

**Transformation in English Language Skills as a Result of the Task-Based Learning
Approach in Emergency Remote Learning**

By

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Universidad ICESI

Cali, Colombia

2022

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Abstract

The purpose of this study was to observe a possible transformation in language skills, produced by the application of TBL in a group of 28 students in ages between 10 and 12 years old, who belonged to a public school context in Armenia, Quindío during Emergency Remote Learning imposed by the Covid- 19 pandemic. A didactic sequence was designed and applied with the three phases of TBL, *pre-task*, *task* and *post-task*. Additionally, three instruments were used to collect data during the research, such as a skills achievement test, an oral test and eight diaries. The tests were applied at the beginning and at the end of the project, and the diaries were written during the whole process. After analyzing the data, it was revealed that there was not significant difference in the comprehension skills of the students. In contrast, the productive skills (speaking and writing) seem to indicate a positive transformation in the participants.

Keywords: Task-based learning (TBL), Skills Transformation, Emergency remote learning (ERL), Didactic sequence.

Dedication

This master's report is dedicated to the person who has supported me during the last years, my life partner. Gustavo has been by my side, encouraging and helping during this difficult process of writing production. His unconditional love has let me overcome the obstacles to finish this master. He has transmitted his peace and sobriety to make better decisions about the development and application in this research. It is dedicated as well to my mother who always has believed in me and has been proud of my achievements, and to the woman who raised my character and looks at me from heaven, my dear grandma. Finally, I want to leave a message of encouragement to my younger sister and my little niece: please, never give up on your dreams, you are strong enough to reach them in spite of the stones in the path.

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Firstly, I want to thank to my advisor, the professor Shamir Shah who patiently has guided my master's report, despite all my flaws. His expertise has driven me to think critically about my writing coherence and practice, in order to improve every day and accepting my limitations and highlighting my abilities. Secondly, I am deeply grateful with the director and teacher Diana Margarita Diaz who gave me the opportunity to participate in this master, which is a dream come true in my professional growth. The teacher Diana Margarita has taught me with her example of dedication, discipline and organization, the values of an excellent educator, but especially her human quality invites us to become better professionals. Finally, I have to mention that all the teachers in this Program deserve all my admiration and respect and for me was an honor to belong to this Master's.

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1. Introduction

In Colombia, the National Ministry of Education provides all teachers in the public sector educational institutions the guidelines to follow a recommended pedagogical path. One of the documents that guides the teachers' practices is called the English Suggested Curriculum (ESC), which guides educational institutions in terms of plans, strategies and English approaches. The pedagogical approaches recommended by the ESC for primary school and 6th and 7th grades of secondary school is Task Based Learning (TBL); for 8th and 9th grades is Project Based Learning and for 10th and 11th grades is Problem Based Learning. The recommended approaches in that order have the advantage of gradually immersing the student into English as a Foreign Language (EFL) taking into account their age and learning environment (Equipo Colombia Bilingue, 2016).

The ESC and the local context of the school are reference points for creating the institutional curriculum of each school. Each scholar year is divided into four terms, and a final product is developed in English classes in every term. The final product can be a task, a project or a problem, depending on the grade in which it is being developed. This is the case of the institution where this study is based, a public urban school that is called Normal Superior del Quindío which is in charge of training future teachers. Therefore, one of its purposes is to provide students with adequate foreign language basis in order to improve the future teachers' profile.

From my personal experience as a secondary school (6th and 7th grades) teacher in the public sector, although I have realized the benefits of the application of the TBL approach in face-to-face learning environments, I have not documented the experience. In past years, I have

worked with TBL in my English classes, and it has demonstrated good outcomes, in terms of motivation and progress in my students' language skills. I have observed these positive outcomes of TBL in many ways. For example, it has seemed to enhance engagement in the activities compared with teacher-centered classes. In addition, a better attitude by students and ideas exchange are demonstrated because the students provide alternatives to develop in the Task; but the most important factor is how the students' language skills have been strengthened through the interaction activities carried out in the past with other groups.

In 2020, the Covid-19 pandemic led all educational institutions in Colombia, and worldwide, to implement an emergency remote learning (ERL) experience. Initially, the new teaching/learning experience was disorienting, and I had to plan and experiment with emergency teaching practices because many of the variables changed and I could not simply carry on with TBL in this new environment. Later, as the situation settled down a little, and I became familiar with the variables in ERL and teaching, I decided to resort to what had worked for me in face-to-face classes, namely TBL. However, the challenge was to implement TBL in an ERL environment.

At that moment, (July 2020) I designed and applied a didactic sequence using TBL for my 6th grade students in an ERL environment. This experience was carried out in the third term of the year, and it was about ecofriendly homes. The students' reactions were very positive compared to those in the English classes at the beginning of the ERL. This made me realize that what had worked well in face-to-face teaching/learning also seemed to be working in virtual learning, be it of an emergency remote kind. Given my perception of success with TBL, both in face-to-face and virtual education, I felt the need to formalize my hypothesis about its success by

conducting formal research. Thus, the intention was to verify whether TBL is an effective approach in developing the language skills in foreign language learning in an ERL environment.

Research Question

With the above context in mind, the specific research question I formulated was: *How did the application of the TBL approach transform the students' language skills in English in ERL?*

Objectives

General Objective

To explore how the application of the TBL approach transformed the students' language skills in English in ERL.

Specific Objectives

- To design a didactic sequence inspired by the TBL approach.
- To apply the didactic sequence in ERL, using the Google Classroom and Google MEET platforms.
- To explore the impact of the didactic sequence on the students' language skills.

Justification

Within the framework of the national bilingualism policy, the ESC proposes TBL as an effective approach for developing students' language skills in a foreign language in face-to-face learning environments. In my face-to-face teaching experience, I have observed that TBL promotes social interaction, class discussion and critical thinking. Scholarly views suggest that "at the level of activity, [students] engage in a communicative activity which reflects very directly the way language is used outside the classroom- they tell stories, get involved in

arguments, explain how to do things, and so on” (Willis & Willis, 2013, p. 136). However, given the new set of circumstances brought on by the Covid-19 Pandemic, it is important to gather empirical data about how this approach performed in emergency remote teaching/learning experiences. It is not easy to find, to the best of my knowledge, studies that report on the effectiveness of TBL in emergency remote learning environments. Thus, this study contributes to the state of the art from this perspective.

Moreover, the findings of this study will be insightful for my own teaching experience and that of my colleagues in our pursuit of opportunities for effective and meaningful learning experiences for our students.

Another relevant aspect to conduct this research is the importance that this exercise brought to my professional growth in terms of academic writing. The benefits that research can offer in a teacher’s life are evident, because it benefits the community as well as the teacher’s abilities to find and share new knowledge to the immediate context. In this case, the application of TBL is a frequent practice in language teachers, but it is not regularly documented in public schools. Then, researching is going beyond teaching, and this transformation contributes to make teachers more conscious of the reality in order to improve the students’ conditions and improve as a professional. This research construction has helped me to improve my writing skills and has encouraged me to continue doing research in the future to benefit my students’ special situations.

2. Literature Review

Several studies and perceptions from different authors such as Willis and Willis (2013), Richards and Rogers (2001) will be collected in this literature review about the definitions of TBL and its steps, also about some virtual classroom experiences, and the similarities between computer mediated communication (CMC) and virtual education. Moreover, some experiences about the application of TBL in virtual classrooms will be shown. In other words, the purpose of this revision is to compare and contrast the opinions, findings and conclusions that experts have said about the key concepts posed in this research.

