to maintain classroom management.

Challenge (Classroom management)

Seating arrangement was a challenge given the fact that classroom´s chairs and desks were to be shared by pairs of students, causing chit-chatting and distraction during explanations and along activities development. On the other hand, the classroom had no room enough, which permitted that students could copy their partners’ answers. An example of this was when we provided a worksheet in which students had to write down the name of the planets, but many students did not pay attention because they were talking with their classmates and copying others’ answers. As Brown (2002) points out, different sitting patterns are important because students need to pay attention and interact individually with the teacher and the material used for the activities that serve as visual and auditory input. We could overcome this challenge, when we asked students to sit on the floor making a concentric circle and semicircles, so that students could see the videos and participate in the activities in which they had to learn and use the vocabulary related to the topic.
5.2. Students’ responses

In this section, the outcomes related to student’s responses will be described based on strengths such as participation and student’s attention. In the same line, the challenge found in this project was the anxiety of the students at the moment to communicate in English.

Strengths

5.2.1. Participation and student’s attention

In this part, we will describe strengths from student’s responses in terms of involvement, due to the fact that during the classes students were engaged into activities proposed. A song about the planets was used as well as videos about each planet with their pictures and their pronunciation. It was evidenced how students showed their interest when they tried to sing the song with the lyrics; they also repeated and practiced the words shown in the video in order to learn the name of the planets. Taking into account Millington (2011), “the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation” those aspects were evidence at the moment to use songs and interactive videos, because those aids increasing the interest on the learners. To sum up, the use of aural and visual material such as song and videos allowed students to maintain focused on the content, and they could do all the activities proposed in class, which increased their interest to learn.

The second strength in the implementation was student’s attention. It was evident in the reactions showed by the students at the moment to teach a new topic, especially when flashcards were introduced. For instance, students were attentive when the teacher
presented the new vocabulary of the solar system such as planets, stars, or comets through flashcards with different colors. It was noticed that the colorful pictures captured their attention, which helped also to control disruptive behaviors. This is aligned with Kemp’s and Dayton’s (1985) claim that visuals aid in raising motivation and maintaining attention by adding variety, and making the lesson more interesting (as cited in Bradshaw, 2003). As a result, we believe that the use of colors and funny images was useful to engage the attention of the students.

Challenges

5.2.2. Anxiety

Taking into account the outcomes in terms of emotional and behavioral factors, learners’ anxiety was the major challenge during the implementation. When students wanted to share new information about the lesson, most of them had problems to participate because they did not have the range of vocabulary needed to interact, and it was the main cause of feelings such as frustration and anxiety during the lesson. This was evidenced in the 1st lesson about the solar system because the students had never seen words such as planets, stars and the names of the planets, which made them feel lost and get frustrated since they wanted to participate, but they did not know how to do it. Consequently, we had to help them with adequate stimulus using phrases such as “Don’t worry”, “You can” or “You are the best”. We also provided them with simple sentences that they could use to communicate. This promoted safety, creating an environment of confidence in the session. According to Krashen (1982), “learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped to success in second language acquisition”. This helped us to understand that students need to develop their emotional intelligence and increase their self-esteem, so their confidence increases and anxiety lowers.

5.3. Linguistic outcomes
Introduction

In this chapter, the linguistic outcomes evidenced during our implementation will be presented. These results are related to strengths in pronunciation and vocabulary learning as well as challenges in terms of the relationship between phonological issues and use of the second language.

Strengths

5.3.1. Pronunciation and vocabulary learning

This section describes the strengths evidenced in terms of pronunciation and learning vocabulary, during the implementation of different activities. In the first strength, it was possible to recognize that students learnt pronunciation of words such as names of planets, oceans, continents, animals, etc, using the letters of the alphabet as a support for spelling the new words. An example of this evidence was related to a pronunciation class, in which the teacher wrote some words like cat, dog, and Uranus on the board, and students spelled them. Then, teacher pronounced the words and students repeated twice because the professor´s intention was to correct the stress and intonation using this kind of method. Jeremy Harmer (2009) argued that ‘pronunciation teaching, not only makes students aware of different sounds, and sounds features (and what these means), but can also improve their speaking immeasurably; concentrating on sounds, showing where they are made in the mouth’. Taking this into account, we consider this as a strength because students were be able to reproduce and recognize the different sounds of the new vocabulary without having fundamental basis of English sounds.

