

OWNERSHIP OF LEARNING THROUGH TASK-BASED TEACHING IN A GROUP  
OF HIGH SCHOOL STUDENTS AT A PUBLIC SCHOOL

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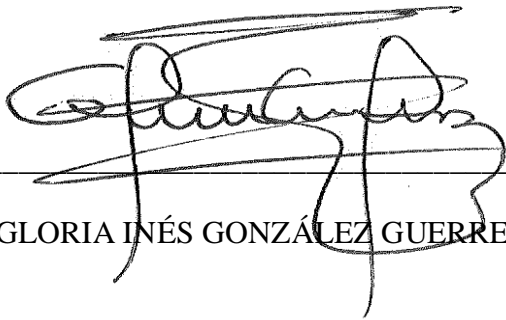
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## **AFFIDAVIT**

I, Gloria Inés González Guerrero, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university (Article 92 Advanced Education Student Code, Universidad

Pontificia Bolivariana)



GLORIA INÉS GONZÁLEZ GUERRERO

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## **Abstract**

The present study analyzes the extent to which Task-Based Learning (TBL) fosters ownership of learning in a group of learners. The concept of ownership of learning is explored from the ownership of learning model designed by Conley and French (2014), which compresses five key aspects: (1) Engagement (behavioral, cognitive and emotional), (2) goal orientation and self-direction, (3) self-efficacy and self-confidence, (4) metacognition and self-monitoring and (5) persistence. TBL was implemented for about two months with a group of English learners of a public school in Medellin, Colombia. The sample for this study was 20 students of tenth grade whose ages ranged between 15 and 18 years old. This is a case study framed within the qualitative approach. For data collection, the researcher used semi-structured interviews, surveys, and video recordings. The findings of this study suggest that TBL fosters ownership of learning as the participants clearly showed behavioral, cognitive and emotional engagement; self-directedness to achieve goals, a raise of self-confidence and self-efficacy to develop different tasks; planning, monitoring and evaluation of their learning process; as well as persistency despite the difficulties they had to face during the methodology implementation. The study concludes that TBL exerted a positive effect on each of the key aspects comprised in the ownership of learning model enriching the English language learning process.

**Keywords:** ownership of learning, ownership of learning model, Task-Based Learning and task, task methodology.

## **Chapter one. Introduction**

In my specific context, despite my efforts of trying to use different resources and activities to increase my students' interest towards their English learning process, I noticed they just seemed indifferent to reach the goals I had established at the beginning of the class and when it was time to evaluate, results were not what I had expected from them. At that moment, I started to observe how my classes worked to understand the reasons my students presented that behavior. After a deep reflection, I realized the students followed a teacher-center methodology, where they depended on me and what I could provide and they just followed instructions with the only purpose to get a grade. My main concern as a teacher then was how to get them out of their comfort zone and for doing so I needed to look for strategies aimed to raise awareness about their own learning process.

In this sense, I started searching for information in the extant literature and I came across with the concept of ownership of learning. In the educational field, the notion of ownership of learning has been studied by different authors and researchers (Dudley-Marling & Searle, 1995; Maher, 1995; Rainer & Matthews, 2002; O'Neill, & Barton, 2005; Wiley, 2009; Conley & French, 2014; Ramsay, 2015) as they believe it is a crucial factor in the learning process that allows students to have higher levels of understanding, retention, and desire to learn (Voltz and Damiano, 1993). As a result, several researchers have associated this concept with ideas such as autonomy, power, voice, and responsibility (Aaronsohn, 1996; Dillon, 1995; Richert, 1992 in Rainer and Matthews, 2002) and as a way to help students make their own decisions about their learning process (Ramsay,

2015). However, Voltz and Damiano (1993) widened the scope by defining ownership of learning as “the development of a sense of connectedness, dynamic involvement, and personal investments in the learning process.” This definition is closely connected to Wiley’s (2009) idea of considering ownership of learning as a personal and single experience that cannot be given or taught but inspired within an individual in response to certain stimuli.

To expand the concept of ownership of learning and clarify what ownership of learning comprises, there have been different authors who have deepened into the term and have proposed their own model for ownership of learning. Conley and French (2014) for example, have suggested an ownership of learning model that embraces five main elements grouped as follows: motivation and engagement, goal orientation and self-direction, self-efficacy and self-confidence, metacognition and self-monitoring and persistence. They argue that fostering these elements within the learning process can help learners to own their learning by believing in their capacities to develop complex assignments, solve problems, persist in achieving goals, create high quality work, and go beyond following teacher directions. Also, Shannon (2008) mentions these elements are important in the learning process as they offer the basis for encouraging students to gain awareness of who they are as learners and find ways of how they can increase their self-awareness as a learner.

Based on the afforded mentioned thoughts, I got to the idea that the difficulties my students presented responded to the lack of what this concept comprises and that one possible solution to the problematic situation mentioned before was to foster ownership of

learning among my students. However, one drawback I found was that the subjective and intangible nature of the concept presented avoided applying it directly, and as the concept could not be measured or easily observable, it required a means to be fostered. In this regard, I inquired a considerable number of methodologies which could be adjustable to the characteristics the concept of ownership of learning presents and one methodology that offered a wide range of possibilities to be combined with ownership of learning was TBL. I chose this methodology for three main reasons. First, this approach has proven to be effective in L2 teaching and learning, second the stages it presents (Pre-task, during task and post- task) are organized to guide students through their mental process for achieving successful goals in L2, and third, it promotes to plan, monitor and evaluate students' process productively.

In the field of English as Second Language (ESL), several authors have used TBL to observe whether it fosters any of the elements mentioned in Conley and French's ownership of learning model. For example, Chou (2017) asserted that the application of TBL provided a framework that allowed students to develop and practice meta-cognitive thinking, including planning, evaluating, and problem-solving in listening tasks. Also, Csikszentmihalyi (cited by Stroud, 2013) argues TBL in high schools should aim to reach a state of "flow" which refers to the result of a balanced combination of cognitive, motivational, and emotional processes included in task performance. However, there are few studies or theories that show how ownership of learning could be addressed in the Second Language field and the possible impact it could have in the language learning process.

These considerations helped the present to be focused on analyzing the extent to which Task-Based Learning (TBL) may foster ownership of learning in an English class. The participants of the project were a group of 32 tenth grade students between the ages of 14 and 17 years old. Over two months, the students developed four different tasks which were designed taking into account students interests, English level, their previous knowledge and the school syllabus. I implemented the tasks by using the three stages of Task Based Learning: pre-task, during task, and post task (Willis, 1996; Ellis, 2003) to guide the students not only in the development of the tasks and the use of language in context but also to explore to what extent TBL fostered engagement, self-efficacy, self-confidence, goal orientation, self-direction, metacognition, self-monitoring, and persistence. Also, during the methodology execution, I used the elements of the ownership of learning model as a reference to design the interview and survey questions and also to create the categories for the data analysis.

### **1.1 Research question**

The aforementioned inquiries were the basis that conducted the present study, which took place in a public school in Medellín and it was aimed to discuss and answer the following research question:

To what extent does Task-Based Learning foster ownership of learning in a group of high school English language-learners from a public school in Medellín?

To answer this question, the researcher intends to accomplish the following objectives:

## **1.2 General Objective**

To analyze the extent to which Task-Based Learning fosters ownership of learning in a group of English language learners at a public school in Medellín, Colombia.

## **1.3 Specific objective**

To describe how the elements of ownership of learning foster ownership of learning in a group of students

## **1.4 Chapter outlines**

This section, chapter one, contextualizes the concept and elements of ownership of learning, the impact ownership of learning has in the students learning process, the way ownership of learning is connected to the English as a second language field and TBL, and the question and purposes of the present study. Chapter two presents the definition of ownership of learning, the ownership of learner model explored in the study, TBL, tasks and type of tasks, task methodology, the connection I see between these concepts, and finally I present different studies focused on how TBL has contributed to fostering each one of the elements of ownership of learning. Chapter 3 describes the research design and methodology that I used in this research study. I explain the context in which this research was carried out, present and explain the methods of data collection, and provide a complete description of each one of the tasks implemented, how they were connected to ownership of learning, and how data collection was carried out. Chapter 4 describes the findings after

data analysis and presents some conclusions. Finally, chapter 5 present a discussion on TBL Fostering Ownership of Learning, considers the pedagogical implications of the research, presents some possible ideas for further study, and draws some conclusions from the study.

## **Chapter two. Conceptual framework**

In this section, I describe the concepts that helped me have a thorough understanding of my research on describing Task-Based learning to foster ownership of learning in an English class. I provide a definition of ownership of learning, Task Based-Learning (TBL), task, type of tasks, and task methodology; I also explain how the concept of TBL and task-based methodology are connected with ownership of learning and report on some studies that have used Task-Based Learning to help students to develop the different elements of ownership of learning.

### **2.1 Defining Ownership of learning**

In reviewing the literature on what ownership of learning means, the term has been connected with various educational goals such empowering students to make decisions in their learning process (Ramsay, 2015), and engaging students in their learning process (Newman, 1989 cited by Wiley, 2009). However, while these are important and desirable elements in a classroom, different authors have tried to provide a more general definition of what ownership of learning means. For instance, Voltz and Damiano (1993) define ownership of learning as “the development of a sense of connectedness, dynamic

involvement, and personal investments in the learning process” and Wiley (2009) declares “ownership of learning is an outcome that is activated when certain conditions are present” (p. 46). For the present project, ownership of learning was understood taking into account Wiley (2009) and Voltz and Damiano’s (1993) definitions as they take into account that ownership of learning is a personal process which implies that learners take an active part in their learning process and raise awareness on what they are doing, and highlight how ownership of learning results from presenting learners with certain stimuli. In this sense, during this project I focused on the stimuli presented, (in this case the TBL methodology) and not “the nature of the learner” (Wiley, 2009, p. 46), as the reaction to the stimuli can have variations from student to student, even within the same student, depending on the moment (Wiley, 2009).

In an effort to better understand the concept of ownership of learning, Savery (1996) in Enghag (2006) developed his own ownership of learning model. Savery (1996) stated that the “the model for ownership of learning” (p. 37) included four categories: the meta-cognitive and cognitive factors, affective factors, personal and social factors, and individual differences. Within these categories, he used “sixteen checkpoints of behavior indicators” to have a wider sense of what ownership is. However, at the end of the study, he called for “further refinement of the behavioral indicators and the development of more detailed student questionnaires” that help to determine in a more precise way the level of the students’ ownership under some behaviors (Savery, 1996 cited by Enghag 2006). Although this model presents remarkable aspects to help understand ownership of learning, the model proposed by Conley and French (2014)(and explained below) was used as a referent for the



present project as it presents a complete a more complete explanation on what the concept comprises and it provides examples of how teachers can help students to foster each component.

In 2014, Conley and French proposed the “Conceptual Model for Ownership of Learning”. This model is part of a bigger model called “College Readiness,” which includes four keys: key cognitive strategies (thinking), key content knowledge (knowing), key learning skills and techniques (acting), and key transition knowledge and skills (going). From these four components, the present project focused its attention only on key learning skills and techniques (acting) as this key comprises the model for ownership of learning. The ownership of learning model includes five elements: motivation and engagement, goal orientation and self-direction, self-efficacy and self-confidence, metacognition and self-monitoring, and persistence.

The following figure shows the student ownership of learning model designed by Conley and French (2014).

*Figure 1.* Student ownership of learning model



Source: (Conley & French, 2014, p. 1021)

## 2.2 Elements of the Ownership of Learning Model

**Motivation and Engagement:** Conley and French (2014) argued that ownership of learning begins with the student's intrinsic or extrinsic motivation and engagement in learning, which can contribute to established learning goals. They also say that "while motivation is an internal state, engagement is the manifestation of motivation behaviorally," and both aspects involve "students' ability to see the value in coursework, be motivated to excel, see the value of learning, and enjoy a challenge" (Conley & French, 2014, p. 1022). Anderman and Patrick (2012 in Philp and Duchesne, 2016) suggested that exploring engagement should be done through observing students in their natural contexts when developing on different tasks and Conley and French (2014) proposed some strategies to build motivation and engagement. For instance, they suggest it is important to help students how to learn by including tips and techniques of three kinds: generic learning strategies (e.g. time management to prepare for an exam), subject-specific (e.g. ways to remember historical events in context) and topic-specific (e.g. ways of understanding a reaction process). In this way, students then build a plan or strategy for relearning course material (or for succeeding in the course) (Conley & French, 2014).

Engagement embraces three components: behavioral engagement, emotional engagement, and cognitive engagement (Fredricks, Blumenfield, & Paris, 2004; Trowler, 2010 cited by Conley and French, 2014). Behavioral engagement has been defined as "interactions with the academic setting that are active, goal-driven, flexible, constructive, and persistent" (Hughes, Wu, & West, 2011; Martin, 2008; Skinner & Pitzer, 2012 cited by

González & Paoloni, 2015). These authors note that some indicators that evidence behavioral engagement in academic contexts include planning, task attention, concentration, task involvement, hard work, time consumed, attendance, voluntary participation, and how they follow the established classroom rules and norms (González & Paoloni, 2015).

Emotional engagement refers to the interest or enjoyment students show during the task development (Fredricks, Blumenfield, & Paris, 2004; Trowler, 2010 cited by Conley & French, 2014). González and Paoloni (2015) complement such definition by arguing that affective or emotional engagement includes both as positive reactions such as happiness, interest, enjoyment, and enthusiasm; and negative reactions such as frustration, boredom, anxiety towards academic tasks and activities, classmates, teachers or the schools itself. Cognitive engagement refers to investment in learning and challenging seeking (Fredricks, Blumenfield, & Paris, 2004; Trowler, 2010 cited by Conley & French, 2014). González and Paoloni (2015) complement this definition by saying that cognitive engagement “focuses on the analysis of the students’ psychological investment of mental energy required for undertaking academic tasks” (p. 870). Some activities and strategies that evidence cognitive engagement are “thinking profoundly about complex concepts, asking questions to clarify ideas or concepts they cannot understand, reading more than the assigned material, and using cognitive, self-regulating, and meta-cognitive strategies” (Lawson & Lawson, 2013 cited by González & Paoloni 2015, p. 870).

In the foreign (FL) or second language (L2) context, engagement outcomes are related to the students using or developing the language when working on a particular task, as tasks

require learners to use the language they know, connected to what they are learning and their own ideas and experiences and the achievement of nonlinguistic goals (Philp and Duchesne, 2016). Also, in applied linguistics, these components are seen as “important to instructed language learning (Schumann, 1997; Swain, 2013; Philp and Duchesne, 2008; in Philp and Duchesne, 2016) and they are equally important as students need to be “both emotionally and cognitively engaged” to gain greater learning and higher success in the classroom (Conley & French, 2014).

Because of the relevance of engagement in the Learning process and as being one of the main elements of ownership of leaning, for the present study, I included engagement in my observations taking into account the three components (Cognitive, behavioral and emotional) proposed by Conley and French (2014). These three components contributed to have a wider scope of what engagement means in the ownership of learning model and helped the researcher to clarify some strategies to evidence engagement when students were developing different tasks.

**Goal orientation and self-direction:** Goal orientation is defined as the students’ reasons or goals for carrying out a task (Pei-Hsuan Hsieh, Cho, Liu, & Schallert, 2006 in Jalali, Zeinalib & Nobakhtc 2014) which influence students’ actions, reactions, and motivation for learning (Shim & Ryan, 2005 in Jalali, Zeinalib & Nobakhtc 2014). Conley and French (2014) describe goal setting as “the strategies students use to set academic and personal goals for high school and beyond and identify resources and steps to attain these aspirations” (p. 1023) and “self-direction is promoted through novel and complex work,

which students find rewarding” (Bronfenbrenner, 1979; Csikszentmihalyi, 1990 cited by Conley & French 2014, p. 1023).

There are different benefits that goal-oriented students can enjoy. For example, when students set their minds towards goal achievement, they are more likely to look for strategies to overcome difficulties, engage in challenging tasks, and they are more willing to improve their work after facing failure and dealing with difficulties (Dweck & Leggett, 1988 cited by Conley & French, 2014). In this sense, learning goals can help students to progress in their ability to understand and develop new tasks, believe in their cognitive abilities, improve in their exams and their course grades, understand class material and increase intrinsic motivation (Dweck & Sorich, 1999; Grant & Dweck, 2003; Greene & Miller, 1996; Kaplan & Maehr, 1999; Meece & Holt, 1993; Midgley & Urdan, 2001; Roeser et al., 1996 cited by Conley and French, 2014).

Some strategies to help students to build goal orientation and self-direction include using goal setting to engage students, creating ways for students to set goals that state what they will learn or do, by when, and how they will measure success, encouraging short-term and medium-term course goals, getting students to link course goals to larger educational or life goals, displaying progress toward goal achievement graphically along with goals achieved, suggesting next goals, and suggesting strategies if goals are not being met. (Conley & French, 2014, p. 1025)

**Self-Efficacy and Self-Confidence:** According to Pajares and Miller (cited by Conley & French, 2014) “self-efficacy is a context-specific assessment of competence to perform a specific task,” “and self-confidence are beliefs in ability and self-worth that are not

context-specific” (p. 1025). Self-confidence plays an important role in students’ language learning process as it can affect students’ attitudes and efforts toward the L2 and therefore affect their language learning accomplishment (Clement, Dörnyei, & Noels, 1994 cited by Kamali & Tokel, 2018). Students with a high level of self-efficacy appear to be more confident in dealing with several situations, propose ideas to solve problems, and put more determination in learning the L2 (Anyadubalu, 2010). All these characteristics are attached to a solid sense of self-confidence regarding students’ capacities to complete a task (Anyadubalu, 2010).

Teachers can help students to develop self-efficacy by helping them to accomplish different objectives and providing positive feedback (“you have been working hard” instead of “you will need to work hard”) (Schunk, 1981 cited by Conley & French, 2014). In this way, teachers will help learners to reduce fears from negative experiences from the past (Bandura, 1997 cited by Conley & French, 2014). In addition, some strategies that Conley and French (2014) propose to build self-efficacy and self-confidence include letting students choose the means to re-learn challenging content and provide them with different options like memorization, graphics with additional examples, simulations, alternative lecture, online chat group, or by adding options based on experience with how students learn challenging content in each course (p. 1026).

**Metacognition and Self-Monitoring:** “Metacognition involves both self-reflection about cognition and regulation cognition through the development of strategies” (Vrugt & Oort, 2008 cited by Conley & French, 2014). Through this process, students understand and engage with the material, perform tasks thoughtfully, persist in facing different challenges,

and reflect on their learning process and the strategies they use for avoiding the same mistakes (Conley & French, 2014). To help students build metacognition and self-monitoring Conley and French (2014) embrace three main aspects: Providing data and information related to learning skills (compare to the class and to typical students at that grade level), which includes objective measures such as time spent studying, the number of pages written, resources used; and subjective measures such as self-rating of interest, learning strategies used, teacher's comments or observations and self-evaluation of effort (p. 1028).

In the L2 context, Raoofi1, Chan, Mukundan and Rashid (2014) have asserted that metacognition plays an important role in the student learning process as it helps them to be more aware about planning and organizing the task, the strategies they should use to achieve a task, monitoring to solve difficulties and evaluating their performance after they complete the task. In this sense, (Thamraksa...) argues that as metacognition has a big impact on language learning, L2 teachers should not only focus their attention on teaching the language but on helping students to use meta-cognitive strategies. Similarly, Paul, 2012; Henter, 2012; Ismael, 2015; Boghian, 2016 in Putra, 2018, have argued meta-cognitive strategies are more effectively used for those students with a low language proficiency, showing that it facilitates these kinds of students have a better performance when learning the L2 to develop the ability to “self-regulate learning, achievement of learning autonomy, learning potential and learning motivation” (p. 80).

**Persistence:** Persistence involves a “person’s initial drive” to do a task, but it also requires the ability to maintain the drive towards the goal regardless of difficulties

(Dumdumaya and Rodrigo 2018). Students who develop persistence are more willing to face difficulties on their own, look for help when they need it, recognize the importance of investing valuable time and effort to pursue their learning goals, and learn from their failures instead of giving up. (Dweck et al., 2011 cited by Conley and French, 2014). Teachers can take full advantage of the effects of persistence by providing students with “challenging but realistic learning scenarios” in which the student’s persistence help them accomplish their goals (Conley & French, 2014, p. 1028). In an L2 context, “developing motivation to persist during the beginning years of language learning could help facilitate the development of motivation to persist in language learning beyond university levels” (Ramage, 1990).

All the previous ideas regarding the five components of the ownership of learning model contributed to the present study to have a better understanding of what each element comprises, the importance of taking into account these elements in the learning process and the different strategies from which each one of these elements could be observed during this research. Also, the previous ideas contributed the researcher to focus their attention on observing and evidencing aspects like engagement, self-confidence, metacognition, goal orientation, and persistence during the different stages of the methodology to see to what extent TBL fostered each one of these elements.

### **2.3 Measuring ownership of learning**

Conley and French (2014) have expressed that measuring directly or widely student’s ownership of learning at a high school level has several complications as time limitations,



effort investment, and expenses. They say that instead of “measuring” ownership of learning, different aspects of student ownership of learning can be observed from different academic performances. (Conley & French 2014). In this sense, the present study focuses its attention on using TBL to observe to what extent the elements of ownership of learning could be fostered.

## **2.4 Task-based learning (TBL)**

Task-based learning (TBL) is an approach that focuses on “the use of authentic language” and on asking students to carry out tasks using the target language (Van Den Branden, 2016). It has its origins in the constructivist theory and the communicative language teaching (CLT) framework established in the 1980s (Moore, 2018; East, 2017) and it was an answer to the discontent with the current approaches of that time that taught the Second Language (L2) in a decontextualized way, making learners study grammar rules and then using them in isolated sentences until they had memorized them (Van den Branden, 2016). The TBL approach is based on the principle that the language learning process can be more successful if the teaching process addresses their attention on promoting environments in which the learner’s capacity to gain a language can be explored and connected to their real life (Ellis, 2009).

TBL has become a significant approach in the second language acquisition field as it “promotes process-focused syllabi” and develops “communicative tasks to enhance learners’ real language use” (Jeon and Hahn, 2000 as cited by Hismanoglu & Hismanoglu, 2011). Also, as it is a learner-centered approach, TBL views language as a communicative

tool that aims to provide learners with the opportunity to progress in their language acquisition through “learning activities designed to engage learners in the natural, practical and functional use of language for meaningful purpose” (Lin, 2009 cited by Hismanoglu & Hismanoglu, 2011, p. 47). In this sense, different educators have reflected on their traditional teaching practices that approached the L2 mechanically and separated from the students’ realities and started adopting Task-Based learning to address the language taught in the classroom towards contextualized communicative purposes (Elmahdi, 2016).