Describing the TBL Approach

TBL Seen as a Learning Theory

First of all, it is relevant to provide a definition about TBL. Hismanoglu and Hismanoglu (2011) declare that “A classroom task is an activity having a particular goal and it contains communicative language use in the process. Because task has a certain relationship with the extra linguistic world, it goes beyond the common classroom exercise” (p. 3), it means that a *Task* differs from a single classroom activity because it is a useful activity outside classroom, rather than just an academic classroom activity. In addition, Willis and Willis (2013) explain that TBL has many definitions, but they consider the most common factor in those definitions, the concept of language use in real world activities development. They claim that the teacher is the one who encourages learners and organizes activities in the classroom and at the same time, the teacher is the one who promotes communicative situations to be used beyond the class by learners. But for Willis and Willis the most important aspect in the task development is the meaning.

TBL is not a single approach focused on teaching languages, instead it works as a learning theory which is useful in many subjects. First of all, the use of *tasks* promotes motivation in learners, because it requires authentic language interaction, group collaboration, physical activities and so on, at the same time that the implementation of content (Richards & Rogers, 2001). In the same way, meaningful tasks benefit cognitive processes in learners, it means that if the task is too difficult it reduces the interest and understanding in students, (Richards & Rogers, 2001), and it is crucial that the *tasks* bring the participants near to the real world (Willis & Willis, 2013). In short, the TBL approach is adaptable to many contexts and fields in education, because it provides enough tools for teachers to encourage students and to promote learning.

According to the last appreciation, there are many studies that support the use of TBL as a learning theory. For instance, studies in China, Japan, the Middle East, North America and so on state that TBL is a multidisciplinary theory of learning, which could involve many cognitive aspects such as content, context, meaning and disciplines (Calvert & Sheen, 2015; Han, 2018; Hasan, 2014; Qing et al., 2010; Zheng & Borg, 2014).

Subsequently, there are several studies that demonstrate how TBL works as a learning theory. For instance, TBL can have many similarities with Project Based Learning, (PBL) it was the case of its application in a chemistry experiment, in problem solving and cooperative learning to develop students' critical thinking dispositions in high school by Qing et al, (2010). Furthermore, it was evidenced how TBL was helpful in a refugee English program including critical reflection processes based on the participant needs, (Calvert & Sheen, 2015). Finally, it showed good results when comparing performances in language and content, enhancing meaning

in all the tasks, in a training program of Chinese teachers as a foreign language (Han, 2018).

These experiences among others, suggest how the TBL approach promotes learning in different disciplines regardless of language teaching.

Phases of task-based learning

The phases in TBL are usually divided into three categories: *Pre-tasks*, which are the preliminary activities to prepare students for the main task with some background about vocabulary, grammar, language functions, context but also about learners' previous knowledge; the *Task*: that is the central or main activity and can vary according to the intention that learners and the teacher have, here comes the real world performance which must be meaningful for students; and the *Post-task*, which consists of a feedback process where students and teacher can reflect about the experience and create communicative situations (Richards & Rogers, 2001). Such an approach usually involves several lessons and these are consolidated into a coherent, organized, meaningful and authentic didactic sequence.

Additionally, Willis and Willis (2013) provide a similar structure to divide the Task, and scaffold knowledge, they talk about three moments as well, such as *Priming*, *Preparation* and *Target Task*. However, they do not focus their attention just on a final product but on the whole process, highlighting the focus on meaning and form. They propose that it is not mandatory to have them in strict order, also they explain that if the teacher considers, more tasks can be included, for example a second *Target Task* or more planning in the case of *Preparation*. Each phase is similar to the ones posed by Richards and Rogers (2001), *Priming* and *Preparation* match with the *Pre-task*, when the students are driven to look for their previous knowledge about the topic or situation and the planning of their products and the *Target Task* is similar with the

moment of the Task, where the students perform a central outcome, the *Post-task* could be added according to the teacher's and students' needs to give space for reflection and feedback activities.

On the same hand, each phase of this approach has its own particular benefit for the students' development of knowledge. Particularly, it depends on each teacher how to scaffold learning using those stages but taking into account that "learners would need some pre-tasks priming before the task, so that they can understand the topic" (Willis & Willis, 2013, p.71). Thereby, those previous activities help students to activate knowledge, this phase is very relevant to introduce students to the task, for instance we can implement brainstorming, mind maps, pictures, keywords, and even personal experiences are welcomed (Willis & Willis, 2013). At this point, the students are ready to face the task, where together they share ideas to solve the problem or to carry out the challenge. Then, this process drives us to a "focus on form stage" (Willis & Willis, 2013, p.71), because the teacher enhances what the students learnt during the *pre-task* and opens a space for self-reflection, rather than focusing just on the product.

Didactic Sequences Inspired by the TBL Approach

The didactic sequence is an organized series of events that teachers plan to scaffold student learning - "Task Based Language Teaching proposes the notion of 'task' as a central unit of planning and teaching" (Richards & Rogers, 2001, p. 224). So, the achievement of the task is developed through phases, such as the development of a complete learning unit, in this case by means of a didactic sequence. Particularly, "a task based lesson would probably involve not a single task, but a sequence of tasks" (Willis & Willis, 2013, p. 21). Learners gradually increase their awareness about the task, become familiar with associated language features, (vocabulary

and grammar) and the focus on procedure leads to achievement of a successful product (Willis & Willis, 2013; Richards & Rogers, 2001). To conclude, the tasks could be designed in different ways as long as they are meaningful for students.

TBL in the ERL

TBL Developed through School Platforms

TBL can be implemented in online education because applying its phases can motivate students to participate. Actually, there are plenty of online tools and apps that can be incorporated to benefit the course of a TBL project, because they provide collaborative work strategies that are similar to face to face experiences (Khan et al. 2017). Additionally, these new technologies can enhance classic active learning pedagogies to encourage students' participation (Khan et al. 2017). In online learning environments, TBL is often made operational via school platforms like Google Classroom and Google Meet. The school platforms contribute to the development of the virtual learning experience, because they are similar to social networks which are formal learning environments (Veletsianos & Navarrete, 2012).

Differences and Similarities between Virtual Education and ERL

Similarly, it is relevant to clarify that the concept of virtual education in this study is not taken as a non-presence of the teacher in the process. Virtual education often consists of an environment where learning is relatively autonomous, guided through pre-prepared didactic sequences laid out on learning platforms. The teacher or instructor intervenes at specific intervals, but such intervention is unlike a traditional face-to-face classroom with constant teacher presence.

ERL, on the other hand, shares the physical distance and platform use of virtual education (with some level of student autonomy), but the teacher is present throughout like in face-to-face learning. In this case, the virtual education refers to an imaginary classroom with all the elements that conform a real class, (Khan et al. 2017; Noteborn et al. 2012). Thus, it is conceived as emergency remote education. In that sense, the teacher is present guiding the complete process of this project all the time, and it is necessary to be involved in the process to create reflection and to promote feedback all the time after, during and before each task.

Firstly, there are several similarities between virtual education, ERL and Computer-Mediated Communication (CMC) that allow one to implement the TBL approach in this context. For example, an experimental study carried out at the University Pierre et Marie Curie (Paris) in a computer-mediated online language learning course showed that students can overcome distance education barriers (Brudermann, 2015). It is similar to the experience lived in the application of this research because it is necessary to take school to the students' homes due to the Covid-19 pandemic. The same appreciation was found in a study about an integrative task-based course that demonstrates that CMC reduces time and space limitations (Liao & Fu, 2014). As it was mentioned in the previous study, CMC worked as a bridge to connect students with teachers and carry out educational processes taking into account the difficulties of the lack of attendance to school.