Learning of new words was the second strength evidenced in our implementation, given that students learned about 80 new words related to different topics such as the solar system, planets, the earth, and so on, also they had the opportunity to use these words making simple sentences to compare and contrast and describe it. An example of this was related with a class in which students compared and contrasted the largest, cold or hot planets, using very simple grammatical structures to compare and contrast, for
example Jupiter is bigger than March; moreover, this previous English vocabulary had already been explained for us, so students can perform the activity. As Taylor in 1990 suggested, ‘students learn new words, when they have a general sense of the words, and they are able to use them in many appropriate situations like speaking and writing activities’. For the previous reason, we agree with Taylor, inasmuch as students had a general sense of the new vocabulary acquired and we realized that when they were able to make the comparison activity using these English simple structures.

Challenges

5.3.2. Phonological issues and use of the second language

The following section explains the challenges of the linguistic outcomes in terms of stress, phonological activities and the use of their first language at the beginning of the class. At the moment to explain the difference between words that have similar sounds such as /b/ and /v/, we could find the first challenge. An example of this occurred when students pronounce words such as Venus, and they did not know how to emphasize the difference of the two consonants /v/ and /b/ because students had never had a direct relationship with the learning of similar sounds of a second language like English. As Frossard and Vinicious (2004) proposed: “developing tasks for teaching English sounds requires creativity and audacity, because we need to know how to make interesting tasks for students”; for this reason, they think that it is important to teach English sounds to our students since the beginning of their learning. We consider that this was a challenge because students did not have the phonological English elements to distinguish the different sounds between /b/ and /v/ and they associated that with their mother tongue.

Another challenge was the use of a lot of Spanish at the beginning of the class. We can verify that because every time, when we presented similar words in spelling and pronunciation such as true cognates, the students spontaneously spoke and wrote the words in Spanish but not in English. For example they preferred to pronounce “planetas"
instead of planets, “oceano” instead of “ocean” and so on, because for them it was easier to translate the words from their native language to learning the English words, and associate it with the visual material which was a support so they can remember the meaning of them. Based on the Journal ‘Spanish-English Writing Structure Interferences in Second Language Learners’ by Lorenzo, J, True cognates are used as a strategy to learn new vocabulary in an L2, however in some cases it is part of the negative transfer theory in the acquisition of a second language, especially when the learners associate and use **the new words in the L1 instead of L2 as a new vocabulary**. Based on the previous reason, the students believed that using L1 in English classes could lead to better understanding and this makes students feel more comfortable and less tense. We consider it was a challenge, because at the beginning of the class it was difficult to familiarize students with English. However, in the last classes this challenge was overcome because the students began to use English more than Spanish to develop and complete the activities proposed.
6. CONCLUSIONS

After having all the data collected, classified and analyzed, we can conclude that the variety of activities and lesson planning were mostly focused on lexical competence acquisition, due to the fact that through the activities planned, the participants had the opportunity to interact with a second language and internalized a significant amount of new words in each class. As teachers, we learned that lesson planning needs to have relevant activities that serve as opportunity for students to turn knowledge into practice, and plan what and why we should teach according to students’ needs.

On the other hand, the material used to develop the activities such as flash-cards, songs, videos and worksheets, called the attention of the students because the colorful images, and rhythm, arouse students’ curiosity and prediction. Moreover, use storytelling, real-life examples, and funny anecdotes engaged students into the interaction with the teachers and classmates, using the simple target language learned. We learned too we have to have in mind if an activity worked before with a specific group, it is not possible that it works all the time because the variety of material and activities is important to maintain the motivation of students in class.

In the English teaching field, it should be important to implement the methodology of task based-instruction (TBI), given the fact that it is a tool that teachers use in classes to check understanding and clarity of directions before asking students to work independently. Moreover, task based-Instruction give manageable amount of work that students are capable of doing by themselves. Based on our practicum experience, we highlight that TBI is fundamental in class because it helps to increase the interest of the task when the teachers give clear instructions and provide feedback through different stages of the lesson such as pre-task, during-task and post-task.
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8. EVIDENCES

8.1. Reflections

Students Responses
The implementation

The class started with two practitioners in a classroom with 25 students, the best reaction was when we taught the new topic, and they paid a lot of their attention to understood the explanations given by the teachers, the topics were contextualized about the knowledge that they knew and for that reason; they feel a bit comfortable with the class. Sometimes the students started with attitudes and reactions that showed us that the topic was boring and they did no interested to participated in the classes, and in this moment, we started with some punishment with the teachers base helps. The students work cooperatively with their partners and getting the objectives of the lesson and the project.