Different studies which consider “communicative interaction as central to language learning” brought up the term “task” (Moore, 2018), whose main purpose is “to provide a context for processing language communicatively (i.e. by treating language as a tool not as an object)” (Ellis, 2002). The concept of “task” has been discussed by many scholars (Oxford, 2006; Nunan, 2010; Hismanoglu & Hismanoglu, 2011; Willis & Willis, 2013; Van den Branden, 2016), who have provided a wide-range of definitions and perspectives on the concept. For instance, Long (1985) cited by Hismanoglu and Hismanoglu, 2011 offers a definition of “real world task” which is connected to the language uses outside their classroom. [A task is] “A piece of work undertaken for oneself or for others, freely or for some reward” (p. 47). Some examples include buying a pair of shoes, making an airline or hotel reservation, borrowing a book in the library, taking a driving test, and typing a letter (Long, 1985 cited by Hismanoglu & Hismanoglu, 2011). Nunan (1989) states that a task is “a piece of classroom work which involves learners in comprehending, producing or interacting in the target language while their attention is principally focused on meaning rather than form” (p. 10). Willis (1996) stresses that task is “a goal-oriented activity in

which learners use language to achieve a real outcome” (p. 2). Van den Branden (2016) defines a task as “an activity in which a person engages in order to attain an objective and which necessitates the use of language” (p. 240). Scarino and Liddicoat (2009) argue that tasks could be described as “purposeful and contextualized instances of language use” (p. 46). Samuda and Bygate (2008) say a “task is one kind of holistic activity in the sense that it involves the learner dealing with the different aspects together in the way language is normally used” (p. 7) and Ellis (2003) sets a wider definition:

A task is a work plan that requires the learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productivity or receptivity, oral or written skills and also various cognitive processes (Ellis, 2003, p. 16)

The definitions from Samuda and Bygate (2008) and Ellis (2003) drove the present study as they emphasize that classroom tasks should be connected and contextualized with activities students carry out daily and encourage learners to use linguistic resources to create their own meanings and achieve an outcome (Willis, & Willis, 2013).

In defining a task, the literature has proposed four main parameters in the task designed: “closed or open task, one way/two way tasks, focused and unfocused tasks, and “real world” and target tasks or pedagogic tasks” (Leaver & Willis, 2004). Focused and unfocused tasks “refer to whether or not the task has a specific and predetermined linguistic focus” (Leaver & Willis, 2004, p. 25). An unfocused task gives the learner the freedom to use the language they feel it is necessary to achieve a specific outcome. A focused task can be an activity to raise awareness on studying particular features of the language such as classifying the uses of a verb that appeared in a reading text, identifying the prepositions and organizing them into categories, or a task that can be used “to encourage the comprehension of /and /or the use of particular language forms (citation or simulation activity)” (Leaver & Willis, 2004, p. 25). The present study used focused and unfocused tasks and pedagogic tasks as they provided elements that were more useful in the high school context.

Real-world or target tasks refer to “the uses of language in the world beyond the classroom” (Nunan, 2010, p. 138) which include activities that people do with language daily such as writing a check, ordering food at a restaurant, or finding a street destination (Nunan, 2010). Pedagogic tasks are detailed work plans which progressively present complex approximations of target tasks (Van den Branden, 2016). Some examples of pedagogical tasks are spot-the-difference, draw a map while listening to a tape, or listen to instructions and perform a command (Nunan, 2010). Pedagogical tasks focus their attention on stimulating and developing language acquisition and making “language teaching more communicative...since it provides a purpose for a classroom activity which goes beyond

the practice of language for its own sake” (Nunan, 2010, p. 138). In this sense, pedagogical tasks were useful for the present project as learners could see the connection between what they were learning and their real lives (Leaver & Willis, 2004).

Tasks are also divided into categories to ensure that students have different learning experiences and can grow in their ability to use the L2 in context (Scarino & Liddicoat, 2009). Willis (cited by Leaver & Willis, 2004) for example, classifies pedagogic tasks into three categories: “(1) the gap principle, (2) reaching a decision or solution and (3) cognitive processes” (p. 21). The gap principle category involves “that one learner held information needed by another learner to fulfill a task or that a text held information that the learner needed” Willis (cited by Leaver & Willis, 2004). Reaching a decision or solution, tasks comprise learners work in teams to support their ideas, debate their classmates’ arguments and offer solutions or agreements as a team Willis (cited by Leaver & Willis, 2004). In the cognitive processes category, tasks can refer to work on any topic or theme and classified by “six major cognitive processes” to guide teachers in creating tasks (Willis, 1996). They are: listing, ordering and sorting, comparing and contrasting, problem-solving, projects and creative tasks, sharing personal experiences.

The present study concentrated on focused and unfocused tasks and pedagogic tasks as they provided elements that were more useful in the high school context. Also, the parameters mentioned above, became relevant for this project as they provided the teacher-researcher more opportunities to think of a variety of tasks that helped learners to engage in communicative purposes according to their level, interests, and motivation and in this way foster different elements of the ownership of learning.

#### **2.4.1 Task-Based methodology and the elements of the ownership of learning model.**

As the main purpose of the task-based methodology is “to create opportunities for language learning and skill-development through collaborative knowledge-building” (Ellis, 2003, p. 276), authors as Estaire and Zanon (1994) cited by Leaver and Willis (2004); Lee (2000) cited by Ellis (2003); Prabhu (1987) cited by Leaver and Willis (2004); Skehan (1996) cited by Ellis (2002); Willis (1996) have proposed their own designs for task-based lesson. However, they all have in common three principal phases: the pre-task phase, the during task phase, and the post-task phase (Ellis, 2003, p. 262). In this sense, since the main framework’s aim is to create the essential classroom conditions for language learning (Willis, 1996, p. 4), the present project was supported by Willis (1996) and Ellis (2003) framework’s ideas as they both have many similarities, complement each other and provided a clear, complete structure to follow in each one of the phases during the project implementation. Also, I consider the way this framework is organized and the options it includes in each one of the phases could open spaces to foster the different elements of the ownership of learning model.

#### **2.4.2 The pre-task phase**

In the pre-task phase, the teacher identifies and introduces the topic and activates previous knowledge by “exploring the topic and highlighting useful words and phrases which might be needed during task performance” (Rodríguez-Bonces & Rodríguez-Bonces,

2010, p. 168). Also, this phase “introduces new language learners can use while performing the task, to mobilize existing linguistic resources, to ease processing load and to push learners to interpret tasks in more demanding ways” (Skehan, 1998 in Ellis, 2003, p. 249). In this phase, teachers present the task in ways learners can see its value, purpose, and its usefulness in order to motivate them to achieve an outcome (Dornyei, 2001 cited by Ellis, 2002). The pre-task phase gives learners the opportunity to activate their previous knowledge, learn new things and “helps them to think of the kinds of things they can say, and seems to result in better quality language use at the task stage” (Foster in Willis, 1996, p. 5).

### **2.4.3 The during-task phase**

Although the task may be completed individually, it is recommended that learners work in groups with their peers as it offer them the opportunity to explore and practice the language they know and express ideas and opinions (Willis, 1996). During this phase, the students can plan and develop their task by having the teacher’s support and presenting their outcomes to their classmates (Willis, 1996 in Rodriguez and Rodriguez, 2010). To this respect, Willis (1996) proposes the following methodological options:

**Task:** In this step, Willis (1996) suggests that the teacher monitor students’ work, encourage them to set goals, and plan what they want to say or do by using the L2, emphasizing “spontaneous, exploratory talk and confidence-building within the privacy of the small group” (p. 5). She suggests teachers should try to correct linguistic errors only when students ask for it.

**Planning:** During this step, Willis (1996) says students can prepare and rehearse the task performance they will share with their classmates by paying attention to aspects like “clarity, organization and accuracy, as appropriate for a public presentation” (p. 5). Also, she says teachers can help students to think of expressions they can use during their oral performance or “encourage peer-editing and use of dictionaries” in the case the reports are written.

**Report:** During this stage it is unnecessary for all students to report their outcomes as the reports can be divided into two: the students who do the oral presentation and the ones who can listen to the presentations, take notes, compare findings and make some comments (Willis, 1996). In the same order of ideas, Willis (1996) suggests that the teacher can review linguistic aspects that students have still difficulties in understanding, make comments on the student’s presentations, and provide feedback by avoiding making corrections with a specific student in public. “This component gives learners practice in public, prestige use of language and increases other students’ exposure to spoken or written language” (Willis, 1996, p. 5).

#### **2.4.4 The post-task phase**

This phase is aimed to accomplish three main pedagogic goals:

**Repeat performance:** Ellis (2003) argues that allowing students to repeat a task and present it in front of their classmates can help them improve, since as “complexity increases, propositions are expressed more clearly, and they become more fluent” (Robertson and Nunn, 2007, p. 369). Although authors like Candlin (1987) in Ellis (2003)



argue that asking students to perform their task in front of their peers can “increase the communicative stress,” (Givon, 1979 cited by Ellis, 2002) says “public performance is likely to encourage the use of a more formal style and thus may push learners to use the grammaticalised resources associated with this style” (p. 94).

**Encourage reflection on how the task was performed:** In this stage Willis (1996) cited by Ellis (2002) suggests that the conclusion of the task cycle should be students reporting, orally or in writing, on how they developed the task and mainly on “summarizing the outcome of the task” (p. 94) Ellis, (2002) complements this suggestion by proposing students should also be encouraged to “reflect on and evaluate their own performance of the task” (p. 94). For example, students could reflect on “which aspect of language use (fluency, complexity or accuracy) they gave primacy to and why, how they dealt with communication problems, both their own and others, and even what language they learned from the task” (Ellis, 2002, p. 94). Additionally, he says students could be encouraged to reflect on how they overcame the difficulties they faced to “contribute to the development of the metacognitive strategies of planning, monitoring and evaluating, which are seen as important for language learning” (O’Malley and Chamot 1990 cited by Ellis, 2002, p. 94) In this sense, Anderson (2020) argues “When learners reflect upon their learning strategies, they become better prepared to make conscious decisions about what they can do to improve their learning. Strong metacognitive skills empower second language learners” (p.5). Furthermore, students be encouraged to evaluate the task itself throughout “simple questionnaires” to help teachers to analyze about whether to use similar tasks or look for a different type the next time (Ellis, 2002).

**Focusing on forms:** In this stage, the teacher can present students opportunities to be aware of language features to clarify or learn new concepts (Willis, 1996). According to Willis and Willis (2013) focus on forms comes after focus on meaning. With this in mind, teachers should select some difficulties the students had regarding “some forms of the language” while performing the task (Ellis, 2003) and develop some “language-focused tasks” usually called “consciousness-raising activities,” taking into account the readings the students had worked on or listening activities they had developed. These tasks are aimed at providing learners with opportunities to clarify doubts and associate a specific form with proper meaning (Willis & Willis, 2013).

Ellis (2002) argues that “The overall purpose of task-based methodology is to create opportunities for language learning and skill-development through collaborative knowledge-building” (p. 97) and mentions 8 principles to guide task-based lessons:

- (1) Ensure an appropriate level of task difficulty,
- (2) Establish clear goals for each task-based lesson,
- (3) Develop an appropriate orientation to performing the task in the students
- (4) Ensure that students adopt an active role in task-based lessons
- (5) Encourage students to take risks
- (6) Ensure that students are primarily focused on meaning when they perform a task,
- (7) Provide opportunities for focusing on form,
- (8) Require students to evaluate their performance and progress. (Ellis, 2002, pp. 97-98).

The description and nature of each one of the phases of the methodology lead me to reflect that students could focus not only on carrying out goal orientated tasks but that the methodology open spaces to fosters the different elements of ownership of learning as

engagements, goal orientation, self- confidence, metacognition and persistence could be fostered and observable while the students develop the pre-tasks activities, the task itself and the post-task activities. In this regard, the Task-Based framework plays is important for the present project, as based on the considerations mentioned above, the three stages offers a clear structure to guide students through a more organized process, where they can connect their new and previous knowledge, clarify and used different concepts, stablsh clear goals, believe in their capacities to learn the language, keep track of their learning process, develop tasks related to their real lives and personal experiences that lead them to be more engage and use the language in a contextualize way.

**Research on TBL promoting the elements of ownership of learning in the L2 context.**

The following is a report on the studies that have used TBL to foster some important elements for the present research as engagement, self-confidence, self-efficacy and goal-setting and meta-cognitive awareness. In this search, I found some local and international studies that show how TBL has been used to develop oral production, autonomy, motivation, and cultural awareness but not the five elements that comprise the ownership of learning model. Because of this, I went over the literature related to how TBL has fostered the elements of ownership of learning separately and studies that focused on the elements of ownership of learning in the ESL field. I focused on studies that were published between 2000 and 2018, and I present a description of how some elements of ownership of learning are fostered as a result of TBL.

A study carried out by Chen, Fan, Chang, Chang, & Chen (2018) aimed to use the devised “Situational Comic Play (SCP) learning system” to enhance the students’ English knowledge, autonomy, and ownership. The participants of the study were fifth grade students who were learning English at an elementary school in Taiwan. These participants were in four different groups: three of them were in focused groups where the SCP was implemented. The system gave students scenes and props for them to create comics by using the English language. The last group was the control group, and developed comics through traditional methods like books and the board. After one year of the study, the findings showed that when the participants were evaluated, the groups where the SCP learning system was used more effectively increased their capacity to use vocabulary and build sentences by using the L2 in comparison with the group that was taught by using traditional methods. Also, the researchers said the use of the SCP learning system influenced students’ ownership and autonomy as they were more motivated, helped each other to correct their work, improved their own work, and felt greater ownership when they could see their final work.

In 2017, Amini and Amini studied 131 junior and senior students of English from 5 classes, using different pre-task activities to encourage engagement emotionally, motivationally, or cognitively with a vocabulary learning task. Although this promoted the acquisition of target words, the study revealed that encouraging these three elements separately did not have a significant effect on long-term retention of gained words. However, when the engagement with the learning task included a balance combination of emotional, motivational, and cognitive elements, it contributed to students’ long-term

retention of words. These findings suggest that TBL should not be seen as rigid language pedagogical structure, but as a framework that offers the possibility “to integrate less-attended aspects of intellectual functioning such as emotional and motivational processes into task procedure” (Amini and Amini, 2017, p. 36).

Xuefeng (s.f.) conducted a study on TBL with participants who were 25 female and 59 male students from Shantou University, China. Findings showed learner’s task engagement improved gradually; four students evidenced the highest level of engagement as they could share and associate the task to real aspects of their life. In terms of engagement, findings indicated that tasks topics should be relevant, interesting, and meaningful to the students, especially when learners have to discuss them. The findings also showed students’ engagement level was affected by the teacher, the classroom environment, the closeness to their classmates, their confidence on developing the task and the communication skills taught which result in improving task performance and better engagement. The researcher connects the findings on the increase in task engagement to what Dörnyei in Xuefeng (s.f.) identified as influencing students’ motivation: self-regulation, peers influence, the quality of the experience, and the student’s sense of autonomy. Based on this, findings indicate that students’ task engagement can be affected not only by the task designed but also by the classroom environment and strategic interventions.

In 2018, Zhang and Hyland conducted a study involving two Chinese students from a Chinese university. The study focused on how two students engaged with the teacher and Automated Writing Evaluation (AWE) feedback on L2 writing. Results assert that one student showed higher engagement with both teacher and the AWE feedback as they

evidence with different actions their engagement in learning. These actions were evidenced through the time student took to make revisions and changes and on the different strategies used such as planning, establishing goals, monitoring, and evaluating. In terms of cognitive engagement, one participant used cognitive and meta-cognitive strategies during the revision process as the student corrected linguistic errors, deleted, made changes, reorganized, and rewrote their writing. Findings indicated that the two types of feedback should be combined in the L2 context and that whether human or machine sourced feedback is a key construct in L2 writing. Also, the teachers' role in helping students increase engagements should be focused on helping them to develop positive learning beliefs, supporting them on developing proficiency and providing clear guidance on the use of cognitive strategies.

Kamali and Tokel (2018) developed a study with fifteen preparatory students from the Middle East Technical University that investigated Task-Based Learning contributions to 3D Virtual World (VW) to anxiety, motivation, and self-confidence. The results showed the efficacy of TBL in 3D VWs as it positively influenced students' attitudes towards speaking English. In terms of self-confidence, results showed that when students realized their abilities in using the L2, their self-confidence and self-efficacy increased as they spoke more easily when compared to the beginning of the project. Findings suggest that the teachers' role should focus on using new methodologies and approaches to account for students' feelings, such as the negative beliefs they have regarding their language learning process, and in this way help them overcome the problems they may have when speaking in English.

Rahemi (2007) developed a study of eighty senior high school students and twenty high school English teachers, researching the belief learners have regarding their self-efficacy and the impact it has on language learning achievement. Findings revealed positive self-efficacy contributes highly to Second or Foreign Language success, and therefore teachers and students should be aware of strategies to develop positive self-beliefs. In this sense, using humanistic activities as Moskowitz (1981) cited by Rahemi (2007) suggest can guide learners to improve their self-perceptions, their attitudes towards learning, and the possibility to integrate what they are learning with their emotions, interests, and personal experiences. Findings suggest that as learner's self-efficacy and goal-setting are connected, teachers should provide conditions and encourage learners to think and work towards challenging but workable goals that may promote lower levels of anxiety, higher levels of self-confidence, and the feeling they can succeed.

Chou (2017) developed a study to “investigate how well a task-based teaching framework was able to develop intermediate Chinese English as a Foreign Language (EFL) university students' Meta-cognitive awareness of listening comprehension” (p. 51). The participants of this study were eighty-eight sophomores divided into two groups: the experimental group, which received the task-based listening instruction, and the control group, which received only strategy-based instruction. Findings of this study showed the control group improved on the listening test while in the focused group the implementations of TBL contributed positively for both language inputs enhancement and outcomes. This was because TBL offered a framework where learners could develop and use different categories of meta-cognitive strategies such as “planning, evaluating, and

problem-solving, to link schemata to information in the worksheet and to direct their attention to relevant or important parts before completing the listening tasks” (Chou, 2017, p. 64). Findings suggest TBL should be used with different tasks to observe its effects on students with higher or lower L2 levels.

Sideridis and Kaplan (2011) developed the study of ninety-seven undergraduate psychology students from a state university in southern Greece. The researchers aimed to investigate the regulation of participants’ persistence with different goal orientations in different tasks. Findings showed goal orientations were connected with different patterns of persistence when students experienced either failure or hoped to succeed. In this sense, findings suggested that avoidance-oriented participants had a low level of persistence when developing the task, and once they experienced failure, they quickly lost interest and even a successful experience did not seem to change their attitude. Also, these kinds of students adopt a defensive position in investing effort as they were concerned that they could show low ability to complete the task. Meanwhile, mastery-goal orientation students showed they were more willing to find ways to solve the task and invested more effort to achieve their goals, while failure seemed to motivate them to attempt the second tasks.

Steele-Johnson, Beauregard, Hoover and Schmidt (2000) carried out a study on the combined effects of goal orientation and task demands on motivation, affect, and performance, taking into account different factors that affected task demands. Participants of the study were 202 undergraduate students from a Midwestern university, randomly assigned to task difficulty and goal orientation conditions. Findings revealed that when tasks are simple and consistent, more beneficial effects on performance goal orientation



could be observed. In these conditions, learners develop a strategy for task completion and then practice important rules that involve task components until students can apply them with no difficulties. However, on more difficult or shifting tasks, benefits could not be observed as fast as expected, as the individual required more time to explore and evaluate the task strategies to develop a schema. In this sense, findings demonstrate that task demands can be used to assess goal orientation effects. The study suggests that it is important to relate goal orientations with task context as the benefits of goal orientation rest on the specific task setting.

Although the studies mentioned in this literature review do not mention how TBL fosters ownership of learning directly, they are significant in the present study as these scholars have studied how TBL has helped students in an L2 learning context to foster the elements of ownership of learning separately. Each one of the studies mentioned before present relevant findings regarding engagement, self-confidence and self-efficacy, metacognition, goal orientation and persistence from a TBL perspective, and showed how they contribute not only to language acquisition, but also help learners and teachers to reflect the affective and cognitive factors involved in learning and L2.

### **Chapter three. Methodology**

The present research focuses on describing to what extent Task-Based Learning (TBL) fosters students' ownership of learning in a group of learners of English at a public school in Medellín, Colombia. In this chapter, I describe the research design and methodology that I used in my study. I explain the context in which this research was carried out, present and

explain the methods of data collection, and provide a complete description of each one of the tasks implemented, how they were connected to ownership of learning, and how data collection was carried out.

This qualitative research was developed as a case study, which is defined by Yin (2003) as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident” (p. 13). One of the main strengths of the case study inquiry is that it can deal with a variety of “evidence, documents, artifacts, interviews, and observations” (Yin, 2003, p. 8) and it may be useful for different purposes like description, understanding, prediction, explanation, and control of the individual process (Woodside, 2010). Although a case can be of different sizes it is necessary to delimit the phenomenon to control a temporal starting and ending point and in terms of space to clarify the included context in the case (Karlsson, 2016). In this sense, case study was suitable for this project as it was the researcher’s intention to explore a particular phenomenon occurring within a specific school setting over a definite period of time.

Likewise, several researchers have identified different categories of case studies, but for the present study, the categories proposed by Yin (2003) were taken into consideration. He distinguishes three types of case studies: exploratory case studies, descriptive case studies, and explanatory case studies. Researchers use exploratory case studies when the main focus is to comprehend how a phenomenon takes place in real-life, descriptive case studies when the main focus is on describing and clarifying a phenomenon in the context it occurs, and explanatory case studies to explain and understand why a phenomenon takes place as

well as the relationship between the case and a real-life context (Yin, 2003). Based on the aforementioned ideas, the case study in the present inquiry was exploratory as it was the researcher's intention to explore to what extent Task-Based Learning fosters ownership of learning in a real-life context.

In addition, Yin (2003) suggests considering three conditions to use the case study design. The first condition refers to the type of research question proposed in the study. The second condition is related to the level of control the researcher has on behavioral events, focusing either on present events where the relevant behaviors cannot be manipulated, or in events the investigator has little or no control over at all. The third condition is to focus on present rather than historical events. Yin argues that although case studies use many of the same techniques as historical cases, it comprises two sources to collect data that cannot be used in historical case studies: "direct observation" and "systematic interviewing" (Yin, 2003). With this in mind, case study was appropriate for this study as it attempted to answer a "what" question (To what extent does Task-Based Learning foster ownership of learning in a group of students from a public school in Medellin?) and develop an understanding of the way it occurred in a specific context.

Finally, it is important to mention that Woodside (2010) considers the main aim of case study is a deep understanding of the actors, interactions, feelings, and behaviors that take place in a determined context. Deep understanding includes two aspects: the first one is "systems thinking, policy mapping, and systems dynamics modeling" (Woodside, 2010, p. 6). The latter is knowledge of "sense-making," which refers to how the individual reacts to a stimulus, focusing on what they perceive, interpreting their actions, and considering how

they solve problems and the results of their performance (Woodside, 2010). He also suggests that achieving a deep understanding in a case study usually involves the use of triangulation. Triangulation often includes direct observation from the researcher, asking for explanations and interpretations to the participants and the analysis of written documents and “natural sites” in the case context (Woodside, 2010) In this sense, triangulation was a relevant aspect in the present study as it helped to show the validity of data built from different sources and also required the researcher’s personal interpretation.