Secondly, TBL in virtual contexts seems to indicate positive results in language education (Lai et al. 2011). As it is reported in Lai, Zhao and Wang (2011), these authors had the experience of the application of TBL in an online Ab initio foreign language course. The online Ab initio is a program for learning a new language with students who do not have any experience

in the target language. In this study, the participants obtained positive reactions from their Chinese as a foreign language learning, in terms of students' general performances. Likewise, it is possible to promote the communicative competence and digital literacy at the same time, through the application of the TBL principles in a digitally- mediated task (Caruso et al. 2021; Torres, & Yanguas, 2021). According to these research findings, the CMC and computer mediated tasks are more engaging for students and promote real interaction.

Considerations to Apply TBL in an ERL

Furthermore, there are some important implications between ERL and CMC to take into consideration with TBL procedures in the classroom. According to the experts, computer mediated online language learning is more feasible at a university level, but a challenge in secondary school (Brudermann, 2015). Actually, it is more difficult to engage students in young ages, and this is the reason why TBL plays an important role to catch the student's attention with a task during the school virtual environment. On the other hand, social networks can also be useful to plan a task (Liao & Fu, 2014), however differ from the procedure of this study, because they represent a more autonomous work and the students need permanent supervision.

Possible Difficulties of Using TBL in ERL

It is possible that the use of TBL could bring some limitations in a virtual classroom environment, due to the students' ages in terms of autonomy. According to the last idea, Liao and Fu (2014) confirm in their study the implementation of Facebook to improve the writing skill in their participants, they demonstrated important changes in terms of syntax and lexical

complexity, on chat exchanging activities. It means, the participants worked more independently than in this current research, which will imply the teacher's guidance and presence all the time.

Additionally, the complexity of a task in virtual or face to face contexts could represent a gap in the transition between primary to secondary school (Caruso, et al. 2021). It is necessary to plan the *task*, taking into account that many of the students in this research project recently come from 5th grade, and need more company. Then, to avoid that gap it is necessary to plan carefully a meaningful TBL, taking into account the students' immediate context, interests and needs. Finally, Caruso, Hofmann and Rohde (2021) called "digitally mediated task" the idea to develop TBL virtually, because it encourages students mostly in early ages, so it should be taken to secondary levels, but needs to be planned according to the students' capacities.

The Adaptability of TBL in Different Educational Contexts

TBL represents adaptability to any context and improvements in interaction, autonomy and motivation (Bourgoin & Le Bouthillier, 2021). In this study, which was developed in a 1st grade group with a French immersion program, Bourgoin and Le Bouthillier (2021) illustrate that the use of TBL benefits the "language output, peer interaction, learner autonomy, emerging spontaneous language use, and student engagement" (p. 70). Thus, the implementation of TBL represents a more motivating environment for students, rather than a traditional language class in any language level (Caruso, Hofmann, & Rohde, 2021; Mudra, 2016). For instance, Mudra (2016) declares that a regular class is monotonous and "it requires a communicative and constructive method such as TBLT", (Mudra, 2016, p.78) therefore, it supports the idea that the TBL approach could be more encouraging in the ERL that took place during the pandemic caused by covid-19.

Finally, it is demonstrated the adaptability of the TBL approach to other contexts. In the same way, it is possible to include the TBL approach in interdisciplinary contexts, as well as it promotes the critical thinking skills in learners (Purdam, 2016). For example, TBL is a learning theory to take advantage of in many other subjects and disciplines, as it is explained by Purdam (2016) who applied a social studies research using TBL in order to promote critical thinking skills in the students, in a case study combining on line and face to face education at a university level. It means that TBL is useful in any context, discipline and subject, it does not matter if it is in a virtual environment or in face-to-face education, it encourages students due to its versatility.

Fostering the English Language Skills through the TBL Approach

After being aware that this study will be carried out in an ERL classroom, now we will focus on how to strengthen the speaking skill through the implementation of the TBL. The *tasks* in this study will be designed to reinforce the skills development, however the speaking oracy feature is expected to be the most benefited, because TBL improves the interaction processes in the participants because it challenges the students to communicate and to demonstrate their progress (Willis & Willis, 2013). The idea is not to ask to learners to perform script-based dialogues, which are not authentic communication or a natural speech, the intention is to elicit the oral production through more real activities, for instance the surveys that can increase more spontaneous dialogues or conversations in English in the participants, due to the conversation is the focus of language in this approach, (Herazo Rivera, 2010; Richards & Rogers, 2001). In short, TBL allows students to develop this mentioned skill easily, because it facilitates meaningful communicative situations.

On the same hand, TBL has an effective impact in the development of the speaking skill because it permits students to use the language in context, (Hasan, 2014). Particularly, it is the case when the students have speaking tasks based on scripts, they do not have the opportunity to personalize the content, so their performance is better when they have to fill in a survey, because they can contextualize the questions with their real lives and their own experiences, (Herazo Rivera, 2010). Thus, this is the proposal in this study, to examine what is the transformation in the language skills in young learners, considering their interests and opinions through the use of surveys as a strategy to elicit their speaking production.

Besides, the *task* is described as a meaningful experience for students and teachers; according to Hismanoglu and Hismanoglu (2011) it implies “communication and social interaction rather than just a product”, (Hismanoglu & Hismanoglu, 2011, p.2) thus the learners master the target language more powerfully being exposed to task-based activities in a natural way. In fact, a task is meaningful when it represents something special in the students’ lives or contexts, the most important aspect is that the *tasks* focus on meaning in all stages, the students will find the meaning through the progress in the sequence, (Willis & Willis, 2013). Finally, we, as language teachers, should design the tasks, according to the learners’ interests but these should also be consistent with institutional requirements about syllabi.

The concept of a meaningful task is related to how fun, how important and how moving the students find the proposal. In that way students personalize the learning experience, and as a result, they have a better chance to learn and to develop their English language skills. According to Richards and Rogers, tasks improve learner motivation and therefore promote learning

(Richards & Rogers, 2001). Tasks create expectations for learners and engage their curiosity and this leads to meaningful learning.

Summarizing, this literature review illustrates in detail the idea that the task-based learning is an appropriate theoretical foundation to be applied in a virtual classroom environment, TBL represents a change in the traditional language learning, because it offers different alternatives to motivate students (Caruso, et al. 2021; Mudra, 2016) and it is demonstrated in other research experiences collected in this revision. To sum up, the intention of this review is to show what other authors brought to complement this research about the transformations in the language skills development in learners, by means of the use of the TBL approach in an emergency remote education.

3. Research Methodology

Type of Study: Action Research

First of all, the methodology of this study was developed following the principles of Action Research (AR). This method “is related to the ideas of ‘reflective practice’ and ‘the teacher as researcher.’ AR involves taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts” (Burns 2010, p 2). In addition, AR method determines that the researcher is the teacher and is an active member of the inquiry, who acts and applies a proposal to improve a particular situation or issue. Therefore, the importance to implement the AR method in this study is because it permits teachers to intervene in the study, in that sense, teachers do not act only as observers in the process, but they apply a classroom intervention that benefits both sides: the teachers as well as the students. In short, the idea was not to present a report of an observation without taking any action, but to intervene actively with the participants in the research.