They show collaborative attitude with us, and in some cases between them call their attention to development the process, facilitating the way to explain better the topic and achieve the main idea of the project, that is the use of authentic language to developing tasks.

According to the before description, we can assume that our major challenges was taught English to children communities, and achieving that they feel comfortable and confidence to work in class, and also understand the topic that it was the main; Those challenges were difficult because in a Colombian context most of the students live in a Spanish environment in terms of the language, for that reason; the implementation of this kind of project is so difficult to contextualized with authentic language, and the students can use it to develop the purpose task by the lesson.

Students Responses
Affective Factors

The lesson presented many aspects to develop and others that were achieved by the process. Other class day started at 10 o´clock there were 25 students and also the respective teacher with two participants to develop and implement the project. The topic was the continents of the world, and we use some flashcards and figures of the continents as a realia of the lesson, the students pay attention and listen to a song with lyrics about the topic, most of them participate actively when we wanted that the students participated in front of their classmates.

Some of the students feel frustrated in terms of pronunciation; nevertheless, we help them to develop this skill, and they can achieve pronounce better the word, others do not participated because they did not know the topic and the others one, show a decrease motivation to catch the attention of the class.

In addition to this, we can use one of the krashen hypotheses; According to Krashen (1982) the affective filter involves the anxiety, motivation and attitude to develop a class. This theory can help us, because we can understand that those aspects could be the main in the developmental of the lesson. The students have many problems with the motivation to participate in a class, the anxiety to share the knowledge, and the attitude to learn and understand; for that reason, depends on the teacher, means of us to increase those aspects using good words and actions that showing to the students that they are working well and feel confidence with the topic, classmates and also with the teacher, and they can achieve catch the main of the topic, understand and receive the language in a better way, and also work in a good environment, due to the fact that, Task-based instruction has the objective to join authentic language to the classroom.

Professional Growth
Classroom Management
At the beginning of the class, students were talking in pairs or small groups, writing down for other subjects and out of their desk, we started speaking in English but they did not paid attention on the class, for that reason, we asked them the what was the reason they was not interested on the class?, so them answered us that they were not used to take English classes, also they demanded the previous practitioners; Moreover, the first hour of the class was kind of difficult maintain and explain the classroom rules and maintain the discipline, because practitioners did not call their attention and allows students disruptive behaviors.

So we started the class implementing some rules that allowed the good class development as:

- We provided students explanation about what was unacceptable in your class. We implemented this the first day of class. Include specific expectations for student behavior (e.g., no move away from desk, not talk with your partner if is not demanded by the professor or achieve the activity, if you need extra clarification raise your hand, and if you cannot develop the activity ask for teacher support.)
- Explain the consequences that will occur if the class rules are broken
- Act and model the behavior expected of students.

This information was adapted from By Tallahassee Community College Division of Student Affairs Department of Campus Life (2000).

Disruptive behavior refers a range of problems, such as oppositional, contrary, hostile, and precipitate behaviors, that occurs altogether and in at in height rates compared to preschoolers of the same age Eyberg (2002).

The implementation of rules were a key point in classroom management; due to, those helped to reduce the teacher talking time, that consist on reduce of the time that teacher talk and spend providing instruction. Furthermore; TTT in 21th is an important value and a tool to provide clear input for learners, also TTT serves as a real L2 guidelines." language acquisition get teacher to reduce the amount of their talk would not
necessarily be in the interest of the interest of the learners” Krashen (1981). Second reduction teacher talking time in the way, teacher schematize students’ knowledge, and construct a range of questions that affects directly on the quality and the quantity of students interaction into lesson output (Brock 1986), also engage students on training effects (Long and Sato 1983).

Raising hands was a wonderful aspect; due to the fact that, students lost their fear to interact in English and try to get a genuine communication that is characterized by share real information, negotiation of meaning supported by clarification, requests and confirmation of the information; the previous aspects support learning aim, also contribute on learners talking time in the way, learners decide where contribute to an communication or not in a genuine communication to support activities Noonan (1987: 137). This information was adapted.

**Professional Growth**

**Planning Lesson**

Planning a lesson was a great support at the moment to create activities based on learners need; first at all, we started with the pre-planned step, these allowed us to reflect on why the task solved a particular issue on learning and why implement it; furthermore, the tools “material” backing activities. Consequently, on this step, we as future teachers had to consider fundamental factors as language level, their motivation, second language knowledge and students range of vocabulary. A main issue for us was students hardly ever took English classes, so their vocabulary was no enough to maintain any conversation and students did not understand the input.