### **3.1 Participants and procedure**

The present study was developed in a public school in the city of Medellin, a school with a population of about 2,300 students. This institution offers preschool through high school education for female and male students of different ages, social classes, religions, ethnic groups, and countries. As this is a diverse population, the institution usually develops different activities to contribute to the students’ formative process and the reinforcement of values like tolerance and respect of the different cultures, customs, and ways of thinking. Based on this diversity, the school curriculum emphasizes the importance of learning and teaching English as a response to the demands of globalization and the improvement of the students’ quality of life to increase the possibility of obtaining employment, pursuing college education and enhancing their relationships with others. The school’s curriculum also emphasizes holistic education, which includes the acquisition of diverse knowledge, the ability to use what they learn in context, and the development of values that contribute to the students’ formative process (Institutional Education Project, 2017).

The present study was carried out with a 10th-grade class comprising 32 students between 14 and 17 years old who had an average of A1 and A2 English level according to the CEFR. These students belonged to a technical program offered by the school in association with an institution for technical programs. In this school, when students reach 10th grade, they study English four hours a week and one of this hour is dedicated to practicing reading comprehension. In this way, the students can develop different reading strategies that help them have a better performance in the Pruebas SABER 11, which is a national test that measures the basic competences a student should develop throughout the first 11 years of schooling (Ministerio de Educación Nacional, 2018).

Before selecting the participants, I obtained a written permission from of the school's principal to conduct the research at the school. After that, I informed the selected class of the number of tasks they would develop, the way these tasks were related to the school curriculum, a description of instruments to collect data and I distributed the parents' consent letter for the students to participate in the project. Data were analyzed from a sample of twenty students as the main participants, who were chosen by using convenience sample criteria. Etikan, Musa, and Alkassim (2016) define convenience sampling as "A type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study" (p. 2).

Therefore, for the present study, I chose participants based on the following criteria:

**Willingness to participate:** This referred to students who felt comfortable participating in the study.

**Regular attendance:** This referred to students who frequently attended school and classes and did not typically arrive late.

**Interest in learning a second language:** This criterion referred to three types of students: those students who, despite having difficulties in their English learning process, had a desire to learn and improve; those who had an average level of English; and those students who had a good level of English and want to keep improving. These students were a mix of boys and girls in order to provide a wider range of attitudes to observe.

**Availability:** This referred to students who sometimes had to stay longer at school and could be available to answer different questions. Within these criteria, I also included those students who not only had the time but those who have the facility to express themselves and could offer relevant insights to explain the phenomenon established in this study.

**Parents' consent:** This referred to those students whose parents agreed on the participation of their child in the present study.

For the present project, I used the framework for Task Based Learning methodology (Willis, 1996; Ellis, 2003) which includes three phases: Pre-task, during task, and post-task. Using this methodology, I designed four different tasks to be implemented in approximately one month. However, because of some difficulties with time (which are described in chapter five), the study implementation was prolonged for about two months. The first task was to design a poster with useful information for a first-time visitor from France; the second one was about writing an article for the school newspaper, the third one

was about producing a catalog for an online clothing store, and the fourth one was planning a prom party. To design these tasks, I took into account the syllabus established by this specific institution to teach in 10<sup>th</sup> grade and I also drew upon the previous knowledge I had about the participants' language use and their personal interests on certain topics. I present the description of each task and the tasks phases below.

### **3.2 Task one**

The first task was about designing a poster with useful information for a first-time visitor from France. In the task situation, students would help a new English language teacher who had arrived to the school and would be in Colombia for six months. The foreigner was from France and knew nothing about Colombian customs and culture. In this sense, students had to produce a poster with useful information that helped him while he was there. The main objective of this task was for students to express important cultural aspects of their country/city through a poster. While implementing the study, in all the four tasks and in every class, I wrote on the board the agenda of the day, which included the date, the aim of the class, BLR (Basic Learning Right), attendance, and the activities to develop.

During the pre-task phase, I told students they would have to present their posters to a real English teacher from France so they would have to use a different language to communicate with him. After that, students started working in groups to make a list of the things a foreigner would need to know while he was here, including modes of transport, currency, words for shops and services, places he should visit, places he should avoid,

activities he could do, and so on. Later, students shared their ideas with their classmates and I wrote them on the board to check for understanding and to practice pronunciation.

During the task phase, I asked students to bring material like pictures and markers to create their posters. Later in their groups, the students had time to select, share, compare, negotiate, and decide what they needed to write on the poster based on ideas we had discussed before and others they wanted to include. When the students finished their posters, they had some time to arrange the way they would present them in front of their classmates and the foreigner. The other students and the guest foreigner looked at the poster and talked about its usefulness for a foreigner, the vocabulary used and some expressions we use in Colombia that they translated literally. During the post- task phase, I encouraged students to pay attention to the use of some model verbs to express advice and the importance of contextualizing certain expressions rather than translating them literally.

Finally, I gave students a “reflecting on my learning” questionnaire where I asked students to reflect on their own performance based on different aspects like how the task was developed, what aspects they gave priority to, what language they learned from the task, their level of fluency, how complex it was, or how accurate their performance was. In the questionnaire, I also included questions for students to reflect on what they discovered and learned, the strategies they used to develop the task, their level of motivation and engagement, whether they set goals, had self-confidence, their persistence, and what they may improve for the next time. Additionally, I asked them to express their feelings about how they felt assessing their classmates’ work and I asked them to assess the task itself



based on aspects such as if they found it interesting, useful, and connected to their interests.

I included this questionnaire at the end of each one of the post-tasks.

### **3.3 Task two**

The second task was about writing an article for the school newspaper. The task situation focused on the 75th anniversary of the school, and that the school newspaper would be recognizing different student achievements and their expectations for their future after they graduate from high school. In this sense, students had to write a short article describing some aspects of their life, such as likes, dislikes, favorite music, sports, or any information they considered relevant about themselves, achievements, and future plans. They could add pictures, drawings or anything they felt identified with. The best texts would be published in the school newspaper. The main objective of this task was to describe in writing their achievements and expectations for their future.

During the pre-task phase, the students developed three main activities: the students had to think about anything they had accomplished in their lives so far and any dream or expectation they had for their future. I wrote the examples they came up with on the board and I added the name of the person who spoke, e.g. “Sandra has won a sports medal and she would like to study at Antioquia University.” In the second activity, students had to work in groups and develop a true or false questionnaire with the information provided by one of their teachers regarding the achievements he had accomplished during his life and the expectations he had for his future. The students had to read and answer the questions according to what they knew from their teacher, their language knowledge, and their

intuition. Later, I invited this teacher to the class to present the students' answers. In the third activity, I showed students a power point presentation, which included some ideas about the way they could design and write a newspaper page including aspects like a title, a short introduction, and more examples of achievements and expectations.

During the task phase, students worked on the creation of their own newspaper article. For this activity, I asked them to bring in the page design and any extra material they might need like pictures, images, glue stick, and so on in order to complement the text they would write. The students had some time to prepare their material, organize their ideas, and select the information they would write in a draft, and finally write the final version of their article. After they finished their articles, the students placed their work on the hall wall so everybody could read their classmates' work. Also, the students had to pick one of their peers' works and provide feedback to the student selected.

In the post-task phase, I encouraged students to talk about how they felt looking back and seeing what they had achieved so far and how they felt now that they were close to graduating and facing new challenges. Also, I provided individual feedback on their written articles so the students who had difficulties could improve and students who had few difficulties and wanted to raise their grade could revise their writing too. Finally, I implemented the "reflecting on my learning" questionnaire described above and we discuss ideas they wrote.

### **3.4 Task three**

Task three was about producing a catalog for a clothing store. The task situation was about students' parents opening an online clothing store and the business going pretty well because of the unique outfits they sell. Their parents wanted to expand their business, so they had to create an English catalog to offer the products to people overseas. The students were asked to design the first draft of this catalog to upload as soon as possible on their parents' web page. However, students did not like the idea of being involved with their parents' business so they suggested that they have their own business and in this way could add their personal touch. The main objective of this task was to describe in an oral and written way the characteristics of clothing people wear.

In the pre-task phase, I included three activities. The first one was asking students to think of names of different clothing. I wrote them on the board and I added a standard sentence such as "this is a jacket," "these are a pair of tennis shoes". In the second activity, I handed out a list of different clothing names and adjectives that could be useful to describe clothing. Individually, the students read each word and tried to write the meaning of the words they knew. After that, I asked them to exchange copies with their partner so they could help them complete the vocabulary list. We discussed the vocabulary, practiced pronunciation, and clarified any missing ideas. During the third activity, I explained word order (adjective and nouns). To support this explanation, I gave students a copy with the order of adjectives so they could identify it better. Also, I showed students an example of a clothing catalog from a specific store with the name of each piece of clothing and some

mixed adjectives. In groups, the students had to organize the adjectives according to the sequence and write the clothing name. For this activity, I asked them to use expressions as she/he is wearing a/an... they/we /you are wearing a/an... Students discussed the activity to compare answers and correct mistakes.

In the during task phase, I asked the students to bring a picture of them wearing their favorite outfit and images about people wearing different outfits. I also asked them to bring in the catalog design to save some time in class. During the class, the students worked in groups to create their fashion catalog by writing the store's name, the clothes the store sells and describe what each person was wearing, including the picture they brought of themselves. The students had also some time to share and discuss the images they brought, the vocabulary they needed to use and the way they would create their catalog with an emphasis on clarity, organization, and accuracy for appropriate public presentation. After that, the students started writing the catalog information with a detailed description of each piece of clothes by using the vocabulary practiced previously and the new vocabulary they want to include. When the students finished their catalog entry, I asked them to discuss them with another group by describing the different designs they chose. Then, students gave their catalogs to the group they discussed with in order for them to read it and assess their work based on the images and vocabulary they used, the correct use of adjectives and clarity, coherence, and cohesion. To do this, they used an extra piece of paper where they wrote all of their comments and suggestions.

In the post-task, based on the catalog entries they created, I asked students to give their opinions and reflections about several aspects. First, they described the material they

mentioned the clothing was made of: what did they know about them? Was it environmentally friendly? And how authentic and unique was their clothing catalog? I also brought attention to the order of adjectives in a sentence and I checked each one of the clothing catalogs to assess two aspects: the first one was regarding the feedback students gave to their classmates, taking into account the criteria established; and the second was to verify which students still had some difficulties in order to give them a second opportunity to improve their task. Finally, students answered “reflecting on my learning” questionnaire and discussed some of the ideas they wrote.

### **3.5 Task four**

Task four was about planning a prom party. The task situation was comprised of having in mind that for the very first time, the school principal had decided to carry out a prom party for the 11th-grade students. The principal had assigned the prom committee a budget of 10 million Colombian pesos to fund the celebration. The prom committee was asked to listen to the students’ proposals about their ideal prom party. In groups, the students had to design and present a plan for their ideal prom party based on what you would do and would not do during the event. The main objective of this task was to explain ideas in an oral and written way about ideal plans.

During the pre-task phase, I wrote on the board vocabulary related to a prom party, such as corsage, party favor, and curfew and so on, and I divided the class into 5 teams. After that, I showed students a power point presentation where there was the definition each word on the board. Students had to discuss which word could match the definition. After that,

students had to race by holding a spoon and a small plastic ball with their mouth and then try to put it into a cup to see who could locate the correct word on the board the fastest. During the activity students took notes of the vocabulary reviewed and asked about what they did not understand. For the second activity, I handed out a description of some aspects of a prom party in the United States, which included some of the vocabulary reviewed. The students worked in teams to find similarities and differences between the USA and their own country regarding the prom party and then they discussed each team's answers.

During the task phase, I handed out a template that students filled out based on what they would do and would not do for their ideal prom party, for example, what would be the place, the food they would/wouldn't buy, decoration, drinks, activities they would develop during the prom party, the music they would play, and so on. The students had to discuss all the possibilities and agree on what they would like to have in their ideal prom party, while respecting the assigned budget. When the students finished planning their ideal prom party, they had to discuss their proposal in front of the class creatively. The class paid attention to each proposal, and they wrote the aspects that called their attention the most, then they gave each team a score from 1 to 10 according to how convincing, fun, and interesting the proposals looked.

In the post-task phase, I encouraged attention to the use of the second conditional; I provided some examples, taking into account the ones students wrote on their proposals. Likewise, I asked students to reflect on what a prom party means for them and if it is worthy or not to celebrate it in our own culture. Also, I offered a second opportunity to improve their task to those students who felt they did not have a good performance. Finally,

they answered the “reflecting on my learning” questionnaire and discussed some ideas they wrote.

### **3.6 TBL fostering Ownership of Learning**

To observe to what extent TBL fostered ownership of learning, I focused on the students’ behaviors and actions students had corresponding to the ownership of learning model during each one of the methodology phases. For example, as the pre-task phase offers learners the opportunity to activate their previous knowledge, learn new things, clarify concepts, and motivate students to develop the task (Willis, 1996), I focused on observing to what extent elements like behavioral engagement emotional engagement cognitive engagement self-efficacy, and self-confidence were fostered. Also, in the “during task” phase as students can plan, prepare and report (Willis, 1996), this opened spaces for observing elements of ownership of learning like engagement, goal orientation and self-direction, self-efficacy and self-confidence, metacognition and self-monitoring, and persistence. Moreover, as the post-task phase includes opportunities for students to repeat performance of the task in case they need it, encourage students’ reflection on their performance, and attention to form (Ellis, 2002), I could focus on observing to what extend some elements like metacognition and self- monitoring, and persistence where fostered.

Additionally, as the post- task phase suggests students should reflect and evaluate their learning performance, their outcomes, strengths, difficulties etc. (Ellis, 2003), I created the “reflecting on my learning” questionnaire (mentioned previously), which student completed at the end of each task to write all their reflections and condensed questions regarding the

five elements of the ownership of learning model. Writing these reflections helped students on having a wider awareness of what they were doing, how they were doing it and keep track of their English learning improvements. Also it helped to keep track on to what extended the methodology was fostering ownership of learning.

### **3.7 Data Collection instruments**

To collect data for this research, I used some of the most common research sources in case studies: video recordings, interviews, surveys, and artifacts, as detailed below.

**Video recording.** As I was a teacher-researcher, I decided to use the video recording instrument to find a balance on gathering valuable information about the students' behaviors during the project implementation, the methodology incidence in fostering ownership of learning, and teaching my class. I tried to record every class in which the students developed the different pre-task activities, performed the four tasks proposed, could learn or clarify concepts studied before and reflect on their learning process, their peer's work and the task itself throughout some questions I provided in the post-task phase.

**Interview.** I chose the semi-structured interview as it offers flexibility on answers to a "why" question; it also allowed me to build a rapport with the participants and gather useful information to have deeper insights that contributed to the study. During the interview, I followed a protocol based on the six stages proposed by Rabionet (2011) which are "selecting the type of interview, establishing the ethical guidelines, crafting the interview protocol, conducting and recording the interview, analyzing and summarizing the interview and finally reporting the findings" (p. 563). At the end of the intervention, twenty students



answered a five-question interview using their mother tongue. These students were the same ones selected by convenience sample criteria. The purpose of this interview was to know to what extent the intervention fostered students' ownership of learning and I did a pilot test with two of the participants to make sure questions were clear and cover different aspects that contribute to answering the question of this study.

**Survey.** The survey of this study comprised nine multiple-choice questions organized to collect information about the methodology applied and its incidence on fostering ownership of learning. The survey also had the option for the students to explain their answers, and in that way obtain more information. As with the interview, I piloted the survey on a sample of the target group to ensure that the survey instrument was gathering useful information and was appropriate for the participants.

**Artifacts.** I also collected some students' artifacts like posters, written works, and reflections to keep track of the process they followed during this experience, which helped me to illustrate the narrative in chapter four. Merriam and Tisdell (2015) consider the artifacts the participants create or the pictures taken during the research process to be a valuable source as it provides another way highlight ideas.

### **3.8 Categories**

After collecting data, I analyzed the information taking into account five different categories. I created the categories based on the ownership of learning model by Conley & French (2014) (described in Chapter 1) where they explain the different elements that define ownership of learning. These categories included information from the video

recording notes, the semi-structured interview, and the survey. The categories are: engagement divided in three subcategories (behavioral, emotional, and cognitive engagement), goal-orientation and self-direction, self-efficacy and self-confidence, metacognition and self-monitoring, and persistence.

### **3.9 Data Analysis**

In order to analyze the data, I first designed three different charts to write the information about each one of the instruments. The charts contained the categories I had established and I organized them with different colors to differentiate the information. The first instrument I analyzed was the video recording. I observed all the videos I had from my class and wrote information from relevant insights for the purpose of the project, taking into account the categories I had created. When I finished observing and writing the information from the videos, I read all my data and I created a new chart with the same categories, but this time I just wrote those aspects in each category that were similar or were constantly repeating.

Later, I listened to the interviews, transcribed the interviews verbatim as it helped me have a wider picture of the students' perceptions and I organized different data considering the categories and the colors I had assigned to those categories. When I finished reading and categorizing data, I created a new chart to synthesize the data using the common themes the students had regarding the different questions. After that, I categorized data from the surveys. As this was a multiple choice survey, I organized the information in an Excel chart in order to determine the number of students who gave the same answer and in

that way gained a global idea of the data collected. However, as I mentioned previously in this chapter, the survey had the option for the participants to explain their answers. Therefore, I also did two charts, one for classifying all the data provided in the survey and the second one to synthesize data.

Once I finished with the data synthesis of each instrument, I reread all the information I had and recorded all data that was repeated in the three instruments. To have a bigger picture of the commonalities, I created a bigger chart that included the categories and selected information from the three instruments. Finally, I used information from the artifacts to keep track of students' process and in order to complement notes from the video recording.

#### **Chapter four. Findings**

The purpose of this research was to describe to what extent Task-Based Learning fosters ownership of learning in a group of learners of English at a public school in Medellín, Colombia. This chapter describes the findings that emerged after analyzing the entire data collected from the semi-structured interviews, surveys, and video recordings. This information is described in a narrative style and includes quotes taken from the participants' interviews and surveys. The comments were originally in Spanish, but here it is presented the translated version of the researcher. Also, I included some notes from the video recording analysis and some pictures of artifacts to provide a better understanding of what happened in the classroom. In this narrative, I focused on the five main categories

mentioned in chapter three and the data provided was produced by the twenty students that were the main participants to whom I assigned different names to enhance this narrative.

For the present project, I implemented four different tasks: creating a poster with useful information for a first-time visitor from France, writing an article for the school newspaper, producing a catalog for an online clothing store, and planning a prom party. After analyzing the data provided by the twenty participants in the interview, the surveys, and the notes taken from the video recordings, the different themes that emerged are described below and divided into appropriate categories.

#### **4.1 Engagement**

Engagement is divided into three subcategories from which I gather the following information.

**Behavioral engagement.** Participants' behavioral engagement was evidenced through aspects like time consumed in planning and developing different tasks, task involvement, task attention, and hard work. Regarding the time consumed in developing the task, different participants stated that they not only used the time they had in the classes to plan, develop, and practice their tasks, but they also spent extra hours working on them, taking advantage of free hours they had at school, at home, or even through WhatsApp groups. For example, Olivia said: (...) "When we had some free time, we took advantage of it to continue preparing the tasks, we organized more what we were going to do (...) we spoke through a WhatsApp group we had, we organized everything and we put a lot of effort on it" (Student's interview). During the classes, I observed that students were taking advantage

of the time to work on the language aspects, perhaps because they knew they could count on the teachers and classmates' support to clarify doubts or socialize ideas. I also observed that they had invested extra time planning and developing their tasks as they arrived in the class with some material ready to be used, such as images, videos, outfits, decorated posters, and cards with notes in case they had an oral presentation.

Regarding task involvement, I observed it in three main ways. Firstly, students used the material assigned effectively as they showed active participation in reading aloud and answering questions on vocabulary and other linguistic aspects. Secondly, task involvement was evidenced through students' initiative not only on planning to fulfill the tasks but also on researching for extra material, making decisions and going beyond the teacher's and classmates' expectations. Thirdly, students were able to connect the different tasks purposed with their previous knowledge and experiences thus getting as a result an evident engagement. In this sense, participants expressed they felt involved with tasks as they were dynamic activities that helped them to learn. For example, Zac said: (...) "It was not the same as before as we passed from having to buy some copies and complete the exercises to develop dynamic activities like games, let's say I learnt because I wanted not because I was forced to, I felt really good about it and I passed to have a personal learning which allowed me care more for my own learning when learning English"(Student's interview).

Evidencing task attention directly was difficult. However, I could observe that the methodology used during the classes encouraged attention on the external stimuli presented. For example, the pre-task phase required students to focus their attention on one activity at a time as these activities were novel and challenging. This helped them to invest

time and effort in understanding and completing a specific activity without feeling overwhelmed. In the task phase, it was observed that the ability to concentrate and develop the activities in the pre-task, guided students to use different information including new vocabulary, word order in the sentences, and grammar usage etc., needed to carry out the task. In this sense, participants expressed they could focus on learning as they understood that paying attention to the activities presented in the pre-tasks phase were important to take part actively in the class and they were useful in the task's development itself. Also, I observed that the students' task attention changed positively, perhaps because they not only had to present their outcomes but also had to provide oral or written feedback to their classmates.

Additionally, I observed students' hard work on practicing linguistic aspects, preparing tasks outcomes, and creating variety of resources for their classmates to understand the messages they were producing (See figure 2). The participants claimed that the methodology motivated them to work hard and be more dedicated as they felt the class was more organized and they could focus on what they had to do in order to show both the teacher and their classmates what they were capable of. In her interview, Britney stated: I consider that the methodology was excellent as everything was organized, for example the preparation, the task itself, the opportunity to know in what aspects I failed and how I can improve" (students' interview), while Charlotte said "I feel we had the opportunity to show ourselves the capacities we had, and I felt engaged for all the time I spent carrying out the different tasks" (students' interview).



Figure 2. Students designed different invitations for their prom party

**Cognitive engagement.** Cognitive engagement was evidenced in different ways. For example, participants expressed they could learn about cultural aspects and make connections between what they were learning and their daily lives. For instance, Charlotte said: (...) “I learnt from activities that can be carried out in our daily life, I was interested in looking for more words and sentences, I had different stages in which I could evaluate myself and reflect about all those aspects I had difficulties and I had the opportunity to learn from them”. Also, participants stated the methodology helped them to learn, review, practice, or clarify different concepts studied that had previously seemed difficult for them. In this sense, Alice said: (...) “The methodology contributed a lot to my learning process as it had three different parts and in each one of the different stages. I could learn new knowledge as in each activity we could learn new words and we also could clarify any

doubt we had”. Additionally, students created opportunities to help each other on clarifying concepts pertaining to the new vocabulary, the pronunciation, and spelling of different words when they read their classmates’ tasks outcomes (See figure 3)



*Figure 3.* Students observed, read and discussed their classmates’ works

**Emotional Engagement.** At the beginning of the research implementation, the general feeling that could be perceived was that students were interested in taking part in the project but nervous to try a new methodology. As the project advanced, I observed that students appeared less nervous and more excited about the different tasks proposed in the methodology and students continued to appear pleased as their task performance was improving. Participants also stated they felt they wanted to develop the tasks because they were connected to their interests and real life (...) “I really liked the prom party planning because it is something that we all plan to do in the future, it is a goal we all have in our lives so it was like having the opportunity to live that experience and be engaged with all the process and it was really good” Madison (Students’ interview).