Secondly, the instruments applied in this research project were analyzed taking into account that it was a mixed study which involved both, quantitative and qualitative methods to analyze the data. For instance, the pre and post achievement tests were analyzed with a quantitative method by means of the analysis of the scores in each of the five parts in the tests, using graphs. In addition, the pre and post oral tests were analyzed using a quantitative method, contrasting each advance in the students’ answers in both moments. On the other hand, the diaries were analyzed implementing a qualitative method, through the categorization of common behaviors and results during the application of the task, according to the research objectives.

Empirical context

In 2021, the Normal Superior del Quindío School's administrative authority implemented a classification of students into learning groups based on their English proficiency according to the common European reference framework (CEFR.) So, the school applied a placement test for all (secondary school) students in January of 2021. The results of this test led to the creation of two categories: Beginner and Elementary level students. Consequently, 6th and 7th grade students, labelled *juniors*, were classified into six Beginner groups (A, B, C, D, E, F) and three Elementary groups (A, B, and C). A similar distribution was applied to students in 8th and 9th grades (called *teens*) and those in 10th and 11th grades (called *seniors*).

The subjects of this study belonged to the group *Junior Beginners C*, whose English learning process has fallen within the responsibility of my academic functions since January 2021. The group was composed of 28 members, 9 of whom were boys, 19 were girls, and their ages were between 10 and 12 years old. The population of this group was privileged in a certain way, due to the fact that their socio-economic conditions allowed them to have access to many of the requirements that the context demands nowadays for them. For example, the 28 members of the group had access to internet connection, which allowed them to continue with their language learning process during the emergency remote education imposed by the Covid-19 Pandemic. Moreover, each student had an institutional email account which facilitated communication during ERL. It is important to mention that these students did not belong to any special group like ethnic groups, or special needs students, they were not classified as a vulnerable population, and all of them were Colombian and belonged to a middle socio-economic class.

Consequently, the socio-economic conditions of the mentioned population permitted a less difficult transition from face-to-face education into virtual education compared to students in less favorable contexts (a significant reality in public sector education in Colombia). When confinement started, it was necessary to experiment with how students and teachers could adapt to the new educational conditions mediated by information and communication technology. The fact that all the students in *Beginners C* had an Internet connection, made this experimentation and the continuity of their learning processes possible.

Given the new state of affairs, students and teachers had to explore how this type of remote education worked, including the discovery and familiarization with online educational apps and tools and the school's online learning platform. However, it was not an easy process, suddenly moving to emergency remote education in March 2020 was unsettling because of the novelty of the situation. In hindsight, the first classes in this exploration phase, which lasted approximately three months, lacked structure, coherence, connection, and purpose. Thus, an early experimentation was necessary, and this consisted of planning and applying a Task based methodology (TBL) trying to replicate the pedagogical approach used in face-to-face classes. With this implementation of TBL in the virtual environments, a novelty in my teaching experience, arose the need to document the experience systematically and use it as a topic of research for my master's degree thesis.

Procedure

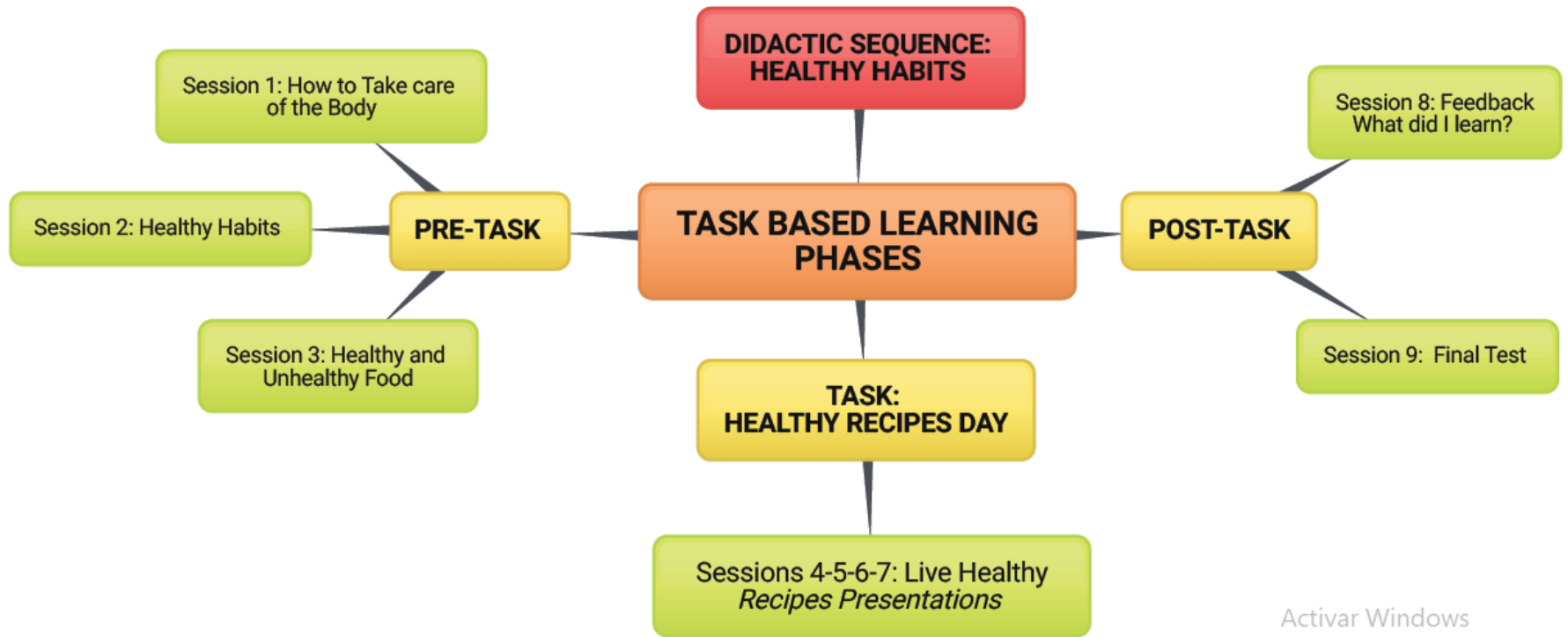
Didactic Sequence

According to the previous context description, and the decision to use the TBL approach, I designed a didactic sequence. In general, it contained three phases: a *Pre-task* developed in

three sessions, a *Task* with four sessions and a *Post-task* with the last two sessions. This sequence was developed through the Google Classrooms platform for management of resources and the learning process, and Google MEET for nine synchronous sessions of one hour per week. Likewise, each session was divided into three different moments, namely: *Initiation*, *Development* and *Closure*. Finally, the sequence was guided by a problem question that corresponded to *How can your daily activities contribute to good habits?*

During each synchronous session the students interacted with their classmates using Google MEET as the communication platform and Google Classroom as the information and learning management platform. The learning resources for the sequence were published in Google Classrooms platform for the participants to have access to the practical exercises applied all the time. Before and after each synchronous session, students worked independently using Google Classroom to access and interact with learning resources and upload assignments. It is important to mention that the teacher guided the learning process in both synchronous and asynchronous scenarios. In addition, in her role as a researcher she gathered the data during the nine synchronous sessions. The didactic sequence was applied between April 12th and May 25th, 2021.