When tutors (we) were familiarized with know the group and know each student needs; based on the fact that they did not understand what we talk, we started to build their knowledge, open the class focused on learning aims and a sort activity that allowed us to check students comprehension, and if they need extra clarification on the previous tasks this step was 5 min long. Secondly we started to develop the task for that class,
also explain in both languages (first in English, after in Spanish) and use of body language to provide students understanding; moreover, to connect one activity with the next one to attain the task goal and support students understanding a motivation. Activities is “a vital part to consider what students will be doing in classes, the way students will be grouping and the boisterous allow to carry out speaking activities” Harmer (2007). For example: when we present the third planet, the first activity was listened a song related to the earth; after that had the possibility to watch the video without any sound, and finally to develop the task; therefore, they had a range of input to support their understanding to develop the next activity that was to pain the earth and write the main characteristic of the earth. The closure was evident; in the way, we created an activity that involved the four skills and reinforce student’s new vocabulary.

Linguistic outcomes

Taking to account that this implementation was carried out in a public school with students between 6 from 7 years old, who belonged to the first grade, it is common to found critical incidents such as students do not pay attention at the class, they talk a lot during class or they do not understand the topic in the perfect sequence that teacher organize the activities, for those reasons, as a practitioners, we need to pose problems about our practice, refusing to accept ‘what is’. We need to explore incidents which occur in day-to-day work, in order to understand them better and find alternative ways of reacting and responding to them, in order to students can get a good linguistic outcomes in term of teaching- learning. Taking into account the previous information, and highlight that the main strategy was design and use authentic material for the development of our classes, as a Task-based instruction theory proposed, students can performance meaningful tasks using the target language in a organized and coherence sequence (pre-task, during task and post-task).

As a practitioners, the implementation of the different activities such as games, role-plays and the use of the visual material such as video, images with colorfully, and flash card, in term of language development, we can analyzed that students showed great progress in learning new content in English, using visual support, to create a clearer idea
of topic presented; moreover, when the topics were connected to each other, and teachers had into account prior knowledge of them in Spanish, was possible to check through interactive tests like a games, simples questions/answer, etc, students already had internalized and learned the new knowledge presented (vocabulary).

Jeremy Harmer said (2009), the implementation and design of the material might be in accordance with the linguistic needs of students, if teacher want to obtain excellent result in the students’ learning process, for that reason, we can consider that students had meaningful linguistic outcome, not only because students learned the vocabulary and understand the topics presented, but because the active participation of students creates an environment of confidence and security that increase the motivation of students to pay attention to all classes, thanks to the use of authentic material, which allowed the development of active classes.

**Critical incidents related with the their learning style**

It is relevant that in the learning process students show critical incidents related with the their learning style, external and internal factor such as anxiety, afraid and insecurity, and lack of engagement in activities, as we can observed in these practices, and these would constitute a factor of weaknesses in our students, but an important elements for the teacher, given that the analysis of these critical incident can help us to know more about how we operate, to question our own practice and enable us to develop understanding and increase control of our professional judgments.

During the practice was very clear that our students have a style of visual and kinesthetic learning, for that reason, when activities were not focused on use didactic material, students showed trouble to understand the issues and proposed activities; therefore, it was sometimes necessary to use Spanish for students to understand instructions on how to develop some activities. It is important to taking into account the previous information, because this leaded to student’s decrease the level of motivation to continue learning of a second language, as we can analyzed in some classes, where
students did not understand how to develop activities, then they preferred to do other things that had no relation with the topics.

Jeremy Harmer (2009) claimed that motivation and commitment of students is the key to enable teachers to develop active and interesting classes, but one the most relevant challenges related with the linguistic outcomes was, students wanted teachers use more Spanish that English, given that they argued that in Spanish, they understand better the topics and the instructions of the activity.

As a future teacher, we consider that the previous problems can be solved, if we will apply and search new Technical how to get more much the attention of our students and how to explain the topic and instruction using more English than Spanish, because as a Jeremy Harmer said, at the moment to present a new topic, and students development activities, the most important is teachers check that the instructions was well explaining and the topic was assimilated and understood in a correct process.

8.2 Appendix
SOLAR SYSTEM SCRAMBLE

1. Rearrange the letters to find the names of all the planets in our Solar System. There is a code to find the hidden phrase.

2. Rearrange the letters to find the names of all the planets in our Solar System. There is a code to find the hidden phrase.