Also, during the post-task phase, they stated that they felt happy because, although they made some mistakes, they could improve and learn while also contributing to their peers' learning. Some students even mentioned that during the methodology implementation they felt a different environment both in the English class and in the other classes and wanted to put in practice what they had learned in the English class.

At the end of the project implementation I could observed that although students had to face some difficulties, there was a general enthusiasm and they stated that they felt motivated and happy working with this methodology as it encouraged them to pay attention to the classes, learn more, work with their classmates, improve their relationship, and become a more committed and united group. To this regarding Sophia said: (...) "We supported each other and this made everything easier and I learnt from them and they could learn from me" (Student's interview), and Jessica argued "(...) the methodology was something that helped me to have friends because I am not a social person, so it helped me to build friendly relationships" (Student's interview).

## **4.2 Goal orientation and self-direction**

Empowering students to assume responsibility for their learning was challenging, as many of them were not conscious about setting goals and using strategies to overcome difficulties and achieve them. In task one, for example, I observed that although the students understood the task goal and they started working towards it, students were hesitant to set their own personal and academic goals or use different learning strategies such as taking notes or trying to write their sentences with no translator. However, while

the participants were working on the different tasks, many of them recognized that establishing clear goals made their work more organized and focused. At the same time, they could feel more confident and responsible for planning and using different resources and strategies to achieve their goals (...) “Before, I did not set up goals to achieve or I did not establish strategies, but in these tasks I set up goal and strategies to be able to carry out the task in a better way”. (Alice) (student’s interview).

During the second task, I observed that students focused on writing and designing their newspaper pages and started using different strategies. For example, I observed they wrote a draft where they organized their ideas according to the guidelines; they also used physical and online dictionaries instead of the translator, and started taking notes during the pre-task. Also, it was observed that to understand their classmates’ works, instead of saying “I don’t know or I don’t understand,” they asked questions to each other about the meaning of certain words or related images or drawings with the written sentences. Task three was likely more challenging, so most of the students tried to take advantage of the time they had in the class to plan with their teams and set up some goals. However, I observed that some students faced difficulties since they did not plan certain aspects necessary to develop the task and did not adopt the strategies that worked better for them.

During task four, I observed that the teacher encouraged students not only to think about their personal and academic goals but also to write and share them with their classmates (See figure 4). In this way, students reflected more and could set up clear and workable goals, taking into account their capacities, needs, and the strategies they could use to accomplish their aims. “When we take into account different learning strategies you can

develop everything in a better way and I learnt this from the moment we started with this project. I had never implemented strategies to study and it was difficult for me to carry out the activities and now I do not feel that way anymore” (Student’s interview).

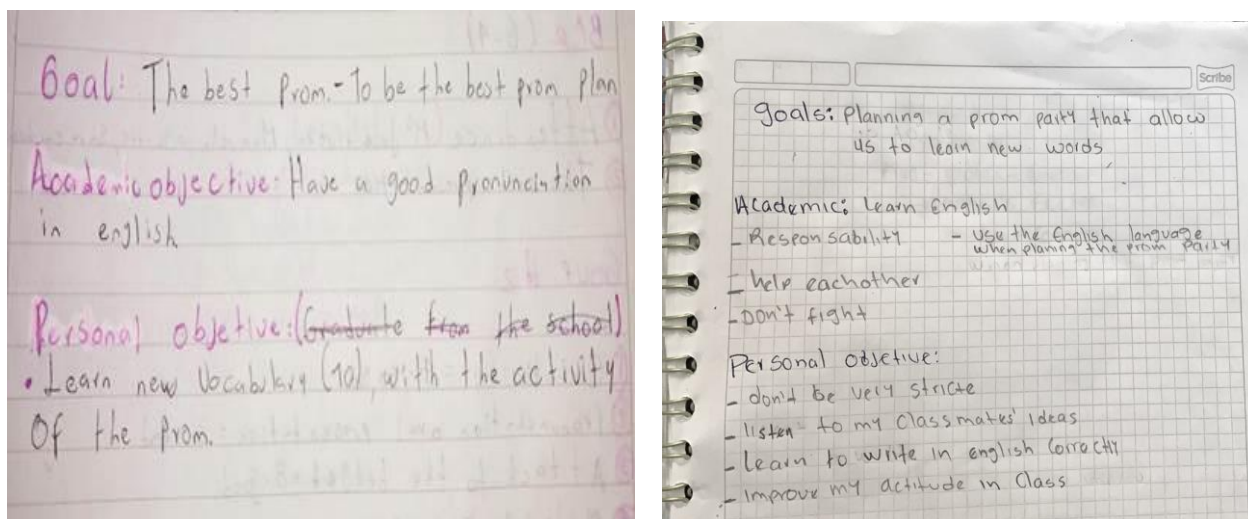
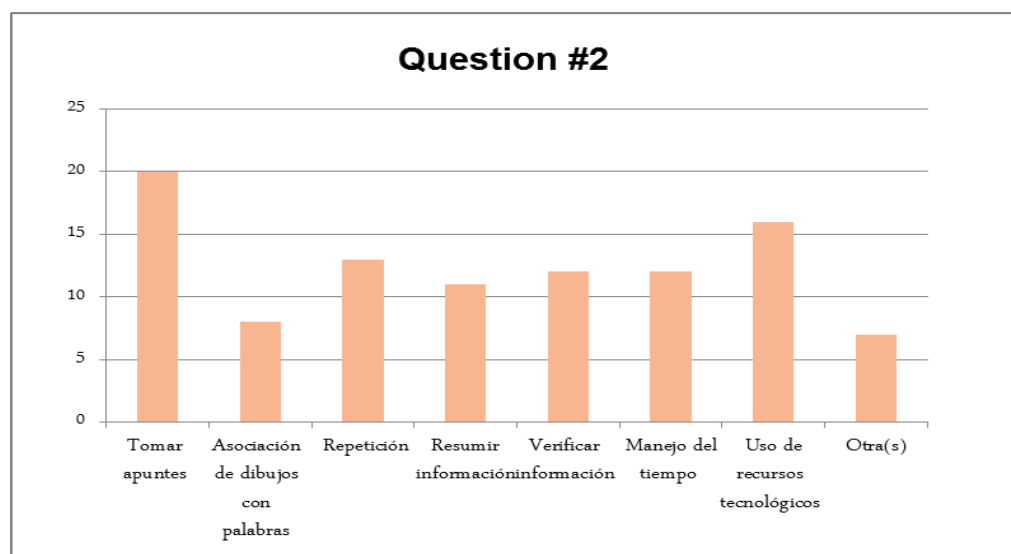


Figure 4. Example of the students’ goals and objectives

Some example of strategies the student-participants stated that they started to use were taking notes, organize their time, asking questions of their teacher, classmates, and even people close to them like relatives or friends. Similarly, other participants mentioned that the methodology, especially the pre-task phase, helped them to review grammar and learn new vocabulary as they could take notes, organize ideas, copy a list of words and examples, relate images with words, and select what worked best for what they wanted to achieve in the task phase. Some strategies the students applied the most during TBL implementation are shown in Figure 5.



*Figure 5. Strategies the students applied during TBL implementation*

#### Self-efficacy and self-confidence

During the project implementation, students' self-efficacy and self-confidence were aspects the methodology fostered gradually. For example, during task one, I observed that students learned and used words to give advice. However, although I observed that most of the students prepared their posters and their oral presentations, there were few who appeared very shy or not very confident on their capacities to present the oral part.

Additionally, students had some difficulties when they wanted to share expressions that Colombians use as they translated them literally. In this sense, the foreigner encouraged students to focus their attention on the difference between the literal translation and the contextualized translation of certain Colombian expressions, so students could explain to the foreigner the meaning behind the literal translation. (See figure 6). In the second task, it was observed that during the pre-task phase, most of the students could read and understand questions by using their previous knowledge and not the teacher's help. I observed the

same phenomenon when they had to read their classmates' works, as most of them appeared to be more self-confident of what they knew, recognizing the vocabulary and structures they had previously studied and identifying mistakes related to coherence and cohesion.

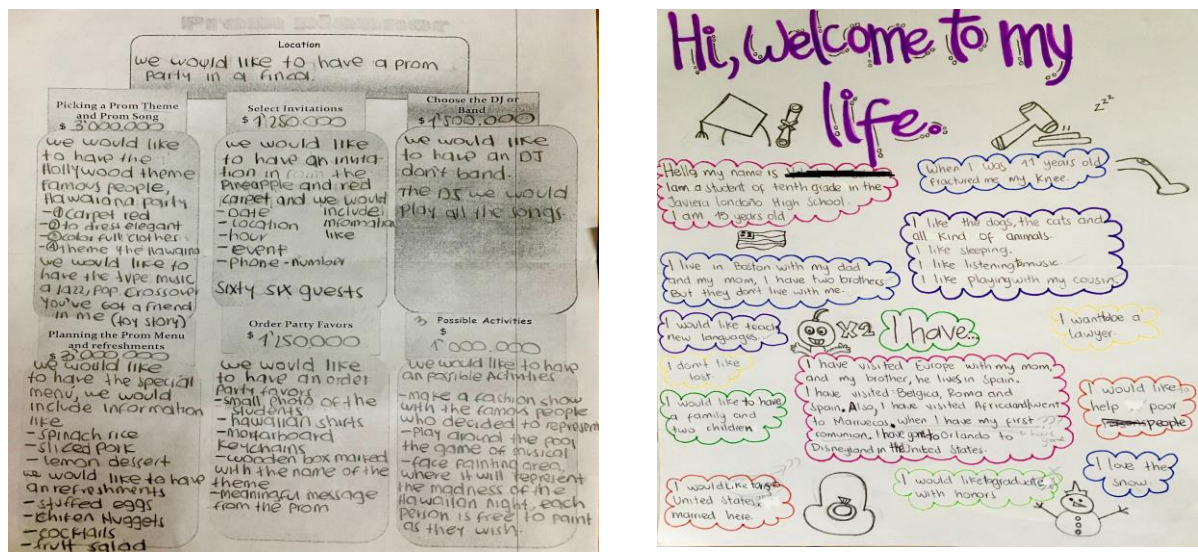


*Figure 6.* Some students wrote Colombian expressions literally during task one and the meaning behind it

Also, the participants said that when they had any doubt they looked for their classmates' support or their teacher's help to make sure they were on the right path. I observed this in task three where students had to evaluate their peers based on the knowledge they had learned. To do this, I noticed that they appeared confident about what they had learned as they only asked a few questions to the teacher and they supported their evaluations with the knowledge they learned, asking their classmates or checking their previous notes. Most of the students agreed that while they did not have previous

knowledge, the pre-task phase helped them to participate more with the knowledge they gained in this phase (...) “I had different doubts regarding the vocabulary but the explanations at the beginning of each task helped me a lot to have a better performance in the different stages” Zac (Student’s interview) and Eva said: (GG: ¿What did you liked the most?) “I liked the activities that we had before the tasks because with the knowledge we gather from there we could develop the task in a better way” (Student’s interview).

In task four, although I observed that students still had some difficulties in producing fluent and long oral messages as they still needed to improve on their pronunciation and vocabulary acquisition, it could also be observed that most of the students felt more confident in trying to produce short oral and written messages (See figure 7), “I tried to develop the activities with my previous knowledge and I tried to clarify any doubts I had. However, when I felt I could not do it, or I did not have enough knowledge of any word or sentence I asked for helped” Alice (Student’s survey).



*Figure 7.* Example of students producing short written messages (Planning their prom party, left). Example of students producing short written messages (article for the school newspaper, right)

Linked to the previous ideas, some participants expressed the methodology increased their confidence in their ability to accomplish a goal or complete challenging tasks, as the different steps encouraged them to work in the classroom with their team to clarify doubts, be more prepared, and receive support from their classmates and teacher. Emma stated (...) “en las etapas que estaba pues todo, era por partes entonces uno sentía como más segura al hacerlas porque no era como nada para la casa sino que todo se hacía aquí dentro del colegio”(student’s interview) and Heather said (...) la ayuda de mis compañeras también me, me ayudaron mucho, me sentí segura, sentí que podía, que quería hacer más y justo en el prom, logré lo que quería” (Student’s interview). Also, some of them mentioned that this methodology facilitated their learning and encouraged them to try, overcome fears, and

believe in their capacities. Ava said (...) antes se me hacía como ay que miedo inglés, pero ahora es ya como ay, ya se esto y me puedo defender” (student’s interview).

#### **4.3 Metacognition and self- monitoring**

TBL fostered students’ reflections on their own learning process in different ways. For instance, in task one, I observed students were not really aware about the importance of planning the task or monitoring their progress. In this sense, the foreigner who was invited to the classroom stated that although students had thought of very useful advice for a foreigner, some messages were confusing as students wrote them without thinking about the context or checking on what they were doing. This consideration guided students during the post-task phase to evaluate their achievements, weaknesses, and strengths, and to reflect on their mistakes to avoid repeating them in the next task. (...) as Sophia stated: “todo es por evolución y uno ya va aprendiendo más o sea los errores ya nos los comete, ya no comete los mismos errores que cometió en la primera, en la segunda y la tercera” (student’s interview ) and Britney said: (...) la post-tarea me gustó porque o sea uno aparte de que ya hizo todo, se encaminó tanto y se esforzó tanto en hacer que uno llega y ya llega al punto que uno se sienta y piensa listo ¿qué hice mal? ¿Por qué lo hice? ¿Qué debo mejorar? ¿Qué debo aprender más? ¿Si me sirvió? ¿No me sirvió? ¿Si lo puedo poner en otra tarea si me ponen? Sí sí sí lo puedo mejorar o puedo tener muchas más ideas para para poder aprender” (student’s interview).

In the second task, participants received feedback from their classmates, who pointed out some aspects they could improve, and from the teacher, who reviewed linguistic aspects



that students were confused about and gave individual feedback to those students who needed to improve their task but also to those students who had done a good job. In task three, I observed that in the pre-task phase, the teacher stopped the class to ask them about the strategies they were using to write sentences, as some of them were still confused and were doing the activity in the wrong way. I realized students were not using a variety of strategies, so the teacher set up an example of different strategies that students could use. Also, the students who succeeded in the activity shared the strategies they used and it was observed this helped the students to advance. When the students had to evaluate and reflect on their performance, it could be noticed they seemed embarrassed to admit they had some failures, but when they realized they could learn from their mistakes they felt more relieved. However, when it was time to evaluate their classmates' work, I observed there were some students who appeared unconformable with this as they suggested that felt their classmates were attacking them (See figure 8). During this task, it was necessary to reflect on the importance of co-evaluation and how it could contribute to their learning process when it is done objectively.

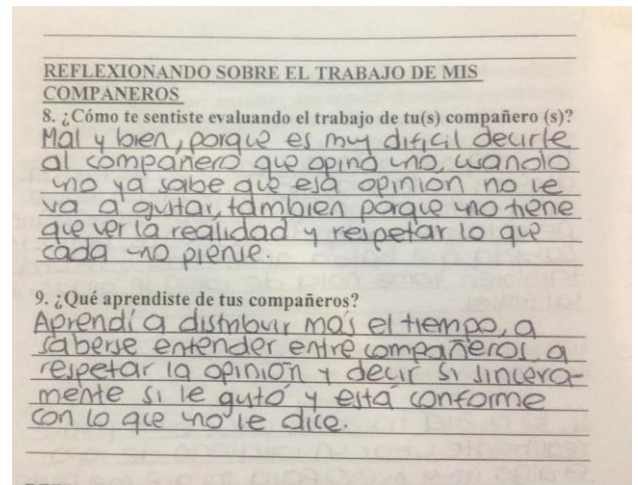
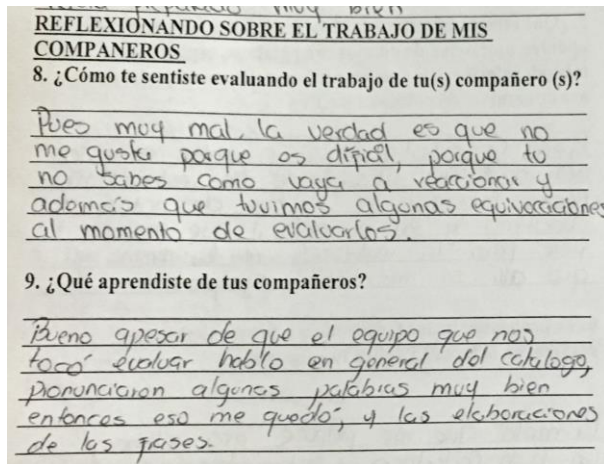


Figure 8. Example of the students' reflections evaluating their classmates in task three

During task four, I observed in the post-task phase that students reflected more on their planning and strategies to accomplish the task, the aspects that worked for them in the previous tasks, what they were learning and the difficulties they still had (See figure 9). Participants said when they were planning, they used strategies such as distributing roles according to their strengths, assigning responsibilities regarding the material they had to bring to class, using the examples provided in the pre-task phase to build their own work, using different resources like dictionaries or cellphones and distributing the time they had properly. Olivia stated:

(...) "We assigned the work according to our strengths. For example, some of us were good at writing, some others were good at comprehending what we were reading in English, and some others were very creative. In this way we complemented each other and it helped us to have a specific role in the group". (Student's interview).

Date: September 16<sup>th</sup>

### REFLEXIONANDO SOBRE MI APRENDIZAJE

1. En tu opinión, ¿Qué tan bien planeaste y desarrollaste la tarea propuesta?

En mi opinión planeamos muy bien la tarea, porque desde que la profesora nos dio que la siguiente tarea era la planeación del prom, nos alegramos mucho y le pusimos nuestro mayor esfuerzo a todo lo realizado durante las clases y en la casa.

2. ¿Qué aprendiste/descubriste durante esta tarea? (tanto a nivel académico como a nivel personal)

Durante esta tarea aprendí nuevo vocabulario, a pronunciar mejor algunas palabras y descubrí algunos gustos de mis compañeros (ideas).

3. ¿Cuáles crees que fueron tus fortalezas y/o debilidades durante las etapas de la tarea? (pre-tarea, durante la tarea y post-tarea)

Una de mis fortalezas fueron: se tenía mucha confianza de lo que estábamos planeando y seguridad, porque sabía que todo nos iba a salir bien. Fui muy creativa y se trabajó muy bien en equipo. Debilidad: Mi única debilidad fue el nerviosismo, pero estuve tranquila, lo supe controlar.

4. ¿Qué palabras, expresiones, etc. aprendiste en cada una de las etapas de la tarea? (trata de ser específico)

Aprendí muchas palabras como: Curfew, Refreshments, Party Favor, Transformed, Tuxedo, Chaperone y corsage. Estas palabras me sirvieron mucho para realizar nuestra planeación de prom que en la cual nos fue muy bien.

5. ¿Qué estrategias utilizaste para desarrollar la tarea? (toma de apuntes, asociación de dibujos con palabras, repetición, resumir información, verificar información, manejo del tiempo, uso de recursos tecnológicos etc.)

Las primeras estrategias que utilice fueron: En mi casa delante algunas cosas de la planeación como por ejemplo la decoración, utilice las palabras que la profesora no había mostrado anteriormente, repase lo que iba a decir en mi casa y por último mi grupo y yo utilizamos imágenes para del guiarlos.

6. ¿Qué metas (académicas y/o personales) te propusiste durante esta tarea?

Durante esta tarea me propuse metas como: •Pronunciar mejor todas las palabras de mi exposición.  
•Ponerle mucha dedicación a nuestra planeación del prom.  
•Delantar algunas cosas en mi casa (decoración, música, etc.)  
•Ser muy creativa.  
•Dedicarle tiempo.  
•Aprender nuevo vocabulario.

7. ¿Lograste alcanzar tus metas propuestas? Si/no, ¿Por qué?

Sí, porque me entusiasme tanto con esta tarea que logre alcanzar todas mis metas propuestas. Le puse mucha dedicación a la planeación del prom, le dediqué mucho tiempo, aprendí nuevo vocabulario como el que mencioné en la pregunta cuatro y fuimos muy creativos imaginándonos todo lo cual nos salió muy bien.

8. ¿Te sirvió de algo proponerte dichas metas? Si/no, ¿Por qué?

Sí, me sirvió proponerme metas, porque así se que es lo que quiero lograr, facilitó mucho más fácil la planeación, me motivó más y obtengo resultados más rápidos. Esto nos sirve mucho para ponerle esfuerzo a todas las cosas.

Figure 9. Example of students' reflections after each task

In this task, peer evaluation improved significantly as it was observed that the feedback students provided to each other was supported by their gained knowledge and based on impartial arguments that contribute to the learning process. Tom said: "It helped me a lot as for example from the mistakes my classmates had, I analyzed so I did not make the same mistakes. (Student's interview). Emily also stated: (...) "I wrote everything in my notebook and I was like ok, if I made a mistake on this, the next time I cannot make the same mistake, I could make some other mistakes but not this one" (...) (Student's interview).

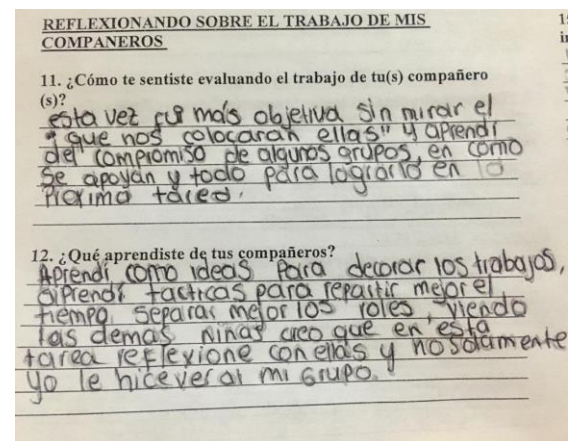
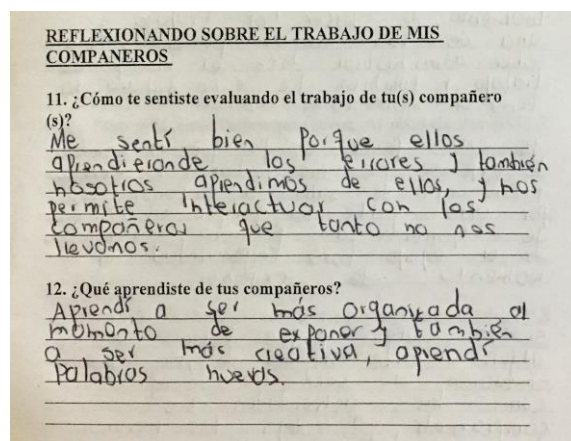


Figure 10. Example of the students' reflections evaluating their classmates in task four

#### 4.4 Persistence

Persistence was a key aspect that could be fostered during the project implementation. In task one, for example, students looked satisfied with the results, and although I observed some of them lacked some preparation and self-confidence, the teacher encouraged them to improvise and use their English knowledge to overcome the difficulties with their pronunciation and the meaning of words. In the second task, some students appeared to feel frustrated as they thought they had done a good job but they still needed to improve on some aspects. However, with the individual teacher's feedback, they could clarify doubts and the students who had something to improve said they wanted to repeat their task.