Graph 1. Design and implementation of action strategies



Source: Own Elaboration

Chart 1. Didactic sequence distribution

TBL- DIDACTIC SEQUENCE			
PHASE	SESSIONS	MOMENTS	ACTIONS
Pre-task	Session1	Initiation	Teacher: Developed a previous knowledge exploration. Students: Had a vocabulary review about parts of the body. (menti)
		Development	Teacher: Interacted with students using a video about a doctor appointment. Students: Asked and answered questions about the doctor appointment and store vocabulary.
		Closure	Teacher: Assessed the body parts vocabulary Students: Practiced with a listening exercise about a school doctor, they completed a Google form at class. Asynchronously: Students listened to the track and selected the correct picture (body parts)
	Session 2	Initiation	Teacher: Presented vocabulary and expressions about healthy habits (pp-video). Students: Interacted with examples.
		Development	Teacher: Shared a Jamboard. Students: Wrote two sentences about activities they do in the afternoon.
		Closure	Teacher: Presented a survey and wrote students' answers. Students: Answered to the survey about healthy activities orally. Asynchronously: Students developed a Google form with a reading about free time activities.
	Session 3	Initiation	Teacher: Showed a presentation with several charts to complete with students. Students: Interacted with the teacher and help to complete the charts about frequencies.
		Development	Teacher: Presented them a comic with a conversation about healthy food. Students: Had a role play based on the conversation in pairs. Teacher: Shared a Google slides for students to edit Students: Participated and edited the document writing two sentences about their diets using frequencies and talking about a relative.
		Closure	Teacher: Explained the development of the TASK (next session), presented the demonstration video and the distribution of the groups to present every day. Teacher: Explained the example about the writing exercise on Padlet. Asynchronously: Students wrote their diet, they wrote what they eat every day and one

			of their relatives at home.
Task	Sessions 4-5-6-7	Initiation	Teacher: Provided the demonstration video again
		Development	Students: Presented their healthy recipes, nine students presented in each session.
		Closure	Teacher: Explained the <i>students' task feedback form</i> . Students: Provided feedback to the presenters (classmates) through the <i>feedback form</i> at the end of each task session.
Post-task	Session 8	Initiation	Teacher: Reviewed the last activity and clarified some grammar aspects about healthy routines Students: Provided examples
		Development	Teacher: Brainstormed vocabulary stored by the students completing a mind-map (bubbl.us). Students: Interacted with the words and expressions that called their attention. Teacher: Interviewed them about why healthy food is important in their lives. Students: Reflected orally and gave their reasons for the teacher to complete the chart.
		Closure	Teacher: Proposed them to reflect about the task process (menti). Students: Participated and wrote their reasons and feedback about what they learnt during the process.
	Session 9	Wrap up	Teacher: Presented and explained the final test in the Google form. Students: Answered the test to be assessed.

Source: Own Elaboration

Instruments for Data Collection

Taking into account the research question posed in this study, which intends to discuss *how the application of the TBL approach transformed the students' language skills in English in ERL*, the most suitable kind of data required to validate this research were two language skill achievement tests, two oral examinations and eight observation diaries which were analyzed using quantitative methods. They were chosen, in order to allow triangulation of the data and to establish as complete a picture of the reality as possible.

Achievement Test

In this research project students took a language use test at two different moments -at the beginning of the learning cycle (on April 5th) to diagnose their entry level competence, and at the end of the cycle (May 25th) to gauge the transformation in their language skills. The test was designed taking into account some grammar points listed in the institution's syllabus, such as simple present, frequency adverbs, yes /no questions which is based on the ESC. It was implemented in an online format in Google forms and was applied in two synchronous sessions in Google MEET.

The test was divided into five parts and contained 20 questions in total; part I: Vocabulary, with four matching questions about lexicon; part II: Reading skill, with four cloze questions about language use in discourse; part III: Image interpretation, with four multiple choice questions about language use in picture descriptions; part IV: Listening comprehension, with three multiple choice questions and part V: Reading comprehension, with five true or false questions in reading questions.. The first three question categories were inspired by the Prueba

Saber standardized test which students take at the end of high school. This standardized test contains seven categories of questions, addressing language identification, language use and reading comprehension, which students are prepared to become familiar with during their learning process in secondary and high school.

In 6th and 7th grade, students are expected to be familiar with the three categories used in the achievement test in this study. Although listening comprehension is not part of the Prueba Saber, I considered it necessary to gauge students' levels in this skill by including it in the part IV of the achievement test. Finally, a writing section was not included in the test due to the frequent use of the Google translator by students, this behavior has been observed before in face-to-face education and in the virtual classroom it has increased, because of the lack of interaction and the teacher's supervision difficulties. However, the development of this language skill was observed through the observation registered in the diaries during the application of the tasks.

In brief, the functional context used in the test corresponded to body parts vocabulary and definitions, healthy habits and routines, healthy and unhealthy food. The students had the teacher's support during the application of the test. Moreover, the kind of data collected here was quantitative.

Oral Examination

The second instrument implemented in this study was an oral examination. This instrument was chosen because it permits the researcher to guide or to control the course of the conversation. At the same time, it gives the participants the opportunity to feel free and to express better their ideas without restricting their responses, (Nunan, 1992). Thus, two oral

examinations were developed at the beginning and at the end of the process. The initial oral examination was a virtual exercise, while the final one was a face-to-face experience. The purpose of this oral examination is to observe how the speaking abilities in the participants are at the beginning of the application of the Task, and how these oral skills are transformed during and after the process of application of this language approach. Finally, it is necessary to determine according to the specific objectives, what is the impact of TBL in the students' skill development.

This oral examination included thirteen questions. The teacher presented a PowerPoint with several tables to complete with the students' names and answers, each question started from the simplest to the most complex and it was done in a synchronous session on Google MEET. Additionally, the final oral examination had six questions, five of them were open questions and the last one was an opinion question, it was carried out through a round table in the classroom. These oral exams were developed, in order to gauge how the speaking skill of the participants had transformed during the process.

The initial oral examination was carried out with six students which represented 21.5% of the class. This sample group was chosen at random. During class, the teacher informed the students of her intention to have an oral examination (to gather data for research) with as many volunteers as possible and seven students showed their interest to participate in the exercise, but just six students attended the synchronous session. The dynamic was organized by turns, the teacher asked each question directly to each student, and they answered. After that, the next participant answered the same question, and the teacher registered the information using a table

which was visible to the students in order to help them with vocabulary ideas to answer. This initial examination was undertaken on April 6th 2021.

In the final oral examination seven students attended, which represented 25% of the class. This sample group was chosen at random as well. After the class, the teacher asked for seven volunteers to take the examination (to keep the number similar to that of the initial one), so they raised their hands to participate and stayed in the classroom. The group was organized in a round table, the teacher asked each question and the students answered voluntarily. Sometimes some participants did not answer the questions, so the teacher asked directly to this person, the teacher registered the information using a table which was not visible to the students in order to register the information as evidence. This final oral examination was developed on August 3rd 2021.

It is important to mention that both oral exams were recorded. The initial one, which was virtual, was recorded on video and the final one, which was a face-to-face exercise at school, was recorded on audio. Likewise, during both oral exams, the group of students was chosen at random because my intention was not to show individual transformations in themselves, but rather to extrapolate these individual transformations to group transformations. Given that the group Beginners C was relatively homogenous in many aspects, I thought it reasonable to consider any smaller group as representative of the larger group.

Moreover, about the questions in the oral examination, they varied slightly in content because of a number of reasons. The initial test contained yes/no questions and those that required one-word answers (frequency adverbs.) Once applied, I discovered that these provided little indication of any transformation in speaking skills. Therefore, in the final test, these were omitted and only the open questions were retained.¹

Chart 2. Pre-Oral Examination

INITIAL ORAL EXAMINATION	
COMPLEXITY LEVEL	QUESTIONS
Yes/No questions	1. Do you exercise?
	2. Do you drink water?
	3. Do you sleep 8 hours a day?
	4. Do you eat fruits and vegetables?
	5. Do you eat fast food?
Frequency: ✓ Never 0% ✓ Hardly ever 10% ✓ Sometimes 50% ✓ Usually 70% ✓ Often 90% ✓ Always 100%	6. How often do you exercise?
	7. How often do you drink water?
	8. How often do you eat fruits and vegetables?
	9. How often do you eat fast food?
Open questions	10. What is your daily routine?
	11. What is your favorite food?
	12. What is healthy and unhealthy food? Give some examples
Opinion question	13. Why is healthy food important in our lives? (It is important because...)

Source: Own Elaboration

¹ See the limitations section in page 65 in order to clarify the issues with some instruments during the research.

Chart 3. Post-Oral Examination

FINAL ORAL EXAMINATION	
COMPLEXITY LEVEL	QUESTIONS
Open questions	1. Hi, how are you? How do you feel today?
	2. Can you give me some examples of healthy and unhealthy food?
	3. What is your favorite food?
	4. What are the ingredients?
	5. What activities do you do in your free time?
Opinion question	6. Why is healthy food important to our lives?

Source: Own Elaboration

Diaries

During the development of this study, it was necessary to register relevant events through the implementation of a teacher's diary. In total, eight diaries were written after each session whose content was a class description and a reflection. The method follows the observation scheme because it permits the observer to register the information by the categorization of students' and teacher's points of view, attitudes, suggestions, issues, and special situations, (Nunan, 1992). The diaries were written between April 12th and May 25th, 2021, simultaneously with the application of the didactic sequence. Besides, these diaries were relevant to develop the study, because they allowed the observer to adopt a more objective impression of the experience to be registered and validate the information of the other applied instruments, for example the information provided by the oral examinations. Thus, the kind of data collected here was qualitative.

Methodological Triangulation

In short, the connection among the written tests, oral examinations and diaries was related to the validity and reliability obtained by the instruments in this research project. In general, these three instruments provided qualitative and quantitative data which was necessary to verify if similar results are being found. These instruments helped to determine how language skills were fostered with the application of TBL in a virtual classroom.


4. Findings and Discussion

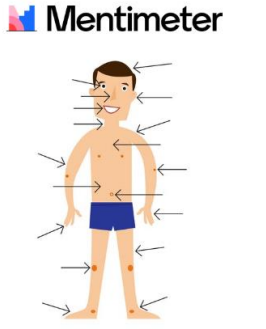
In this section, the results found as a product of the research are explained, as well as the discussion about the authors' concepts given in the literature review in regards to the findings. These findings were collected through the three instruments selected which were two written tests, two oral examinations and eight diaries. The purpose of this analysis is to find the relationship among the instruments to validate the information and data collected. Finally, each instrument was analyzed separately, in order to give a detailed structure to each result. In the pre and post achievement tests, the listening and reading skills transformation is observed; in the oral examination the speaking skill is examined; and in the observation diaries a reflection of the written skill emerged as a result of the students' interaction.

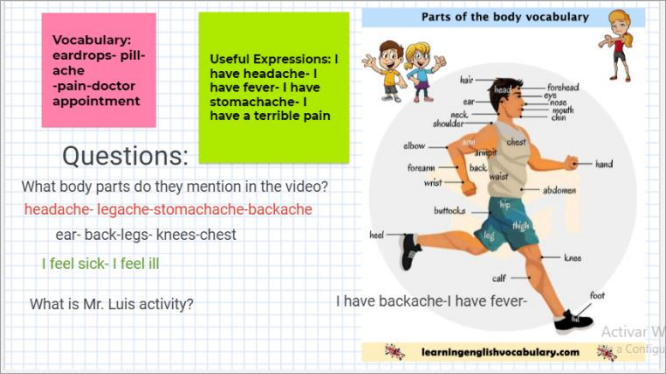
Didactic Sequence

In this section it is presented how the didactic sequence was designed taking into account the stages of the TBL learning approach of *Pre-task, Task and Post-task*, taking into account the first specific objective. Also, as it is a sequence of activities it was necessary to name each moment in each session such as *Initiation, Development and Closure* to delimitate each lesson within de complete didactic sequence that was designed for a complete unit from the second term in the institution.

Chart 4. Didactic sequence

School:	ESCUELA NORMAL SUPERIOR DEL QUINDÍO 		
Teacher:	PAULA ANDREA RAMIREZ LOAIZA		
Groups:	BEGINNERS C / 6 th -7 th	Level:	A1.1

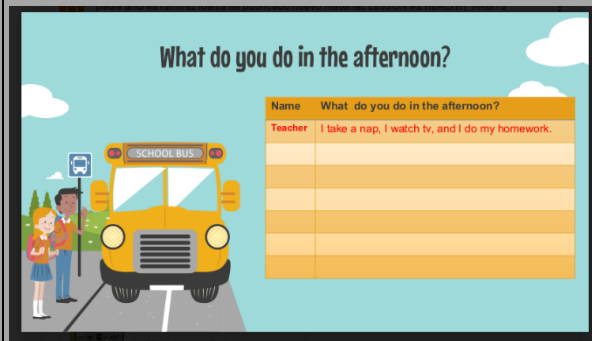
Module 3:	HEALTHY HABITS PRE-TASK: Sessions 1, 2 and 3	Lesson:	HOW TO TAKE CARE OF THE BODY
Learning outcomes			
<ul style="list-style-type: none"> • Students will be able to recognize and write the parts of the body in English. • Students will be able to learn and practice healthy habits using a second language. • Students will be able to classify vocabulary and actions corresponding to healthy and unhealthy food orally. 			
Problem Question			
<ul style="list-style-type: none"> • How your daily activities can contribute to good habits? 			
Materials			
<ul style="list-style-type: none"> • Computer • Notebook • On line English dictionary • Google classrooms platform • Google forms • Educational apps: youtube- mentimeter- jamboard. 			
Session 1: how to take care of the body?			
Moment	Procedure and Activities		
INITIATION	<p>The class starts with an anteroom about class commands, meanwhile the teacher calls the attendance.</p> <p>Students will go to the link: www.menti.com there, they will write three parts of the body in English, they can use the dictionary if necessary, so everybody in the class will see the word cloud with the vocabulary.</p> <div data-bbox="1101 1354 1365 1837" style="float: right; text-align: center;">  <p>Write 3 Body Parts in English! you can use your dictionary...</p> <p>Enter a word <input type="text"/></p> <p>Enter another word <input type="text"/></p> <p>Enter another word <input type="text"/></p> <p><input type="button" value="Submit"/></p> </div>		