In task three, I observed that students were trying to solve difficulties on their own and many of them just asked questions to the teacher to monitor if they were on the right path. Students stated they had to face several difficulties during this process but most of them agreed they that they did not quit. Instead of giving up, they said they tried to look for

strategies to improve and take advantage of the opportunities given by the teacher to progress in their performance. For example, Kim said “Sometimes the results in my tasks were not what I was expecting. But with the second opportunity I had to do them again, I felt more motivated because I had to learn and also I wanted to learn and I wanted to do something good, something better”. (student’s interview) and Heather said (...) “I had a lot of patience because it was difficult to pronounce some words so I had to devote a lot of time in listening to the pronunciation and in writing the words so I could remember them” (...) (Student’s interview).

During task four, I observed that there were some students who did not have a good performance on their oral presentation. However, after some teacher-student reflection, they understood what their difficulties were and what they had to do to face them. When they had a second opportunity to improve their performance, they showed a big improvement (See figure 10). In this sense, many of the participants recognized that during the process they felt they could not achieve their goals, especially when they had failed or faced some complications. Nevertheless, they said their willingness to improve was stronger and that it allowed them not to give up. Charlotte for example, stated (...) “incluso en una de las tareas me fue fatal pero no me rendí fui persistente y tuve oportunidad de reflexionar, presentar nuevamente ideas pero concretadas y de superar mis expectativas y más algo académico demostrar que lo puedo hacer siempre” (Student’s interview). “Sentía que a veces me decaía, que no iba a ser capaz, tanto por las críticas de mis compañeros como de la miss; pero decía en mí misma, no, debes asumir tus errores y proponerte a ser la



mejor, equivocarse lo hace cualquiera, pero corregirlo pueden pocos y yo quería mejorar”

(Jessica) (Student’s interview).

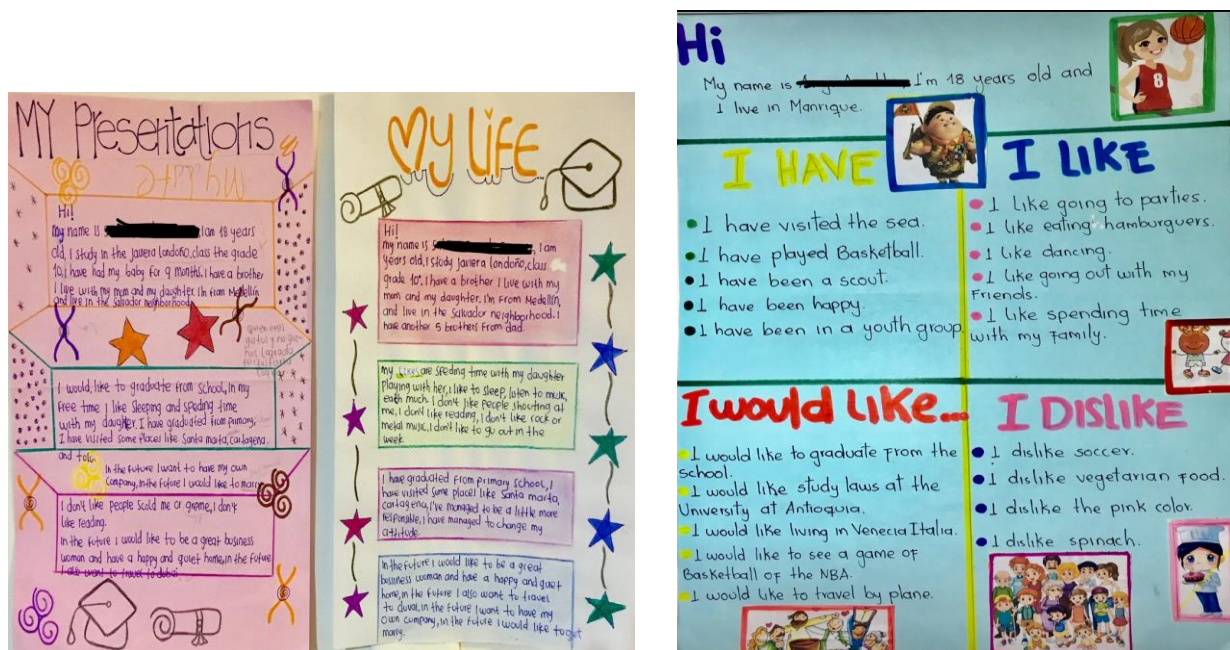


Figure 11. Example of the students’ process for the school newspaper page (left)

To maintain the willingness to improve, some of them said they tried to find support in their classmates, teacher, sources and even asking people outside the school (relatives, friends) as Olivia and Tom mentioned: (...) “I used the cellphone as a tool to look up the meaning of different words. Also, regarding the pronunciation, I asked for help to my peers, my teacher and my sister”. (...) (Student’s survey) “First, I tried to used my previous knowledge to develop the activities but if I could not do it, I looked for help on the internet, my peers and the teacher” (Student’s survey). Finally, they mentioned they tried to solve difficulties on their own but they also knew when to ask for help. (...) “When I felt the need

to look for help, I did it, but when I did not feel that way, I used all the knowledge I had and I give myself the opportunity to learn new things” Emily (student’s interview). And Sophia stated: “(...) “When that happened, first I exhausted all my possibilities and when I saw I could not do something, I looked for my teacher and peers’ help”.

## **Chapter 5. Discussion and conclusions**

In this chapter, I explain the findings of this study and I connect them with some of the central concepts in this project. I provide an explanation of the implications this study has not only in the education field, but in my school-specific context. I also discuss the limitations of the present project and I outline a path for further research. Finally, I present the conclusions of this research.

In the present study, I set forth to answer the following research question: To what extent does Task-Based Learning foster ownership of learning in a group of students from a public school in Medellin? To address this question, I implemented TBL to foster on ownership of learning understood from the model proposed by Conley and French (2014). During the data analysis, it was found that TBL enhanced the five elements of ownership of learning mentioned in the previous chapters. Below, I answer my research question by discussing and expanding information about to what extent the participants responded to TBL to foster ownership of learning.

## **5.1 TBL and Ownership of Learning**

After all the data were analyzed, commonalities were drawn from the students' interview and survey and the teacher's video recording notes to identify results concerning the research question and draw conclusions. One of the most consistent findings to emerge from these data was that TBL greatly fosters ownership of learning because as it helped them not only to focus on learning the language, but also to work through different aspects of the learning process itself. Data demonstrated that the stages, in which the methodology is addressed, opened up spaces for students to be consciously and actively connected with their learning process. It means students started to be more engaged and self-directed, monitor their own progress and made reflections and decisions based on their own performance.

At the beginning of the present project, participants started with different ideas about what TBL was, but basically they thought it was about giving them more homework to do at home. As the project implementation progressed, the students started to feel behaviorally engaged as TBL promoted flexible, goal-oriented, practical and dynamic interactions that helped the students- participants to use the material assigned to participate spontaneously, take advantage of time to plan and carry out their tasks, invest effort in practicing linguistic aspects, reach goals and make decisions about their tasks. The participants also understood that pre-tasks were the basis to develop the task itself; so, it guided students to be focused from the beginning. I connect this finding to what Skehan (1998) cited by Ellis (2002) suggests about going beyond seeing pre-tasks as a bunch of activities



but as an opportunity for the students to learn the L2, activate previous knowledge and allow the students to imagine how they would develop their tasks.

In the same way, I found students felt involved in the different tasks, as they encourage the students to assume more responsibilities in making decisions on the task in terms of the resources they would use, roles within the group, ways of presenting the task outcomes, and the variety of information they wanted to include. I related these previous findings to what Leaver and Willis (2004) discussed regarding how tasks connected to the students' realities can involve students in working hard and investing more time to achieve their goal since they feel that what they are learning can be useful for their present or future lives.

Data showed that the pre-task phase contributed to students feeling cognitively engaged and take more responsibility for their learning as they knew activities in the pre-task were the bases to understand different concepts that would lead them to have a better performance in the task phase. These help students started to ask questions to clarify ideas regarding new concepts, research for extra material, and attempt to understand concepts they did not comprehend in the past or connect what they knew to what they were learning. In this regard, Peña and Onatra (2009) mentioned that giving the students clear activities before performing the task can help students to clarify what the purpose of the task is and its potential outcome. Also the post task-phase played an important role in fostering cognitive engagement, as it suggests that teachers should provide students with positive feedback that helps them in their knowledge construction. In this sense, the study by Zhang and Hyland (2018) suggests that the teachers' role in helping students increase engagement

should be focused on assisting them to develop positive learning beliefs, supporting them on developing proficiency, and providing clear guidance on the use of cognitive strategies.

Conley and French (2014) noted that the connection students feel towards the task, teacher, classmates, or the school itself plays an important role during the learning process. In this regard, in terms of emotional engagement, data revealed that TBL helped students to feel emotional engagement as they showed excitement when developing tasks that were connected to their personal lives. Also, data showed that TBL helped them to become a more united group as they enjoyed their teamwork, could recognize and value their classmates' work, and learned to contribute to their classmates' performance by offering feedback. Similarly, the present study showed the methodology implemented fostered a safer learning environment where students felt more comfortable asking the teacher and their classmates for help when they needed it, felt more comfortable expressing their ideas, and felt more confident about what they had done and learned. These findings are connected to what Xuefeng (s.f.) found regarding students' engagement level being affected by the teacher, the classroom environment, the closeness to their classmates, their confidence in developing the task, and the communication skills taught. Also, I connect these findings to what Amini and Amini (2017) asserts in his study about exploring TBL as a framework that offers the possibility "to integrate less-attended aspects of intellectual functioning such as emotional and motivational processes into task procedure" (p. 36).

Besides behavioral, cognitive, and emotional engagement, implementing TBL fostered a shift in the students' learning process as they started to care more about achieving their goals over a grade and their own ability to organize their work in order to achieve their

goals. This was due to the “during task” phase students are given the time to plan the task and set up goals. This study revealed that thinking of goals and strategies to achieve an aim was not the students’ priority. However, as the project implementation advanced, goals became important for the participants in this study as they recognized that learning goals were effective in avoiding busywork in the classroom and being more engaged in each new task. Also, they realized that using different learning strategies to achieve their goals allowed them to have a better performance in the “during task” phase than when they did not. I related the previous findings to the study proposed by Sideridis and Kaplan (2011) as they discussed how students without goal orientations tended to have low level of persistence when developing the task and lost interest quickly when compared to mastery goal-orientated students, who were more willing to find ways to solve the task and invested more effort to achieve their goals. In this sense, the present study showed TBL encouraged students to set up their own workable goals and use strategies to achieve them.

In terms of self-efficacy and self-confidence the study revealed, that TBL stages helped students realize about the capacities they had to learn the L2. In this sense, although the students recognized the importance of having some previous knowledge to perform a task, they also recognized the pre-task and the post-task opened spaces for them to clarify ideas and concepts receive support from their classmates and teacher and learn from their mistakes. These aspects fostered students to start feeling more confident in their competence to complete a task, accomplish their goals, acquire the L2 and overcome fears like speaking in front of their classmates. I connect this finding to the study carried out by Kamali and Tokel (2018), who pointed out that when students realized their abilities in

using the L2, their self-confidence and self-efficacy increased, and therefore the teachers' role should focus on using new methodologies and approaches to help alleviate negative beliefs they have regarding their language learning process.

Regarding metacognition and self-monitoring, I found that the methodology, especially the task phase and post- task, provided conditions for participants to raise awareness and reflect on their learning process since they could plan their tasks, monitor what they were learning and doing and adapt strategies to avoid repeating mistakes. The experience of planning, monitoring and evaluating their own learning process opened up spaces for the students to become more critical and reflective towards what they were working on and how they were doing it. In this way, the study showed that when students kept track of the learning process, they could be more aware of their performance and understand that the final result was attached to the path they follow to get to it. Also, the evaluation was a key aspect the TBL fostered as this allowed students to improve gradually in their next tasks as they were more willing to reflect on their strengths and weaknesses and they were more committed to avoid repeating mistakes. Chou (2017) supports this finding as he argues TBL offered a framework where learners could develop and use different meta-cognitive strategies such as “planning, evaluating, and problem-solving” (p. 64) so they can learn to deal with difficult situations, instead of only giving relevance to the final product (Peña & Onatra, 2009).

Conley and French (2014) argue that persistence goes beyond the initial motivation to do something, but it involves the capacity to keep with the initial determination by looking for alternatives instead of surrender. From my personal experience as a teacher working with

teenagers, I can say that helping them to keep that initial track is not an easy task as most of them have different interests, ways of acting and thinking. However, an important finding in terms of persistence was the methodology fostered students to become stronger learners, able to face and assume challenges and persist despite the failures they had to deal with. This was due to the fact the methodology in the post-task phase offered students the possibility to review concepts they had difficulties in, evaluate their whole learning process (which included self- evaluation, peer-evaluation, teacher's evaluation, and task evaluation) and gave students the opportunity to present their work again when they had difficulties.

Based on the previous findings, the study showed TBL contributed to foster ownership of learning from the five aspects proposed by Conley and French (2014), and supports Wiley (2009) and O'Neill and Barton's (2005) position regarding ownership of learning taking place under the right circumstances as it is "awakened within an individual in response to given stimuli" (Wiley, 2009, p. 45). In this sense Ozaki's (2018) argues that giving students a suitable stimulus on fostering ownership of learning can help them to assume their learning differently, going beyond remembering or reporting information. Therefore, teachers' mission on fostering ownership of learning should be focused "on creating fertile ground for potential experiences from which it might be born" (Wiley, 2009) and this study showed that TBL became fertile ground to foster ownership of learning.

In addition, it is worth nothing that although the students' level of ownership cannot be measured directly (Conley & French, 2019), it was evidenced throughout the study the level of ownership of learning in the participant-students was positively affected as they

showed diverse attitudes and actions corresponding to Conley and French's ownership of learning model. For example, along the three stages of the methodology the students manifested in different ways and levels their behavioral, cognitive, and emotional engagement, grew into goal-orientated learners, developed self-confidence of their cognitive abilities to achieve different goals, kept track on their learning process by planning and evaluating their learning process and learned to keep up the determination to achieve their goals despite their difficulties, enhancing in this way, their personal English learning process. I connect this finding to Wiley (2009); O'Neil and Barton's (2005) ideas as they argue ownership is a dynamic process that can differ from student to student and even within the same student depending on the moment.

## **5.2 Implications of the study**

### **5.2.1 Implications for my specific school context**

The present study proposes a broader view of the way English is taught in my current context as it not only focuses on teaching a language but on fostering ownership of learning when learning the L2. Based on this idea, the study suggests a deep revision of the present curriculum of my school in order for all the stakeholders to benefit from it. During this revision, several aspects should be taken into account, including the methodology used as TBL attempts to make the language used in the classroom as authentic as possible and connected to the students' real-life context (Elmahdi, 2016), the five aspects proposed on Conley and French's ownership of learning model and how the students' voices could be

included in terms of their interest, experiences, previous knowledge, and socio-cultural aspects. I am aware that this revision implies time, commitment, support from administrative, teachers training, and so on. However, as my study has shown, Task-Based Learning has had a positive impact on fostering ownership of learning it may be worth the investment.

Another implication for my school context pertains to Teachers' awareness of ownership of learning. As findings showed the elements of ownership of learning play an important role when learning the L2, I consider important teachers raise awareness of each one of these elements and gradually add them to their teaching practices. Based on my experience, having these elements in mind helped me to leave my comfort zone, reflect on my teaching practices, beliefs, and assumptions, and it allowed me to promote an environment where the students could take responsibility of their own learning. Also it helped me empower my students to be actively engaged in their learning process and see me more like a guide willing to support their process all the times. I trust this project can help my co-workers to strengthen their own practices too and extend their understanding of ownership of learning and TBL.

Another important implication is the one my study addresses to the Students' perceptions of learning. Using TBL to foster ownership of learning allowed students to pass from a passive role in the classroom where they perceived the teacher was the center of the process to assume their learning process in a conscious and active way, where they defeated fears, assumed responsibilities, established goals, used strategies and explored the potential they have, not only to learn an L2 but also to express what they were capable of. As some

students expressed during data collection, many of them had different weaknesses and fears, but they just needed an opportunity to show their value and a teacher who believes in their potential. In this sense, students should have these opportunities more frequently, not only when learning English, but in their learning process in general as students with the elements of ownership of learning in place are more likely to succeed (Conley and French, 14).

### **5.2.2 Educational policy makers**

The Colombian Ministry of Education has proposed the suggested English curriculum for teachers to guide their teaching practices. In this curriculum teachers can find aspects like (...) “the level intended, the learning goals, the general objectives, and the language functions” (Ministerio de Educacion Nacional, 2016). Also, it proposes a methodological path based on three methodologies: Problem- Based Learning, Project-Based Learning, and Task-Based Learning and each school has the autonomy to choose the most convenient methodology according to its specific context (Ministerio de Educacion Nacional, 2016). Based on this flexibility, the present project has an important implication to the National Suggested Curriculum as it demonstrates TBL could be used to foster ownership of learning within the English learning process. In this way, the curriculum avoids standardization of the students’ learning process and focus on students’ particular context, needs, experiences, previous context, and cultural background.



### **5.3 Limitations**

During the present study project I found five main difficulties which are explained below.

Although the notion of ownership of learning is not something recent in the education field as different authors have discussed the importance of it in the learning process, (Dudley-Marling & Searle, 1995; Maher, 1995; Rainer & Matthews, 2002; O'Neill, & Barton, 2005; Willey, 2009; Conley & French, 2014; Ramsay, 2015), there is still a gap in the literature available regarding ownership of learning and the L2. In this sense, it was a challenge to find certain theoretical support to develop the argumentation of this study. This impacted my study since as a researcher I could not have access to different resources that allowed building a broader perspective of ownership of learning in a high school students when learning English.

Another limitation I experienced during the present study was observing and evidencing some elements of the ownership of learning model. Some of these elements were complex or even subjective concepts that depend on different internal and external variables and require a deeper analysis and time to be understood. Also, having in mind all these elements to be observed and analyzed can result overwhelming as they are dynamic components that were fostered in the different stages of the methodology and were manifested in the students at different levels and moments.

A third limitation I faced was regarding some students who took longer to experience the different elements of ownership of learning. These elements include establishing goals,

using learning strategies, monitoring their process and trusting in the competence of developing the task and learn the language. I relate a probable reason for this to the beliefs, interests, cognitive and attitudinal students' background and the partners they worked with. These individual features could have had an adverse repercussion in the students when using the methodology to foster ownership of learning.

Another limitation I experienced was the time consuming in both, teacher's task preparation and the implementation of the methodology. Regarding the former, it was required to dedicate a lot of time not only in preparing carefully the tasks to achieve the communicative goals proposed, but also in connecting effectively these tasks with the school English syllabus and students' interests and needs. The planning, researching and designing were other aspects in which the time signified a remarkable drawback in terms of resources searching and details reflections. Concerning the latter, the phases of the methodology (pre-task, task, and post-task) was time consuming as when the activities of the pre-tasks or the during task phase were challenging students required to be given more time.

Finally, as I carried out this project in a public school context, I had to face different difficulties regarding time. For example, I only had three hours of English classes that sometimes were not taught as the school teachers went on different strikes and students did not have to attend to school. Also, in the school calendar, there were different activities like teachers' meetings, parents' meetings, civic ceremonies, and holidays that did not allow me have a straight continuation when implementing the project. These difficulties made the project implementation to take longer than I had planned.

#### **5.4 Suggestions for future research**

In the research I did for the Literature Review of the present project, I could not find any study in Colombia that explores ownership of learning within the education field. I consider the findings of my research could be used as a starting point to understand ownership of learning in a second language environment at the high school level. In this way, as this project was implemented in a context of 10<sup>th</sup> grade students with some specific particularities, it would be valuable for other To expand the research to other populations and populations with a different level of English.

Another path I propose for future research is regarding Teachers' awareness when dealing with ownership of learning. Due to the important role this study has shown these elements have in the L2 learning process, I consider other researches could explore to what extent teacher are aware and include these elements in their teacher practices.

One last suggestion for future studies is connected to the suggested curriculum which recommends using three diverse methodologies (Task-Based Learning, Problem-Based Learning and Project-Based Learning) according to the students' needs and contexts (Ministerio de Educación Nacional, 2016). It could be useful for future researchers to explore the other two methodologies proposed by the Colombian government: Problem-Based and Project-Based in light of ownership of learning.

## **5.5 Conclusions**

The implementation of this study was to describe to what extent the use of TBL fostered ownership of learning in a group of English language learners. In this sense, the first conclusion derived from this research is TBL was an appropriate stimulus to foster ownership of learning as it helped students' to be more aware and active in their learning process and change their perceptions about it.

Also, TBL fostered engagement in terms of students' behavioral engagement as it allowed flexible, goal oriented, practical and dynamic interactions in the academic setting. This helped the students to focus their attention on using the material assigned to participate spontaneously, use time wisely time to plan and carry out their tasks, work hard on practicing linguistic aspects, archived their goals and make decisions concerning their tasks. Also, TBL fostered cognitive engagement as it encouraged students to ask questions to clarify ideas regarding new previous and new concepts, and look for extra material to develop their task. This contributed student to advance in recognizing and using new vocabulary and linguistic forms in a contextualized way, ask questions to better understand concepts and look for extra material and sources to build knowledge. TBL also fostered emotional engagement as tasks were connected to the students' interests and personal lives. It allowed students to experience interest, enjoyment, and enthusiasm when working on their tasks and foster a learning environment where students felt comfortable expressing their ideas, asking the teacher and their classmates for help, and confident about what they had done and learned.

TBL promoted students to work for achieving a goal over grade. The three stages of the methodology but especially the task-phase encouraged students to develop their ability to organize their work, set up workable academic and personal goals, and look for strategies to achieve them. This made students recognized that establishing learning goals was an effective way to avoid busywork in the classroom and being more engaged in each new task. Also, it encouraged students to engage in challenging tasks, improve their work after dealing with difficulties and work with a different purpose in mind other than achieving a grade.

TBL contributed students develop self-confidence in their capacities to learn the L2. In this sense, as stages like pre-tasks were addressed to activate the student's previous knowledge, explore the topic, and recognized and practice new language, it encouraged students to learn and use challenging content, and facilitated students recall vocabulary. Also, it helped students to feel more confident in their competence to complete a task, accomplish their goals and learn the L2 as they could use their new and previous knowledge, clarify ideas, receive support from their classmates and teacher and learn from their mistakes.

TBL helped to raise students' awareness about their English learning process. In the "during task phase" the students can plan what they want to say or do by using the L2 and they can receive their teacher's support on setting goals and keep track of their learning process. Also, students can prepare and rehearse the task and receive feedback on difficulties they might still have. This made students improve gradually in their next tasks as they had the conditions to reflect on task planning, monitor what they were learning and

doing and adapt strategies to avoid repeating mistakes. Also, this helped them to become more critical and reflective learners as they realized the importance of the process and not only the final product.