<p>DEVELOPMENT</p>	<p>At this moment, the teacher presents a “Jamboard”, with a previous vocabulary, then she shows a video on YouTube with some vocabulary in order to provide the pronunciation, then she plays a video with a conversation at the doctor, the students should extract some vocabulary to some questions the teacher is asking for.</p> <p>Jamboard link: shorturl.at/ezM36 https://www.youtube.com/watch?v=YKvAaiGnldY</p> 
<p>CLOSURE</p>	<p>The students will practice with a Google Form, to do during class, it is a listening exercise, it is posted in the next activity; finally the asynchronous task file is attached in the Google Classroom.</p> <p>https://forms.gle/Lv9UCj7Y8zjNoHFM9</p>
<p>Moment</p>	<p>Session 2: healthy body</p>
<p>INITIATION</p>	<p>The class starts with an anteroom about the parts of the body, meanwhile the teacher calls the attendance.</p> <p>The teacher is going to present a power point presentation and a video about daily activities, the students are going to take notes about the main vocabulary.</p> <p>https://www.youtube.com/watch?v=sDuC-Fjh6Cs</p>
<p>DEVELOPMENT</p>	<p>The students are going to the "JAMBOARD" there they are going to write 2 sentences about the activities they do on weekends, they also should write their names, finally we provide a feedback.</p> <p>Jamboard Link: shorturl.at/qwATW</p>



CLOSURE

The teacher shows a survey, then she plays the wheel of names to choose 7 students one by one, the idea is to answer orally to the survey (What do you do in the afternoon?) the teacher writes their answers in the survey.



Finally, they should work in the attached word document, during the asynchronous hour.

Finally, the students will practice after the class when they have a free time a reading activity with the next Google Form:

<https://forms.gle/h97uRxsx>

[Xb9VcVbNVA](#)

Moment

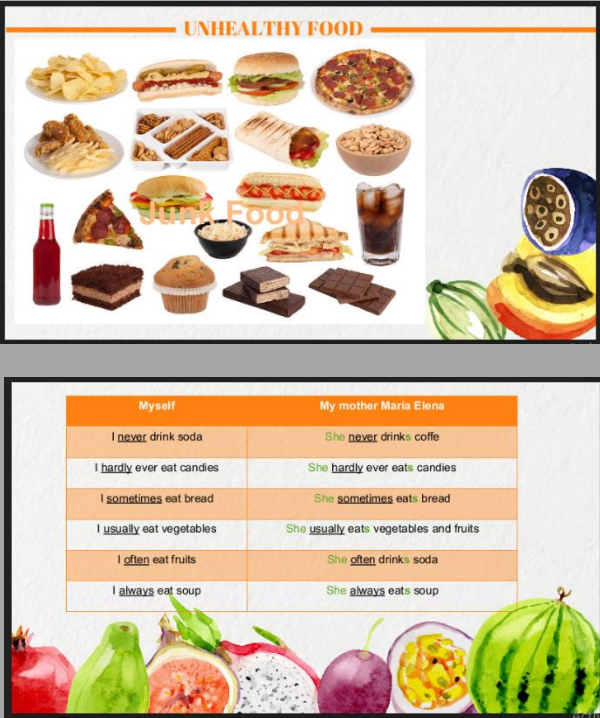
Session 3: healthy & unhealthy food

INITIATION

The class starts with an anteroom about free time activities, meanwhile the teacher calls the attendance. A vocabulary food presentation is shown, pronunciation exercises will be done, in order to



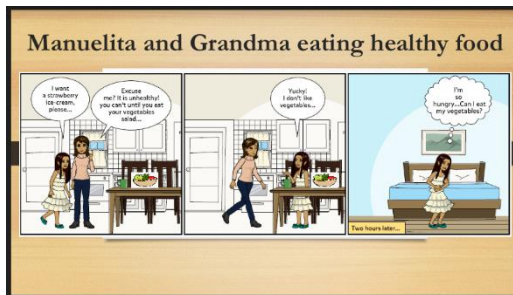
know and practice the food vocabulary in general and frequency adverbs examples.



Myself	My mother Maria Elena
I <u>never</u> drink soda	She <u>never</u> drinks coffee
I <u>hardly</u> ever eat candies	She <u>hardly</u> ever eats candies
I <u>sometimes</u> eat bread	She <u>sometimes</u> eats bread
I <u>usually</u> eat vegetables	She <u>usually</u> eats vegetables and fruits
I <u>often</u> eat fruits	She <u>often</u> drinks soda
I <u>always</u> eat soup	She <u>always</u> eats soup

DEVELOPMENT

Teacher presents a comic to show a situation about healthy food habits, students will be encouraged to role play it in front of the class, feedback will be provided at the end of the activity by the teacher.



DEVELOPMENT

The teacher explains some examples with sentences about healthy food habits, but also third person examples will be included. Then, an interactive chart in Google Slides is shared in the chat, for the students to come and edit, they should write 2 sentences about their diet, one is personal and the next one is about a relative.

Google Slides Link: shorturl.at/kyzLZ

FULLNAME	Myself	My mother...
PAULA A RAMIREZ	I eat pineapples and tuna salad	She never eats oranges and sandwich
juan david hurtado restrepo	I like to eat apple with pineapple	my mom likes to eat empanadas
juan manuel tobordo	I eat pancakes	she never eats
MARIA ALEJANDRA ROBAYO ZARAMILLO	I eat pancakes and milo	mi mom likes coffee with milk
KAROL XIMENA GIL MONTOVA	I eat a lot of fruits weekly	My mom almost always eats meat
JERMAIN R RIVAS	I always eat soup and vegetables	she always fruit and soup
Vero Sylvano Osorio H	I eat pineapples soup and vegetables	she never eats amburger

CLOSURE

My Healthy Diet- Beg C- jun
Write your diet according to the example, include a family member diet too.

My diet
My NAME is: KAROL SOFIA VERANO MORALES
Vegetable soup.
Fruits.
Healthy shake.
Carbohydrates and vegetables.
Stewed with herbs.
Egg omelette with spinach.
Fruits salad

My NAME: MARIA CAMILA GRAJALES
MONDAY: I eat rice mashed potatoes with chicken.
TUESDAY: sancocho rice and molipollo
WEDNESDAY: rice sudado de carne
THURSDAY: rice and beans
FRIDAY: rice and lentils with meat
SATURDAY: rice slices and ground meat
SUNDAY: rice paisa

my name: vallery sofia alarcon
Monday: chicken rice
Tuesday: beans, rice and meat
Wednesday: vegetable soup, chicken and salad
Thursday: fish rice and avocado sweet
Friday: rib stew and salad
Saturday: roast beef and salted potato rice
Sunday: baked chicken with arepa

my name: Juanita Diaz Gutiérrez
Monday: grains rice meat
Tuesday: chicken soup
Wednesday: vegetables
Thursday: spaghetti and meat
Friday: fish potato and salad
Saturday: minced vegetables rice and meat
Sunday: fast food

My diet
my name: Juanita Diaz Gutiérrez
Monday: grains rice meat
Tuesday: chicken soup
Wednesday: vegetables
Thursday: spaghetti and meat
Friday: fish potato and salad
Saturday: minced vegetables rice and meat
Sunday: fast food

My healthy Diet: Writing exercise:

Students go to the Padlet, and write their DAILY DIET, they need to include the food you eat every day, but also include the FREQUENCY and a family member diet as well, as it is shown by the Teacher Paula in the example:

MY DAILY DIET (example) :

On Monday I eat soup and chicken, on Tuesday I eat salad and fish, on Wednesday I like vegetables soup with pork, on Friday I prefer beans with avocado...on weekends I eat arepa rellena, sometimes milkshake. My husband eats with me, he always eats the same diet.