TBL fostered students to persist and overcome difficulties. In the methodology, especially in the post- task phase, students could review on forms, repeat performance of the task, and reflect on how the task was performed, how they overcame difficulties, the learning strategies they used and evaluate the task itself in terms of level of difficulty, interests, etc. These conditions contributed students developed meta-cognitive strategies and fostered student to become stronger learners, able to assume responsibilities, face challenges and persist despite the failures they had to deal with.

TBL improved the teaching and learning practices in my specific context. Using TBL to foster ownership of learning became a revealing experience that contributed to improve the teaching and learning practices of my specific context, as it implied an awareness of the five major components of Conley and French's (2014) ownership of learning model in an L2 context and understanding of TBL. However, this is an experience that can also become challenging for novice teachers on using TBL, as the approach requires a lot of dedication for planning, implementing and evaluating and teachers need to have a certain level of English to cope with students' difficulties and outcomes. Also, analyzing all the five aspects of ownership of learning when learners use TBL can be time consuming as each element comprises different characteristics that need to be taken into consideration.

In this study, ownership of learning was not measured directly as it was understood as a personal experience that depends on each specific individual. However, although it was not

measured directly, it could be observed that ownership of learning in the participant-students was positively affected as they showed diverse attitudes and actions corresponding to Conley and French's ownership of learning when using TBL. These considerations contribute to reflect that although TBL became an appropriate stimulus to fostering ownership of learning, it can be a process that may take time, effort and patience from the teacher as each learner may experience it at different levels and moments.

Finally, this project is a starting point to recognize the importance of the five elements of ownership of learning in a combined way in a second language context. Different studies mentioned in this project have focused on a particular element of the ownership of learning model. However, the present project showed that when all these five elements are recognized and fostered in an integrated way, they can take learners from a passive state where they just remember or report information to a state where they assume their English learning process as responsible, engaged and reflective learners, able to establish and achieve goals, develop and believe in their competence to learn the language, use meta-cognitive strategies to support their learning process, and persist in assuming learning challenges despite the difficulties.

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## **Annexes**

### **Annex 1. Semi-structured interview**

#### **Exploring Task-Based Learning to foster ownership of learning in second language learners**

**Docente investigadora: Gloria Inés González Guerrero**

##### **Entrevista para los estudiantes.**

1. En los últimos días se cambió un poco la metodología de las clases. ¿Cómo te sentiste con ese cambio? ¿Qué fue lo que más te gustó?
  
2. Durante las clases se desarrollaron varias tareas como elaborar un póster informativo para orientar a un profesor extranjero recién llegado a nuestro país y colegio, diseñar y escribir una página para el periódico de tu colegio con información sobre tus logros y expectativas para tu futuro, producir un catálogo de ropa para tu propia tienda en línea y planear la fiesta de graduación para tu generación. ¿Cuál o cuáles te llamaron más la atención y por qué?
  
3. ¿Te sentiste comprometido con cada una de las tareas que debías desarrollar? Si/ No, ¿por qué?
  
4. ¿Crees que las tareas te hicieron pensar más en estrategias o maneras de lograr el objetivo de cada una de ellas? Si/ No, ¿por qué?
  
5. ¿Crees que el trabajo con tareas te permite ser más comprometido con el aprendizaje del inglés? Si/ No, ¿por qué?

## Annex 2. Survey

**Exploring Task-Based learning to foster ownership of learning in second language learners**      **Docente investigadora: Gloria Inés González Guerrero**

*Estimado(a) estudiante*

Comedidamente le solicito completar la siguiente encuesta la cual dará información sobre en qué medida el enfoque de Aprendizaje Basado en Tareas fomenta la apropiación del aprendizaje en la clase de inglés. Esta encuesta se lleva a cabo como parte del proyecto en la maestría en Procesos de Aprendizaje y Enseñanzas de Segundas Lenguas y bajo ninguna circunstancia su información personal será revelada. De antemano le agradezco su participación en este proceso.

### **Objetivo**

Recolectar información sobre en qué medida el enfoque de Aprendizaje Basado en Tareas fomenta la apropiación del aprendizaje a partir del desarrollo de tareas en la clase de inglés.

**Instrucción:** marque con una “x” la respuesta que más se acerque a su idea.

### **1. ¿La metodología empleada en clase aportó en su proceso de aprendizaje?**

- A. Siempre
- B. Casi siempre
- C. Algunas veces
- D. Nunca

Explique:

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**2. ¿Durante el desarrollo de las tareas propuestas en clase, usted aplicó diferentes estrategias para facilitar su aprendizaje? Marque las que usted aplicó**

1. Tomar apuntes \_\_\_\_\_

2. Asociación de dibujos con palabras \_\_\_\_\_
3. Repetición \_\_\_\_\_
4. Resumir información \_\_\_\_\_
5. Verificar información \_\_\_\_\_
6. Manejo del tiempo \_\_\_\_\_
7. Uso de recursos tecnológicos \_\_\_\_\_
8. Otra(s) \_\_\_\_\_

¿Cuál(es)? \_\_\_\_\_

\_\_\_\_\_

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**3. ¿La metodología empleada en clase le ayudó a plantearse metas académicas y/o personales?**

- A. Siempre
- B. Casi siempre
- C. Algunas veces
- D. Nunca

Explique:

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**4. ¿La nueva metodología implementada en clase le permitió desarrollar estrategias para mejorar su aprendizaje del inglés?**

- A. Siempre
- B. Casi siempre
- C. Algunas veces
- D. Nunca

Explique:

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**5. ¿Sus conocimientos acerca del tema tratado en clase le ayudaron a participar de manera activa durante la nueva metodología implementada?**

- A. Siempre
- B. Casi siempre
- C. Algunas veces
- D. Nunca

Explique:

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**6. Al finalizar cada tarea propuesta dentro de la nueva metodología, ¿evaluó sus logros en el aprendizaje y los aspectos por mejorar?**

- A. Siempre
- B. Casi siempre
- C. Algunas veces
- D. Nunca

Explique:

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**7. Al final de cada tarea, ¿reflexionó sobre lo que estaba aprendiendo y se propuso enfrentar nuevos retos?**

- A. Siempre
- B. Casi siempre
- C. Algunas veces
- D. Nunca

Explique:

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**8. ¿Fue persistente en el desarrollo de las tareas hasta alcanzar la meta propuesta aun cuando enfrentó algunas dificultades?**

- A. Siempre
- B. Casi siempre
- C. Algunas veces
- D. Nunca

Explique:

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**9. Durante el desarrollo de diversas tareas, ¿superó obstáculos por sí mismo y supo cuando buscar ayuda?**

- A. Siempre
- B. Casi siempre
- C. Algunas veces
- D. Nunca

Explique:

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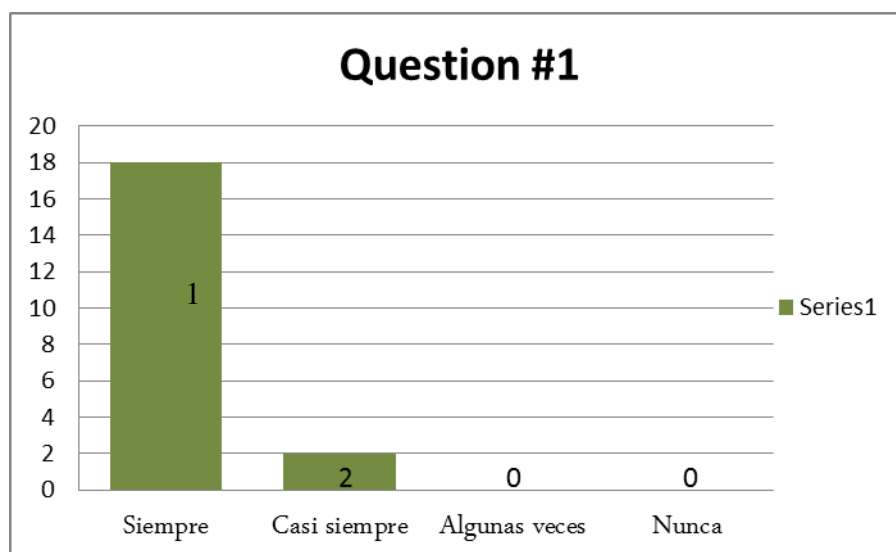
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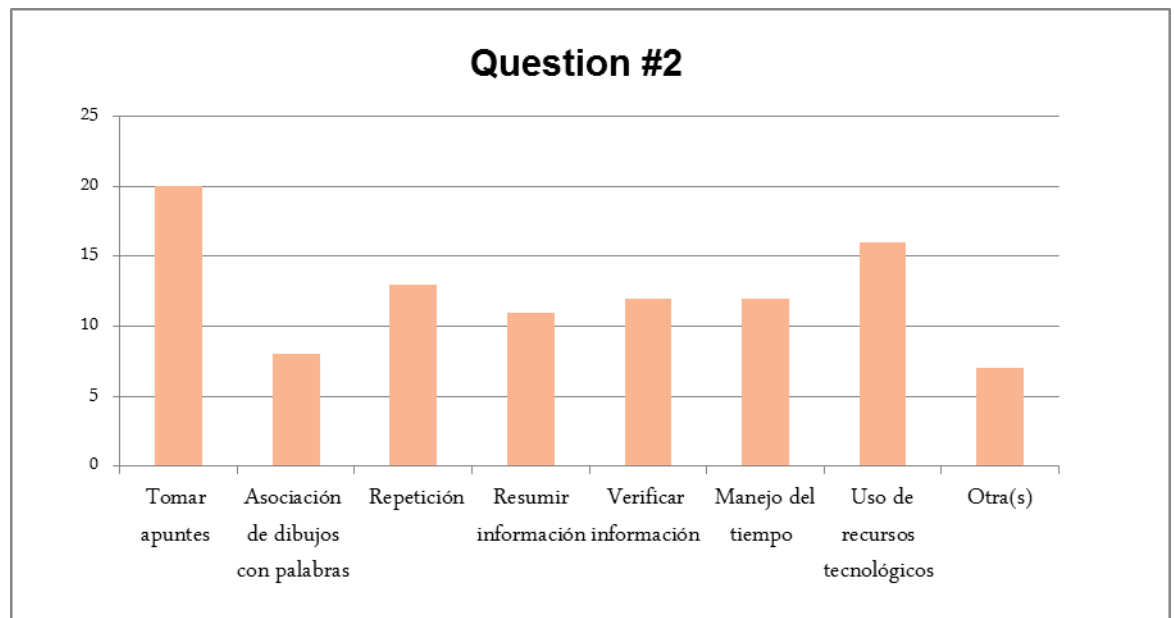
**¡Gracias por sus respuestas!**

### Annex 3. Survey results

1. ¿La nueva metodología empleada en clase aportó en su proceso de aprendizaje?				
Siempre	18			
Casi siempre	2			
Algunas veces	0			
Nunca	0			

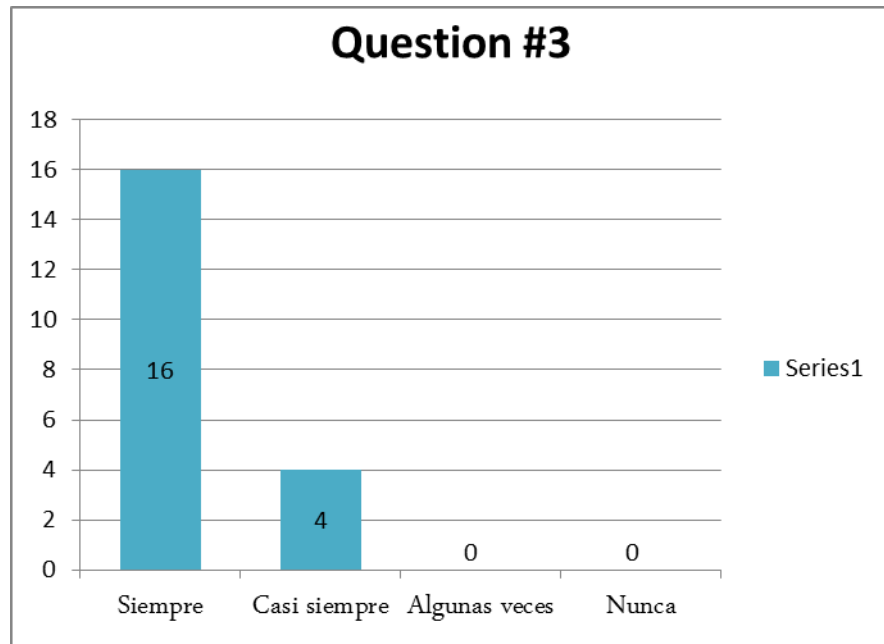
2. ¿Durante el desarrollo de las tareas propuestas en clase, usted aplicó diferentes estrategias para facilitar su aprendizaje? Marque las que usted aplicó				
Tomar apuntes	20			
Asociación de dibujos con palabras	8			
Repetición	13			
Resumir información	11			
Verificar información	12			
Manejo del tiempo	12			
Uso de recursos tecnológicos	16			
Otra(s)	7			



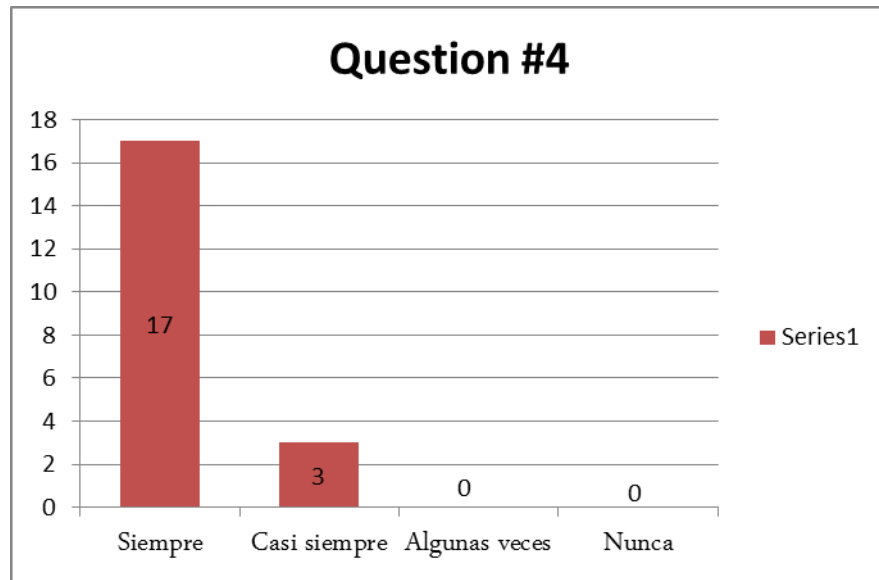


3. ¿La nueva metodología empleada en clase le permitió plantearse metas académicas y/o personales?				
Siempre	16			
Casi siempre	4			
Algunas veces	0			
Nunca	0			

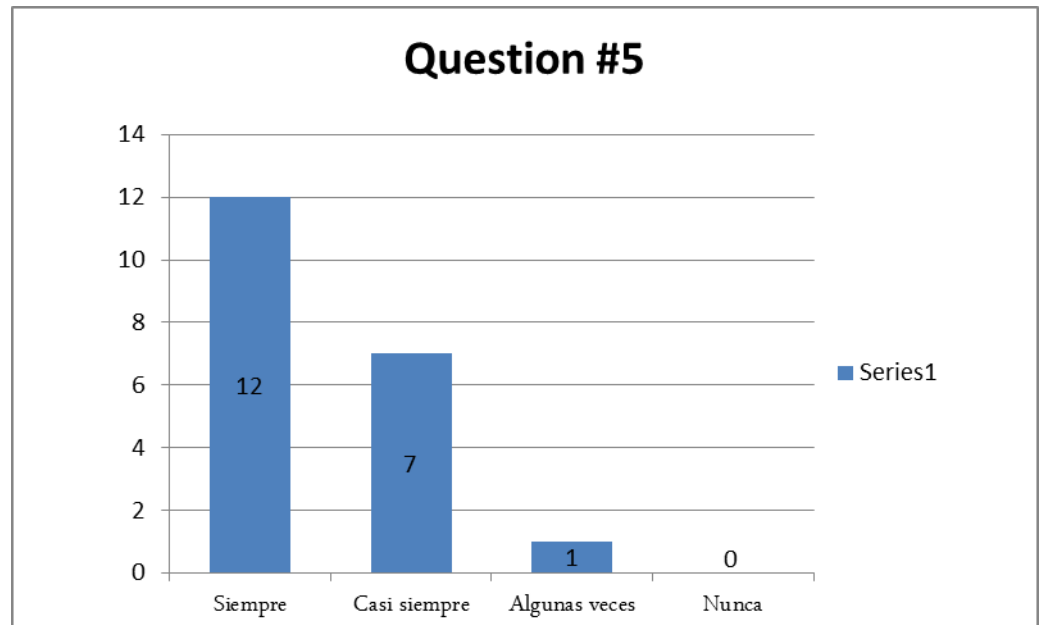




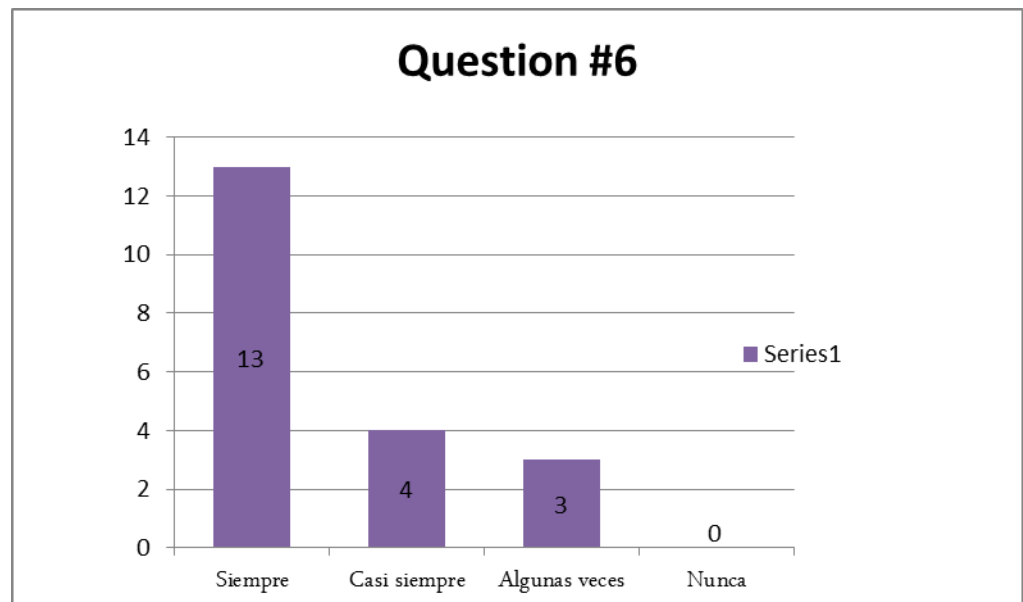
4. ¿La nueva metodología implementada en clase le permitió desarrollar estrategias para mejorar su aprendizaje del inglés?				
Siempre	17			
Casi siempre	3			
Algunas veces	0			
Nunca	0			



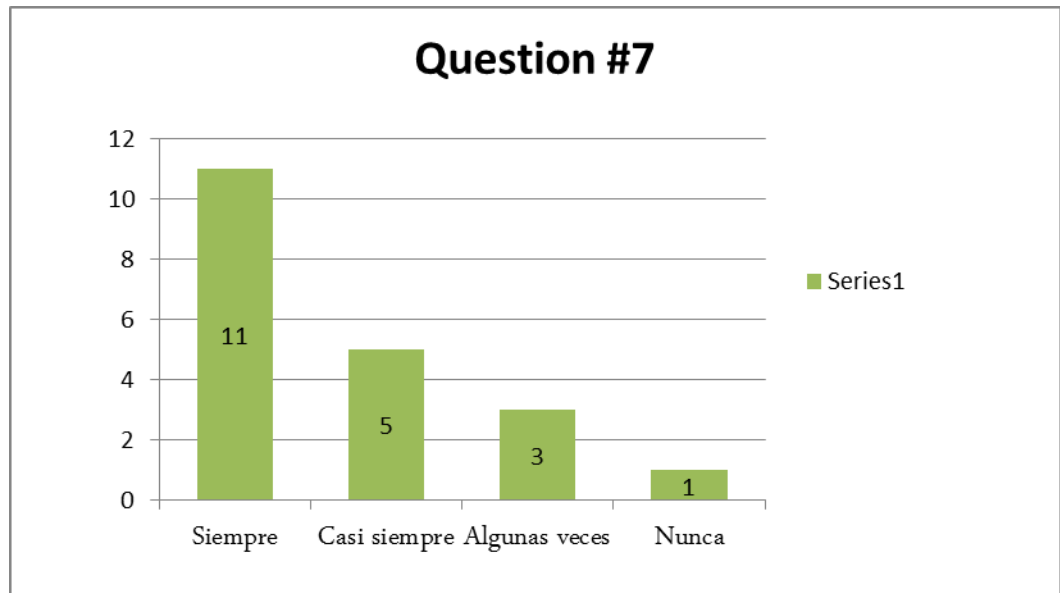
5. ¿Sus conocimientos acerca del tema tratado en clase le ayudaron a participar de manera				
activa durante la nueva metodología implementada?				
Siempre	12			
Casi siempre	7			
Algunas veces	1			
Nunca	0			



6. Al finalizar cada tarea propuesta dentro de la nueva metodología, ¿evaluó sus logros en el				
aprendizaje y los aspectos por mejorar?				
Siempre	13			
Casi siempre	4			
Algunas veces	3			
Nunca	0			



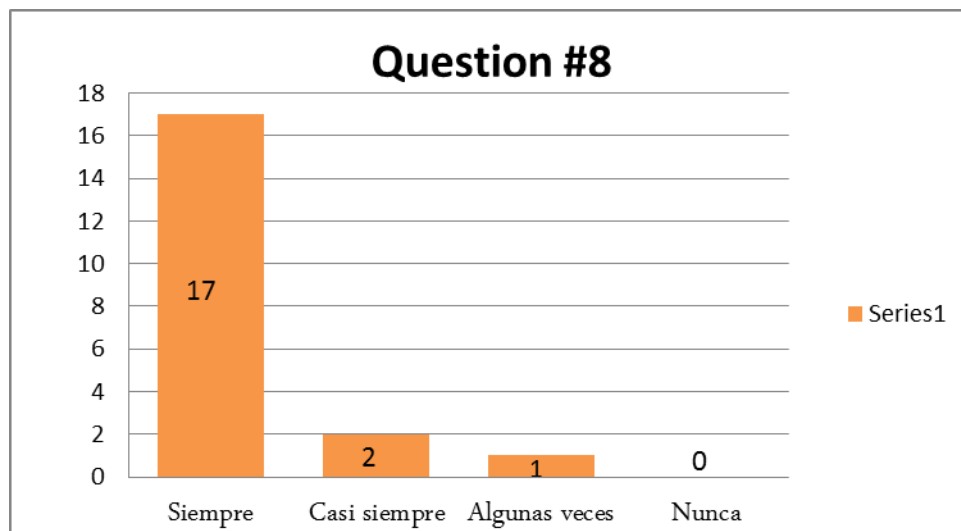
7. Al final de cada tarea, ¿reflexionó sobre lo que estaba aprendiendo y se propuso enfrentar nuevos retos?				
Siempre	11			
Casi siempre	5			
Algunas veces	3			
Nunca	1			



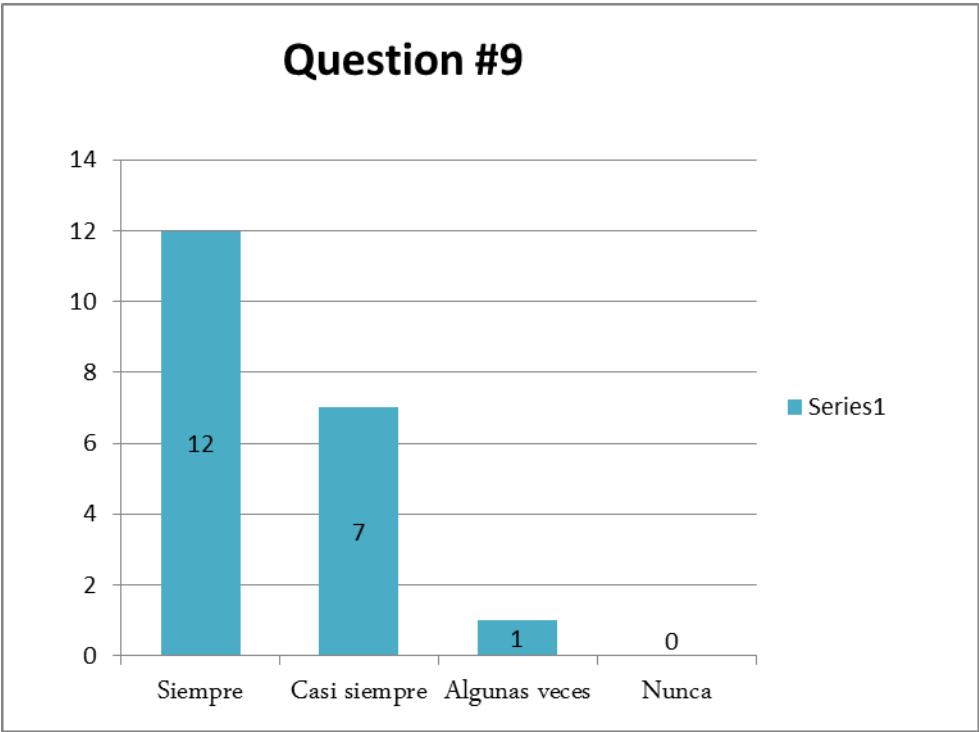
**8. ¿Fue persistente en el desarrollo de las tareas hasta alcanzar la meta propuesta aun cuando**

**enfrentó algunas dificultades?**

Siempre	17			
Casi siempre	2			
Algunas veces	1			
Nunca	0			



9. Durante el desarrollo de diversas tareas, ¿superó obstáculos por sí mismo y supo cuando buscar ayuda?				
Siempre	12			
Casi siempre	7			
Algunas veces	1			
Nunca	0			



**Annex 4.** Lesson plan task #1

**Task- based learning lesson plan**

**Task #1**

**Teacher's name:** Gloria Ines Gonzalez Guerrero

**Class:** 10th grade

<b>Lesson Title:</b> “A foreigner in the classroom”
<b>Communicative Goal(s):</b> Share information about your country to a foreigner.
<b>Objective (s):</b> Students will express ideas of important cultural aspects of their country/city through a poster.
<b>Task:</b> Producing a poster with useful information for a first-time visitor from France.
<b>LANGUAGE TASK SITUATION:</b> A new English language teacher arrived to you school and will be here for six months. He is from France and knows nothing about how things work here in Colombia. You will have to produce a poster that helps him while he is here.

<p>Description of Classroom and Student Population.</p> <p>Class: Tenth-grade students</p> <p>Average Attendance: 33 students</p> <p>Proficiency Level: (s): Advanced Beginners to pre-Intermediates</p> <p>Time: 3 hours per task</p>
<p><b>Copies and Materials</b></p> <p>Handouts: self-evaluation and co evaluation</p> <p>Materials: Pictures, glue stick, markers, paper</p>

Welcome and Introductions (5 - 10 minutes)	Notes
<p>The teacher greets students as they come in and write on the board the agenda of the day which includes: date, the aim of the class, BLR (Basic Learning Right), attendance and the activities to develop.</p>	<p>The class will take place in a different classroom from theirs to have more resources available.</p>



## **TASK 4: A foreigner in your classroom**

### **Pre-task activities.**

1. In groups, the students will make a list of the things a foreigner should know while he is here. For example: modes of transport, times and prices, words for shops and services, places you should visit, places you should avoid etc. After that, students will share them with their classmates

During the activity, I will give the students some time to read the words out loud before sharing them with the whole class.

I will write on the board all the words the students come up with to check for understanding and practice pronunciation.

I will tell students they will have to present their poster in front of a real foreigner.

### **Task cycle**

### **The during-task phase.**

<p>1. What shall we put on the poster?</p> <p>In groups, the students will select, share, compare, negotiate, and decide what they need to make the poster based on aspects like modes of transport, times and prices, words for shops and services, etc. and the way they are going to present it.</p> <p>When the students finish their posters, they will socialize them in front of the class. The other students and the invited foreigner will look at the poster and talk about the information usefulness for a foreigner.</p>	<p>I will ask students to bring some pictures about Colombia so they can complement their posters.</p>
<p><b>The post-task phase</b></p>	

1. I will offer a second opportunity to improve their task to those students who feel they did not have a good performance.	I will give this time during the class as it is important they have each other's support.
2. I will encourage attention to form if necessary.	
3. I will ask students to reflect on the importance of showing sympathy with people who need it.	
4. Finally, I will ask students to reflect in their own performance based on how the task was developed, what they discovered, learned and what they may improve for the next time. Also, I will ask students to assess their performance of the task taking into account aspects like fluency, complexity or accuracy, what aspects they gave priority, what language they learned from the task, what strategies they used to develop the task, their level of motivation and engagement if they set goals had self-confidence and persistence during the development of	During this part, I will ask students to do these reflections using their mother tongue and I will ask them to write their feelings about the aspects mentions in this phase. I will hand out some copies with some main aspects for the students reflect on them. I will ask some students to read allow their reflections, make comments and compare their answers.

<p>the task, etc. They will also express their feelings about how they felt assessing their classmates' work and they will have the chance to assess the task itself based on aspects like if they found it interesting, useful, connected to their interests, etc.</p>	
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Designed by: Gloria Inés González Guerrero.

**Annex 5.** Lesson plan task #2

**Task- based learning lesson plan**

**Task #2**

**Teacher's name:** Gloria Ines Gonzalez Guerrero

**Class:** 10<sup>th</sup> grade

<b>Lesson Title:</b> My achievements and expectations.
<b>Communicative Goal(s):</b> Sharing the achievements I have got so far and the expectations I have for my future.
<b>Objective(s):</b> Students will describe in a written way their achievements and expectations for their future
<b>Task:</b> Producing an achievement and expectations article for the school newspaper.
<b>LANGUAGE TASK SITUATION:</b> This year we are celebrating the 75th anniversary of our school and that is why the school newspaper edition of this term is about recognizing the different achievements our students have had along their scholar years and the expectations for their future after they graduate from high school. For this, your teachers have asked you to write a short article describing some aspects of your life, e.g.: likes dislikes, favorite music, sports or any information you consider relevant about yourself, some achievements you have accomplished during your life and some expectations you have for your future. You can add pictures drawings or anything you feel identify with. We will publish the best texts in the school newspaper.

**Description of Classroom and Student Population**

Class: Tenth-grade students

Average Attendance: 33 students

Proficiency Level: (s): Advanced Beginners to pre-Intermediates

Time: 3 hours (per task)

**Copies and Materials**

Handouts: Questionnaire

Materials: power point presentation, images, glue stick, paper, markers (any other the students want to add)

<b>Welcome and Introductions (5 - 10 minutes)</b>	<b>Notes</b>
The teacher greets students as they come in and write on the board the agenda of the day, which includes date, the aim of the class, BLR (Basic Learning Right), attendance and the activities to develop.	The class will take place in a different classroom from theirs to have more resources available.
<b>Task 1: My achievements and dreams.</b>	
<b>Pre-task activities.</b>	
1. I will ask the students to think about any aspect they have accomplished in their lives so far and any dream or expectation they have for their future. I will write them on the board and I will add the name of the person who speaks e.g.: “Sandra has won a sports medal and she would like to study at Antioquia University”.	In this activity, I will encourage students to help themselves by checking the verbs list in past participle that we have studied previously.
2. In groups, I will hand out a true or false questionnaire with the information provided by one of their teachers regarding the	During the questionnaire activity, I will go around monitoring for comprehension and doubts with the vocabulary.

<p>achievements he has accomplished during his life and the expectations he has for his future. The students will have to read and answer the questions according to what they know from his teacher and their intuition.</p>	
<p>3. I will show the students a power point presentation, which has some ideas of the way they can designed and write a newspaper page about their achievements and the expectations for the future. (Title, short introduction, etc.), and some more examples of achievements and expectations.</p>	<p>During the power point presentation, I will stop occasionally to make sure the students follow the ideas and understand certain words or grammar structure. The students will take note on the vocabulary and expressions.</p>
<p style="text-align: center;"><b>Task cycle</b></p> <p style="text-align: center;"><b>The during-task phase.</b></p>	
<p>1. Students will start working on the creation of their own achievements and expectations newspapers article individually. For this activity, I will ask them to bring in advance the page design and</p>	<p>Although the task is addressed to be developed individually, in this phase, I will allow learners to work in pairs or groups, to generate an environment, where they feel more comfortable on</p>



<p>any extra material they might need like pictures, images, glue stick, etc. in order for them to complement the text they will write.</p>	<p>taking risks, experiment with language forms or asking for their partners' advice.</p> <p>While they develop the activity, I will walk around and monitor, encouraging everyone's attempts at communication in the target language.</p>
<p>2. The students will take some time to prepare their material, organize their ideas, select the information they will write, elaborate a draft and finally write the final version of their article.</p>	<p>I will help the students to plan what they want to say, but will not intervene to correct errors of the form unless they ask me. Also, I will encourage them to keep in mind the goal they want to achieve, what they want to learn and build a plan or strategy to develop the task (time management, mind maps to organize the information etc.) and monitor what they are doing.</p>
<p>3. After they finish their article, the students will stick their work on the wall so everybody can read some of their classmates work. Also, the students will have to pick one of their peers' works and</p>	<p>In this part, I will make sure each student have a partner who provides feedback taking into account the task outcome.</p> <p>I will collect all the articles to assess the class outcomes.</p>

provide feedback to the student selected.	
<b>The post-task phase</b>	
1. I will offer students who feel they did not have a good performance an opportunity for a repeat performance of the task.	I will suggest different strategies to help students to succeed next time
2. I will encourage students to talk about their feelings about how it feels to look back and see what they have achieved so far and how they feel now that they are close to facing new challenges.	
3. I will encourage attention to form in case it is necessary.	

<p>3. Finally, I will ask students to reflect on their own performance based on how the task was developed, what they discovered, learned and what they may improve for the next time. Also, I will ask students to assess their performance of the task taking into account aspects like fluency, complexity or accuracy, what aspects they gave priority, what language they learned from the task, what strategies they used to develop the task, their level of motivation and engagement, whether they set goals had self-confidence and persistence during the development of the task. They will also express their feelings about how they felt assessing their classmates' work and they will have the chance to assess the task itself based on aspects like if they found it interesting, useful, connected to their interests, etc.</p>	<p>During this part, I will ask students to do these reflections using their mother tongue and I will ask them to write their feelings about the aspects mentions in this phase. I will hand out some copies with some main aspects for the students reflect on them. I will ask some students to read allow their reflections, make comments and compare their answers.</p>
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**Designed by:** Gloria Inés González Guerrero.

Pre-task activity: questionnaire

### Questionnaire

**Teacher:** Andrés Santa.

Read and answer true or false.

#### **During my life...**

**True/false**

1. I have graduated with honors as one of the best students.....
2. I have studied at UPB.....
3. I have met an ex-president of Colombia .....
4. I have traveled to Cuba to take part in a festival.....
5. I have been to Europe for 6 months.....
6. I have graduated from a Master program .....
7. I have helped many people in their learning process .....
8. I have never worked in a private school.....
9. I have always lived with my parents .....
10. I have won a scholarship to study in Argentina.....

#### **In my future...**

**True/false**

1. I would like to have 2 children.....
2. I would like to work at a university.....
3. I would like to speak German.....
4. I would like to get married.....
5. I would like to live in another country.....
6. I would like to be the principal or the coordinator of a school.....

7. I would like to work at this school for many more years.....
8. I would like to speak English fluently.....
9. I would like to live on a farm again.....
10. I would like to be my boss.....

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

### **REFLEXIONANDO SOBRE MI APRENDIZAJE**

**1. En tu opinión, ¿Qué tan bien planeaste y desarrollaste la tarea propuesta?**

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**2. ¿Qué aprendiste/descubriste durante esta tarea?**

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**3. ¿Cuáles crees que fueron tus fortalezas y/o debilidades durante las etapas de la tarea? (actividades de inicio, desarrollo y cierre)**

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**4. ¿Qué palabras, expresiones, etc. aprendiste en cada una de las etapas de la tarea?**

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5. ¿Qué estrategias utilizaste para desarrollar la tarea? (toma de apuntes, asociación de dibujos con palabras, repetición, resumir información, verificar información, manejo del tiempo, uso de recursos tecnológicos etc.)

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6. Te propusiste metas (académicas o personales) para desarrollar la tarea? Explica tu respuesta.

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6. ¿Te sentiste comprometido al desarrollar esta tarea? Si/no ¿por qué?

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7. ¿Te sentiste seguro de los conocimientos adquiridos para desarrollar la tarea?

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**REFLEXIONANDO SOBRE EL TRABAJO DE MIS COMPANEROS**

8. ¿Cómo te sentiste evaluando el trabajo de tu(s) compañero (s)?

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9. ¿Qué aprendiste de tus compañeros?

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**REFLEXIONANDO SOBRE LA TAREA.**

**10. ¿Cómo te parecieron las actividades desarrolladas en cada una de las etapas de la tarea? (actividades de inicio, desarrollo y cierre)**

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**11. ¿Qué tan interesante, útil, fácil, difícil o conectada con tus intereses te pareció la tarea?**

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**12. ¿Qué cambiarías o agregarías a la tarea propuesta?**

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**Annex 6.** Lesson plan task #3

**Task- based learning lesson plan**  
**Task #3**

**Teacher's name:** Gloria Ines Gonzalez Guerrero

**Class:** 10<sup>th</sup> grade

<b>Lesson Title:</b> “A clothing store catalog”
<b>Communicative Goal(s):</b> Exchange information about clothing people usually wear.
<b>Objective (s):</b> Students will describe in an oral and written way characteristic of clothing people wear.
<b>Task:</b> Producing a catalog for an online clothing store.
<b>LANGUAGE TASK SITUATION:</b> Your parents have just opened an online clothing store. The business is going pretty well due to the unique outfits they sell there. However, your parents have not been able to expand their business, as they do not have an English catalog to offer the products to people overseas. You and your friends must design the first draft of this catalog to upload as soon as possible in your parents’ web page.
<b>Description of Classroom and Student Population</b> Class: Tenth-grade students Average Attendance: 33 students Proficiency Level: (s): Advanced Beginners to pre-Intermediates Time: 3 hours per task
<b>Copies and Materials</b> Handouts: Vocabulary about clothing and adjectives, self-evaluation and co evaluation Materials: Clothing store catalog, images, glue stick, paper, markers, (others the students want to add)



<b>Welcome and Introductions (5 - 10 minutes)</b>	<b>Notes</b>
The teacher greets students as they come in and write on the board the agenda of the day, which includes date, the aim of the class, BLR (Basic Learning Right), attendance and the activities to develop.	The class will take place in a different classroom from theirs to have more resources available.
<b>Task 2: “A clothing store catalog”</b>	
<b>Pre-task activities.</b>	
1. I will ask students to think of and give me names of different clothing. I will write them on the board and I will add also standard sentences such as “this is a jacket”, “these are a pair of tennis shoes”. (listing)	I will give the opportunity to some volunteer students to write on the board clothing words they share.
2. I will hand out a list of different clothing names and adjectives that can be useful to describe clothing. Individually, the students will read each word and will try to write the meaning of the words they know. After that, I will ask them to exchange copies with their partner and they will help them complete the vocabulary list. We will socialize the vocabulary and I will help them complete what they are missing or clarify any doubt.	During this activity, I will not monitor around so the students can activate their previous knowledge on their own.
3. I will explain to the students that when we want to describe a noun, the adjective always comes before that noun and when more than one adjective comes before a noun, the adjectives are normally in a particular order. To support this explanation, I will give the students a copy with the order of adjectives so they can identify it better. To complement the previous explanation, I will show them an example of a clothing catalog from a specific store with the name of each piece of clothes and some mixed adjectives. In groups, the students will have to organize the adjectives according to the sequence and write the clothing name. For this activity, I will	During this activity, I will provide some examples of the way adjective are organized and I will develop one exercise with the whole group to facilitate understanding.

ask them to use expressions as she/he is wearing a/an... they/we /you are wearing a/an... Students will socialize the activity so compare answer and correct mistakes.	
<b>Task cycle</b> <b>The during-task phase.</b>	
1. Beforehand, I will ask the students to bring a picture of them wearing their favorite outfit and images about people wearing different outfits as well and I will ask them to bring in advance the catalog design to save some time in class. During the class, the students will work in groups to create their fashion catalog by writing what the store sells and describing what each person is wearing including the picture they brought of themselves.	I will ask them to select carefully the images, as they will try to give some identity to their store to be unique. In addition, I will encourage students to set specific goals.
2. The students will have some time to share and discuss the images they brought, the vocabulary they need to use and the way they will create their catalog emphasizing on clarity, organization, and accuracy for appropriate public presentation.	While they develop the activity, I will walk around and monitor, encouraging everyone's attempts at communication in the target language. I will encourage students to plan some strategies that allow them to develop the task more effectively.
3. The students will start writing the catalog information with detail description of each piece of clothes by using the vocabulary practiced previously and new vocabulary they want to include	I will help the students to clarify any doubts of what they want to write but I will also encourage peer editing and the use of dictionaries.
4. When the students finish their clothing catalog creation, they will socialize their catalogs to another group and they will try to make them buy in their store. Then, they will exchange their catalogs with a different group in order for them to read it and assess their work based on the images and vocabulary used the correct use of adjectives and clarity, coherence and cohesion. To do this, they will use an extra piece of paper where they will write all their comments and suggestions.	In this stage, the students will also practice what they want to say and will have some time to reflect on their classmates' work.  I will collect all the catalogs to assess the class outcomes.

### **The post-task phase**

1. Based on the catalogs they elaborated, I will ask students to give their opinions and reflections about two aspects: the material they mentioned the clothing was made of, what do they know about them? Was it environmentally friendly? And how authentic and unique was their clothing catalog as although fashion has been thought to be a way of expression and identity, nowadays the fashion industry is making everybody dress the same, making people losing their individuality and become part of a consumerist society.	I will give this time during the class, as it is important they have each other's support.
2. I will encourage attention to form in case it is necessary and the use and order of adjectives.	
3. I will offer a second opportunity to improve their task to those students who feel they did not have a good performance.	

<p>4. Finally, I will ask students to reflect in their own performance based on how the task was developed, what they discovered, learned and what they may improve for the next time. Also, I will ask students to assess their performance of the task taking into account aspects like fluency, complexity or accuracy, what aspects they gave priority, what language they learned from the task, what strategies they used to develop the task, their level of motivation and engagement if they set goals, had self-confidence and persistence during the development of the task, etc. They will also express their feelings about how they felt assessing their classmates' work and they will have the chance to assess the task itself based on aspects like if they found it interesting, useful, connected to their interests, etc.</p>	<p>During this part, I will ask students to do these reflections using their mother tongue and I will ask them to write their feelings about the aspects mentions in this phase. I will hand out some copies with some main aspects for the students reflect on them. I will ask some students to read allow their reflections, make comments and compare their answers. ( SEE QUESTIONS IN ANNEX 1)</p>
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**Designed by:** Gloria Inés González Guerrero.

PRE-TASK (2)

# CLOTHES



How many of these clothing words do you know?  
Write down the meaning of as many words as you can.

	Sneakers	Jeans	sandals	Mini-skirt
2	flip flops	Sweater	cardigan	shirt
3	Dress	Bra	skirt	scarf
4	Jeans	Trousers	pants	shorts
5	Belt	Scarf	capris	necklace
6	Hat	Helmet	socks	cap
7	sweater	Coat	jacket	windbreaker
8	jersey	t-shirt	vest	shirt
9	glasses	Panties	Bikini	sleeves
10	Boots	runners	underpants	shoes
11	gloves	Blouse	watch	mittens
12	pajamas	rain jacket	nightgown	Tie

## Adjectives that describe clothes

How many of these adjectives do you know?

Write down the meaning of as many words as you can.

### ♦ 1.Opinion

Adjective	Translation
matched up	
innovative	
stylish	
well-dressed	
elegant	

Adjective	Translation
dysfunctional	
dirty	
scruffy	

### ♦ 2.Size

Adjective	Translation
Small (S)	
Medium (M)	
Large (L)	
extra-large (XL)	

### ♦ 3.Age

Adjective	Translation
trendy	
fashionable	
unused	

Adjective	Translation
new / old	
old-fashionable	
worn	

### ♦ 4.1.Shape (forma, figura)

#### ♦ Fit

Adjective	Translation
tight	
loose	
fit	

### ♦ 4.2.Style

Adjective	Translation
stylish	
designer	
formal	
fancy	
casual (clothes)	

Adjective	Translation
v-necked	
short-sleeved	
long-sleeved	
sleeveless	
high-heeled	
low-heeled	
shoulder (bag)	

### ♦ 5.1.Colour (forma, figura)

Adjective	Translation
light green	
bright purple	
turquoise	

Adjective	Translation
clark brown	
navy blue	
pale grey	

### ♦ 5.2.Pattern (dibujo)

Adjective	Translation
plain	liso
patterned	estampado

Adjective	Translation
striped	
checked	

## ◆6.Nationality

Adjective	Translation
Dutch	
Swiss	
Czech	
Chinese	
Colombian	

Adjective	Translation
Iraqi	
Saudi Arabian	
American	
Ecuadorian	
Peruvian	

## ◆7.Material

Adjective	Translation
cotton	
denim	
fur	
knitted	
leather	
linen	

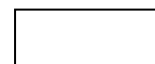
Adjective	Translation
lycra	
silk	
suede	
velvet	
woollen	
Polyester	

## PRE-TASK (3)

### Order of Adjectives

When we want to describe a noun, the adjective always comes before the noun and when more than one adjective comes before a noun, the adjectives are normally in a particular order.

1 opinion	2 size	3 age	4.1 shape	4.2 style	5.1 color	5.2 pattern	6 nationality	7 material
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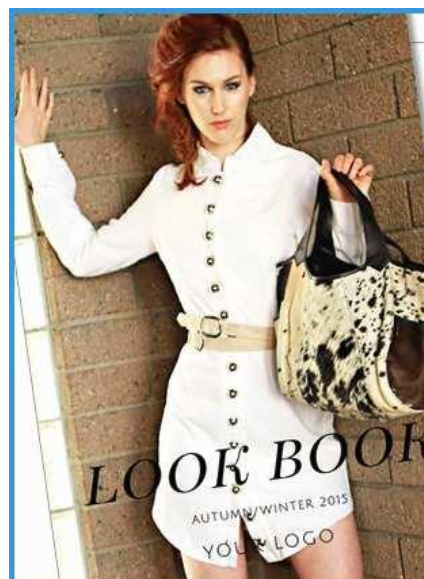


Observe the following examples:



He is wearing a nice, fashionable, red pair of tennis shoes and a stylish, medium, fit, blue shirt.

She is wearing an elegant, medium, fashionable, tight, white dress.



Now you try to describe what this person is wearing.



Blouse: cotton, short-sleeved, small, patterned, cute.



**Annex 7.** Lesson plan task #4

**Task-based learning lesson plan**

**Task #4**

**Teacher's name:** Gloria Ines Gonzalez Guerrero

**Class:** 10<sup>th</sup> grade

<b>Lesson Title:</b> “My ideal prom party”
<b>Communicative Goal(s):</b> Share information about imaginary plans.
<b>Objective (s):</b> Students will explain ideas in an oral and written way about ideal plans
<b>Task:</b> Planning a prom party.
<b>LANGUAGE TASK SITUATION:</b> For the very first time, the school principal has decided to carry out a prom party for the 11th-grade students in the year 2020. The principal has assigned the prom committee a budget of 6 million Colombian pesos to do the celebration. The prom committee is opened to listen to the students’ proposals about their ideal prom party. You and your friends will design and present a plan for your ideal prom party based on what you would do and would not do during the event.
<b>Description of Classroom and Student Population</b> Class: Tenth-grade students Average Attendance: 33 students Proficiency Level: (s): Advanced Beginners to pre-Intermediates Time: 3 hours per task
<b>Copies and Materials</b> Handouts: Reading about how to plan a prom party, prom party in the USA vs Colombia, prom party template, self-evaluation and peer-evaluation Materials: paper, markers (others the students want to add)

<b>Welcome and Introduction (5 - 10 minutes)</b>	<b>Notes</b>
The teacher greets students as they come in and write on the board the agenda of the day, which includes date, the aim of the class, BLR (Basic Learning Right), attendance and the activities to develop.	The class will take place in a different classroom from theirs to have more resources available.
<b>TASK 3: MY IDEAL PROM PARTY</b>	
<b>Pre-task activities.</b>	
1. I will write on the board vocabulary words related to a prom party. Then, I will divide the class into 5 teams. I will Have one student from each team come to the board holding a flyswatter. Then, I will read the definition of a vocabulary word. Students should race, jumping on one foot to see who can locate the correct word on the board the fastest. When they find it, they should hit the word on the board with the flyswatter. Students will take notes of the vocabulary reviewed.	During the activity, I will give the students some time to read the words on the board and check for understanding. Also, I will read each definition only twice so the students focus on what they listen.
2. I will hand out the description of some aspects of a prom party in the United States. The students will work in teams to find similarities and differences between the USA and their own country regarding the prom party. We will socialize each team's answers.	During this activity, I will not monitor around to allow students to solve difficulties on their own. I will answer the doubts or questions only if they ask me or if I see it is something they cannot figure out by themselves.
3. I will hand out reading about how to plan a Prom party, which includes different aspects to keep in mind when planning and activities that can be developed during the prom party. I will divide the reading in different paragraphs and I will organize the students in 9 teams. A number will identify each team and they will have a different paragraph to read and analyze. After they finish reading and socializing the main ideas from the paragraphs, they will split and will form a new group with students who have a different number. When they join the new groups, each student will share their ideas about what they read and the other students will take notes. The	During this activity, I will monitor around each team to make sure students understood the main ideas of the texts and are ready to share them with their classmates.

students will know about the whole content of the text.	
<b>Task cycle</b> <b>The during-task phase.</b>	
1. I will hand out a template that students will fill out based on what they would do and would not do for their ideal prom party: the food they would/wouldn't buy, decoration, drinks, activities they would develop during the prom party, the music they would play, etc. The students will have to discuss all the possibilities and agree on what they plan to do.	<p>While they develop the activity, I will walk around and monitor, encouraging everyone's attempts at communication in the target language. I will encourage students to plan some strategies that allow them to develop the task more effectively.</p> <p>I will remind the students how to write sentences in a hypothetical situation. I will provide some examples and I will build some others with them.</p> <p>I will help the students to plan what they want to write, but will not intervene to correct errors of the form unless they ask me. Also, I will encourage them to keep in mind the goal they want to achieve, what they want to learn and build a plan or strategy to develop the task (time management, mind maps to organize the information etc.) and monitor what they are doing.</p>
3. When the students finish planning their ideal prom party, they will socialize their proposal in front of the class. The class will pay attention to the proposals; will write the aspects that call their attention the most and they will give each team a score from 1 to 10 according to how convincing, fun and interesting it looks like	<p>I will help the students to clarify any doubts of what they want to write but I will also encourage peer editing and the use of dictionaries. In this stage, the students will also practice what they want to say and will have some time to reflect on their classmates' work.</p> <p>I will collect all the proposals to assess the class outcomes.</p>
<b>The post-task phase</b>	
1. I will encourage attention to form in this case, the use of the second conditional.	I will give this time during the class, as it is important they have each other's support and I will suggest new strategies to develop the task.

<p>2. I will ask students to reflect on how what a prom party means for them and if it is worthy or not to celebrate it in our own culture.</p>	
<p>3. I will offer a second opportunity to improve their task to those students who feel they did not have a good performance.</p>	
<p>4. Finally, I will ask students to reflect in their own performance based on how the task was developed, what they discovered, learned and what they may improve for the next time. Also, I will ask students to assess their performance of the task taking into account aspects like fluency, complexity or accuracy, what aspects they gave priority, what language they learned from the task, what strategies they used to develop the task, their level of motivation and engagement if they set goals had self-confidence and persistence during the development of the task, etc. They will also express their feelings about how they felt assessing their classmates' work and they will have the chance to assess the task itself based on aspects like if they found it interesting, useful, connected to their interests, etc.</p>	<p>During this part, I will ask students to do these reflections using their mother tongue and I will ask them to write their feelings about the aspects mentions in this phase. I will hand out some copies with some main aspects for the students reflect on them. I will ask some students to read allow their reflections, make comments and compare their answers.</p>

Pre-task (1)

1. **Curfew:** a rule requiring people to be home at a certain time
2. **Corsage:** a small flower arrangement worn by women
3. **Transformed:** Changed in appearance
4. **Refreshments:** drinks and snacks served at parties
5. **Photograph:** A visual image taken by a camera
6. **Tuxedo:** a jacket worn by men for formal occasions
7. **Chaperone:** an older person who goes with young people on a trip to protect and supervise
8. **DJ:** A person who plays recorded music for other people.
9. **Decoration:** it is anything used to make something more attractive or festive.
10. **Location:** it is the place where something happens or it is situated.
11. **Invitation:** a written or verbal request inviting someone to go somewhere or to do something.
12. **Menu:** is a list of food and beverages offered in a specific place
13. **Party favor:** souvenir consisting of a small gift given to a guest at a party

PRE-TASK (2)

The Prom party

Prom was born in the United States more than 100 years ago and it has spread to other parts of the world. In America, it has become an industry similar to the wedding business.



Read the following information about the prom party in The USA and then write any similarity or difference you can find with the way high school students celebrate their prom party here in Colombia.

Prom party in the United States	Prom party in Colombia
This is a tradition deeply rooted in the country, which becomes a transcendental event in school life, remembered with love throughout life.	
An American family spends more than 900 dollars on prom.	
Many girls get ready for the prom with friends. They might get their hair done at a beauty shop together. They might hire a professional make-up artist for a few hours to share the costs.	
There is a lot of pressure to have a date to prom, just because people do not want to be by themselves and be seen by themselves.	
Couples meet in the parks, gardens or in their own homes, to undergo a photo shoot and then attend the ceremony together.	
The place for the prom is usually an assembly hall or the school gym itself, and	

sometimes even in party halls or wedding halls.	
During the party, a meal is served, while a music band, or more recently a DJ, will serve the soundtrack	
After the prom, many schools continue the party with a less formal 'post-prom' in their own school facilities or in a nightclub.	
In some schools in the United States, they only allow senior students to celebrate the prom. In others, they also accept students in grade 11 (juniors) and in others they celebrate a combination of the two.	

## Prom Planning: A Guide by Cassandra Morris Updated May 23, 2019

Read the following guide to plan a Prom party and then socialize your understandings with your classmates.

Would you add something else?



### 1. Choose a Location

While some schools hold proms in the gymnasium or auditorium, others take the dance to an off-campus location. Have your prom committee look into ballrooms, riverboats, convention centers, hotels and large, fancy restaurants. Also, think big and outside the box. Could your prom be held outdoors or in a dance club during off-hours? Let your creativity inspire you. Prom planning with school leaders by your side means your idea will be heard.

### 2. Picking a Prom Theme and Prom Song

Deciding on a theme and a song is a huge part of prom planning. If you are stuck for prom theme ideas, order a variety of party decoration catalogs. It will be easier to choose a theme or get inspired to create your own when you have a bunch of options laid out in front of you. Pick a few that you think will appeal to your classmates, and then have the entire committee vote on one collective prom motif. As for a prom song, ask the entire class to vote for which song they want. Choose five or six popular songs to put on the

ballot, and give students the option to write in their own idea. Many schools use their prom song to shape their prom theme.

### **3. Select Invitations**

Although students will not decide whether to attend prom based on how tempting the invitations look, the invitation is a very sentimental element of prom, especially for the departing senior class. The invite should include the location, time and date, and should match your prom theme. When planning your prom invitation, make sure to settle on one that is not only informative but worth holding on to.

### **4. Choose the DJ or Band**

DJ, band, or both? Deciding on the music is an especially important part of prom planning, because tunes truly set the mood for the entire evening. Ask DJs for a client list and references. When interviewing bands, ask them what cover songs they play and listen to their demos to see if you like their sound. Overall, you will want a DJ or band that plays a variety of Top 40 hits with a nice infusion of dance party classics. Remember that the music will either inspire people to dance or sit on the sidelines.

### **5. Planning the Prom Menu**

Remember this simple tip when planning your prom menu: Go for a menu that offers widely adored, familiar foods with as much variety as your budget allows. For example, chicken, pasta and steak are classics, but tofu might be too foreign. Stick with an ice cream sundae or cupcakes for dessert over mango with sticky rice. Unsure if your menu has enough variety? Ask the people on your prom committee. If there is something on the menu for everyone's taste buds, chances are there will be something appealing for all the people in your class.

### **6. Order Party Favors**

After months of prom planning and one memorable night of celebrating, you will want a token party favor to take home. Your committee should put their heads together to find something that will fit with your prom's theme, is memorable and of course, budget-friendly. Most prom catalogs include favors that coordinate with their recommended prom themes, but also consider locally made keepsakes that will remind your classmates of your town when they go to college. Consider candles, sentimental boxes, etc.

### **Possible Activities**

#### **7. A Photo Station**



Having photos from prom night is a great way to keep the memories alive. Although students these days will have no problem taking plenty of pictures on their phones, a photo station is a great way for students to take a break from the dance floor and other prom activities to pose with their friends. You can find photo stations for occasions from proms to weddings, and they usually consist of props (such as funny hats, fake mustaches and signs). A prom committee can connect the photo station to a printer so that students can have their photos printed out on glossy photo paper.

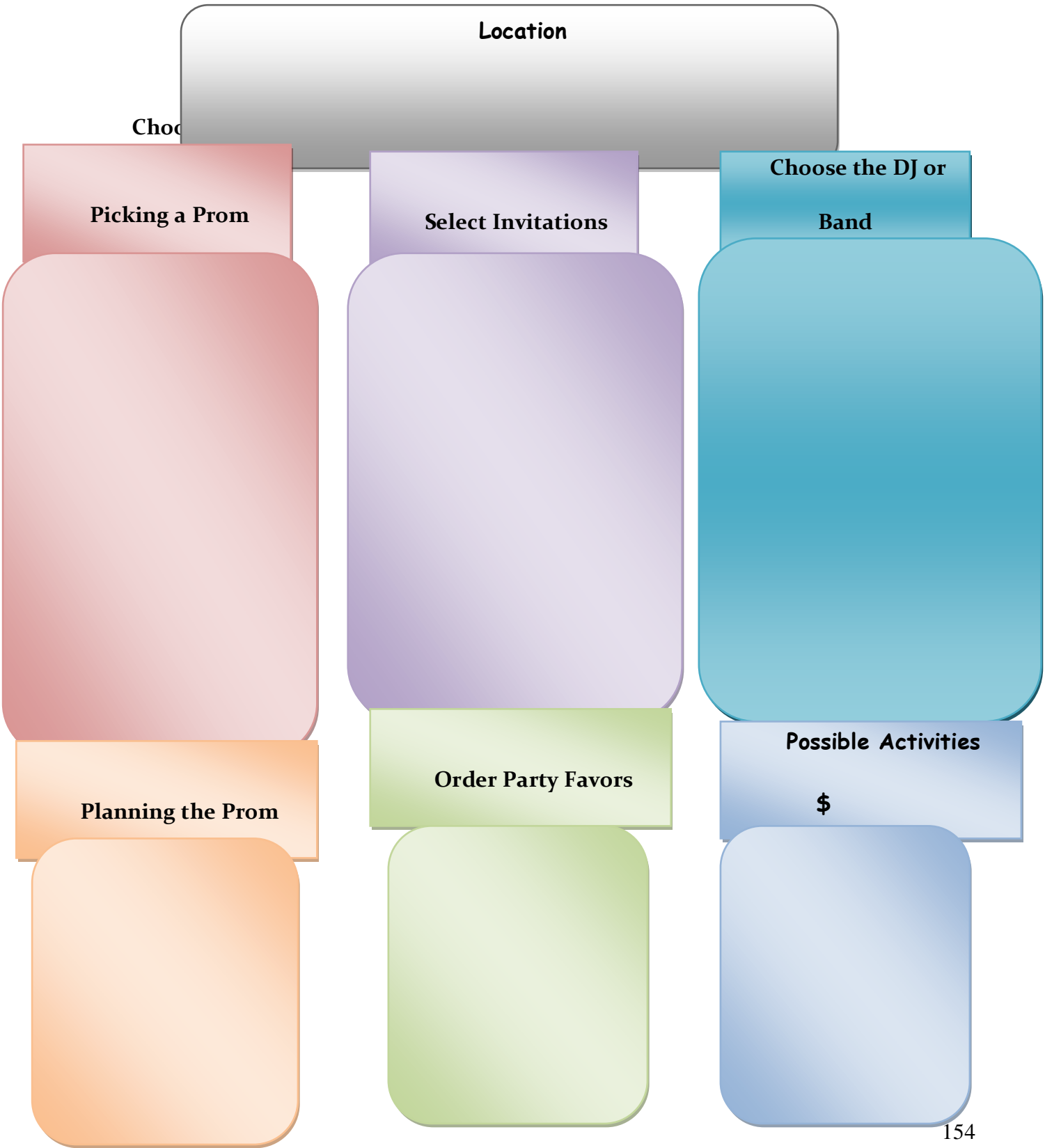
## **8. Good Prom Entertainment Ideas**

Games for prom parties help make sure everyone is included and having fun. The prom committee can implement any type of prom entertainment for this, including a game of musical chairs. Most students will remember how to play musical chairs from when they were young.

## **9. Prom Fashion Show**

One prom activity that the prom committee can do to change up the course of the night is a prom fashion show. Any student, couple or groups of friends who want to enter the fashion show can do so. There can be a stage setup, or contestants can simply make a runway in front of the DJ booth. Students who are watching the show can give cheers and applause to contestants they think have the best outfits for prom.

# Prom planner



## Annex 8. Post-task reflexion

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

### REFLEXIONANDO SOBRE MI APRENDIZAJE

**1. En tu opinión, ¿Qué tan bien planeaste y desarrollaste la tarea propuesta?**

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**2. ¿Qué aprendiste/descubriste durante esta tarea? (tanto a nivel académico como a nivel personal)**

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**3. ¿Cuáles crees que fueron tus fortalezas y/o debilidades durante las etapas de la tarea? (pre-tarea, durante la tarea y post-tarea)**

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**4. ¿Qué palabras, expresiones, etc. aprendiste en cada una de las etapas de la tarea? (trata de ser específico)**

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**5. ¿Qué estrategias utilizaste para desarrollar la tarea? (toma de apuntes, asociación de dibujos con palabras, repetición, resumir información, verificar información, manejo del tiempo, uso de recursos tecnológicos etc.)**

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**6. ¿Qué metas (académicas y/o personales) te propusiste durante esta tarea?**

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**7. ¿Lograste alcanzar tus metas propuestas? Si/no, ¿Por qué?**

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8. ¿Te sirvió de algo proponerte dichas metas? Si/no, ¿Por qué?

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9. ¿Te sentiste comprometido al desarrollar esta tarea? Si/no ¿por qué?

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10. ¿Te sentiste seguro de los conocimientos adquiridos para desarrollar la tarea?

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**REFLEXIONANDO SOBRE EL TRABAJO DE MIS  
COMPANEROS**

11. ¿Cómo te sentiste evaluando el trabajo de tu(s) compañero (s)?

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12. ¿Qué aprendiste de tus compañeros?

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13. ¿Cómo te sentiste siendo evaluado por tus compañeros?

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**REFLEXIONANDO SOBRE LA TAREA.**

14. ¿Cómo te parecieron las actividades desarrolladas en cada una de las etapas de la tarea? (pre-tarea, durante la tarea y post-tarea)

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15. ¿Qué tan interesante, útil, fácil, difícil o conectada con tus intereses te pareció la tarea?

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**16. ¿Qué cambiarías o agregarías a la tarea propuesta?**

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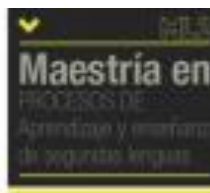
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## Annex 9. Consent letter parents



**UNIVERSIDAD PONTIFICIA BOLIVARIANA**  
**SISTEMA DE FORMACIÓN AVANZADA**  
**ESCUELA DE EDUCACIÓN Y PEDAGOGÍA**

**MAESTRÍA EN PROCESOS DE APRENDIZAJE Y ENSEÑANZA DE SEGUNDAS LENGUAS**

**CONSENTIMIENTO PARA PARTICIPACIÓN EN TAREA DE INVESTIGACIÓN**

Estimados Padres de Familia,

Cordial saludo.

Esta carta tiene por objeto solicitar su autorización para que la docente de inglés y estudiante de la Maestría en Procesos de Aprendizaje y Enseñanza de Segundas Lenguas, **GLORIA GONZÁLEZ**, pueda contactar a su hijo(a) para desarrollar su proyecto de investigación.

Es importante anotar que las observaciones y entrevistas que lleguen a hacer se limitarán a la investigación y que estos datos no se utilizarán para ningún otro propósito. Se tomarán fotos y se grabarán videos en algunas clases con el fin de recolectar información. Además, se enviarán encuestas y se harán entrevistas a los participantes en la investigación.

Usted está en completa libertad de permitir la participación o no de su hijo(a), sin ninguna forma de coerción para su colaboración y sin ninguna posibilidad de represalias en las clases, en caso de no aceptar. Usted y su hijo(a) tienen derecho a ver las fotos y videos, así como el producto final y, de no estar de acuerdo con algo en el mismo, se harán los cambios del caso.

De antemano les agradezco su colaboración en el desarrollo de esta tarea, la cual espero le ayudará a nuestra estudiante en su formación como investigadora. Cualquier inquietud con respecto a esta tarea, me pueden contactar directamente al correo electrónico [ruben.cano@upb.edu.co](mailto:ruben.cano@upb.edu.co), o al 305-324-0641 y con mucho gusto atenderé todas sus inquietudes.

Atentamente,



Rubén Darío Cano B. M.A.  
Coordinador Académico, Maestría en Procesos  
de Aprendizaje y Enseñanza de Segundas Lenguas  
UNIVERSIDAD PONTIFICIA BOLIVARIANA, MEDELLÍN

Hemos leído la información en esta carta y estamos de acuerdo con la participación de nuestro/a hijo/a en esta tarea.

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Nombre y Firma de los Padres o Acudientes

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Fecha

Hemos leído la información en esta carta y estamos de acuerdo en que nuestro/a hijo/a aparezca en materiales de audio y video para el propósito de esta tarea.

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Nombre y Firma de los Padres o Acudientes

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Fecha

**Annex 10. Consent letter principal**

**UNIVERSIDAD PONTIFICIA BOLIVARIANA SISTEMA DE FORMACIÓN AVANZADA**  
**ESCUELA DE EDUCACIÓN Y PEDAGOGÍA**

**MAESTRÍA EN PROCESOS DE APRENDIZAJE Y ENSEÑANZA DE SEGUNDAS LENGUAS**

**CONSENTIMIENTO PARA IMPLEMENTAR TAREA DE INVESTIGACIÓN**

Medellín, 26 de mayo de 2019

Rector,  
Alfonso de Jesús Guarín Salazar  
Institución Educativa Javiera Londoño

Cordial saludo.

Esta carta tiene por objeto solicitar su autorización para la implementación de mi proyecto de grado, el cual estoy adelantando en mi calidad de estudiante de la Maestría en Procesos de Aprendizaje y Enseñanza de Segundas Lenguas, en la institución educativa Javiera Londoño. Este estudio tiene como objetivo explorar como el Enfoque Basado en Tareas promueve la apropiación del aprendizaje en los estudiantes en la clase de inglés. Diversos investigadores han demostrado que dicho enfoque brinda a los estudiantes la oportunidad de involucrarse en formas de aprendizaje comunicativas, creativas y cognitivas. Del mismo modo, proporcionar a los estudiantes más oportunidades para fomentar la apropiación de su aprendizaje puede producir mayor confianza y responsabilidad en ellos y por ende mayores probabilidades de éxito final en un curso desafiante.

Durante la implementación de este proyecto se grabaran algunas clases, se realizará una entrevista y una encuesta a los participantes del proyecto y se recogerán muestras de los trabajos que los estudiantes desarrollen a fin de obtener información que contribuyan a los hallazgos de este proyecto, los cuales serán compartidos con la institución.

De antemano le agradezco su colaboración en este proyecto el cual estoy segura contribuirá a mejorar la calidad del aprendizaje de un segundo idioma en nuestra institución.

Atentamente,

Gloria Inés González Guerrero  
Docente de inglés y Estudiante de la Maestría en Procesos de Aprendizaje y Enseñanza de Segundas Lenguas





He leído la información en esta carta y estoy de acuerdo con la implementación de este proyecto en la institución.

\_\_\_\_\_  
Nombre y Firma del rector

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Fecha