NOTE: It is NOT permitted the Google Translator...if you write it using Google, you must repeat the exercise!!!

<https://padlet.com/pauramirez1/mfn136qdhcny29hl>


**TASK : sessions 4, 5, 6 and 7
LIVE HEALTHY RECIPES DAY**

Learning outcomes

- Students will be able to classify vocabulary and actions corresponding to healthy and unhealthy food orally.

<ul style="list-style-type: none"> • Students will be able to introduce themselves and to mention the ingredients of their recipes. • Students will be able to describe the steps or procedure of a healthy recipe in English. 	
Materials	
<ul style="list-style-type: none"> • Computer • Google classrooms platform • Google forms • Different ingredients to prepare recipes, such as fruits and vegetables. 	
Moment	Procedure and Activities
INITIATION	<p>Recipes day: watch the video with the teacher's demonstration, "the papaya shake"</p> <p>https://www.youtube.com/watch?v=6uOJnKGBxdA</p> 
DEVELOPMENT	<p>Instructions: Let's prepare a "LIVE HEALTHY RECIPE" you can choose any kind of salads, example:</p> <ul style="list-style-type: none"> • Sweet salads • Salty salads • Fruits salads • Chicken salads • Tuna salad <p>Even some drinks like:</p> <ul style="list-style-type: none"> • Salpicón • Lulada • Coconut lemonade • Mango lemonade • Fruit and vegetables shakes <p>TIME: You will have 3 minutes to present your recipe</p> <p>PRESENTATION INSTRUCTIONS</p> <p>Recommendation: Please have everything ready in advance!</p> <ol style="list-style-type: none"> 1. Present the recipe: Example "This is a fruit salad, it is healthy because..." 2. Present the ingredients: Example "The ingredients are: apple-mango-pineapple...etc" 3. Present the steps: Example "cut the apples" "peel the pineapples and cut"

“Peel the mangoes and cut”...
 “Mix the ingredients in a bowl, etc.”
 “Enjoy your salad!”
NOTE: DON'T READ PLEASE!!!! If you read a script the activity will be wrong and will not have a good grade...
CHECK THE LIST with the dates for you to present the recipe.
 The teacher posts the demonstration video, the instructions and examples and the dates for the presentations, due to the presentations will be carried out in four dates, so that 7 students will present each day. These recipes will be done in **sessions 4, 5, 6 and 7.**



CLOSURE

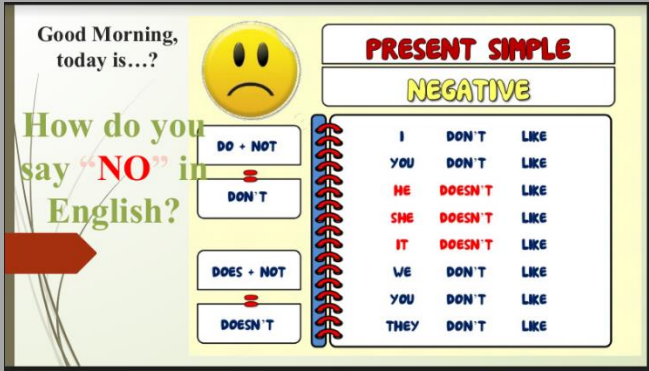
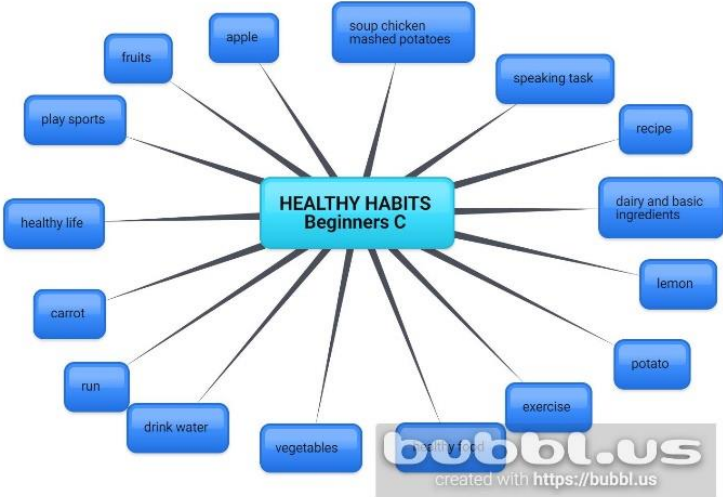
The students present their recipes, each day 7 students do their presentations, the rest of the group connect to the virtual class, pay attention and evaluate the presenters using a Google form, where they should choose the best recipe for them, write the name and ingredients in English, finally they should assign a grade for each participant according to their performance.

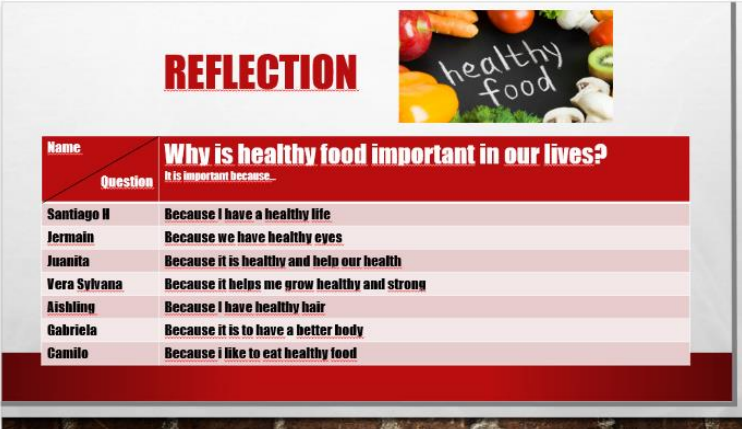

Session 4: <https://forms.gle/hx1CmxScSYWzV8dA9>
 Session 5: <https://forms.gle/8oeiperaKv6MvhZi6>
 Session 6: <https://forms.gle/GkLvcSHEPV5JM2qz6>
 Session 7: <https://forms.gle/aQbhTyyHvFzuYGNF9>

POST-TASK

Learning outcomes

- Students will be able to answer questions and give reasons about the importance of nutrition in English in a written format and orally as well.
- Students will be able to reflect about the knowledge acquired during the tasks

session 8	
Moment	Procedure and activities
INITIATION	<p>Session 8: The teacher shows the anteroom 6 and reviews the concept of DON'T-DOESN'T, the students provide some examples.</p> 
DEVELOPMENT	<p>The teacher brainstorms the vocabulary and concepts gathered during the term with the students, creating together a mind map in https://bubbl.us/ so, the teacher uploads this mind map at the end of the session.</p> <p>Then, the teacher explains how to make "REFLECTION QUESTIONS"</p>  <p>using WHY-BECAUSE with a chart in a power point presentation, the students participate actively.</p>

	
<p>CLOSURE</p>	<p>The students reflect about the process during this term, they answer the question in https://www.mentimeter.com they can answer as they prefer in English (but without Google translator) or in Spanish, the idea is to collect all the students' thoughts.</p> 
<p>Moment</p>	<p>FINAL TEST: Session 9</p>
<p>WRAP UP</p>	<p>The students will have a written test through a Google Form, the idea is to check what concepts they could learn from this process, taking into account the listening, reading and writing skills with the HEALTHY HABITS context. They will have an hour to answer, they must be very honest taking into account this is a virtual process and they are at home.</p> <p>https://forms.gle/WVomVY9ja2w3Cf848</p>

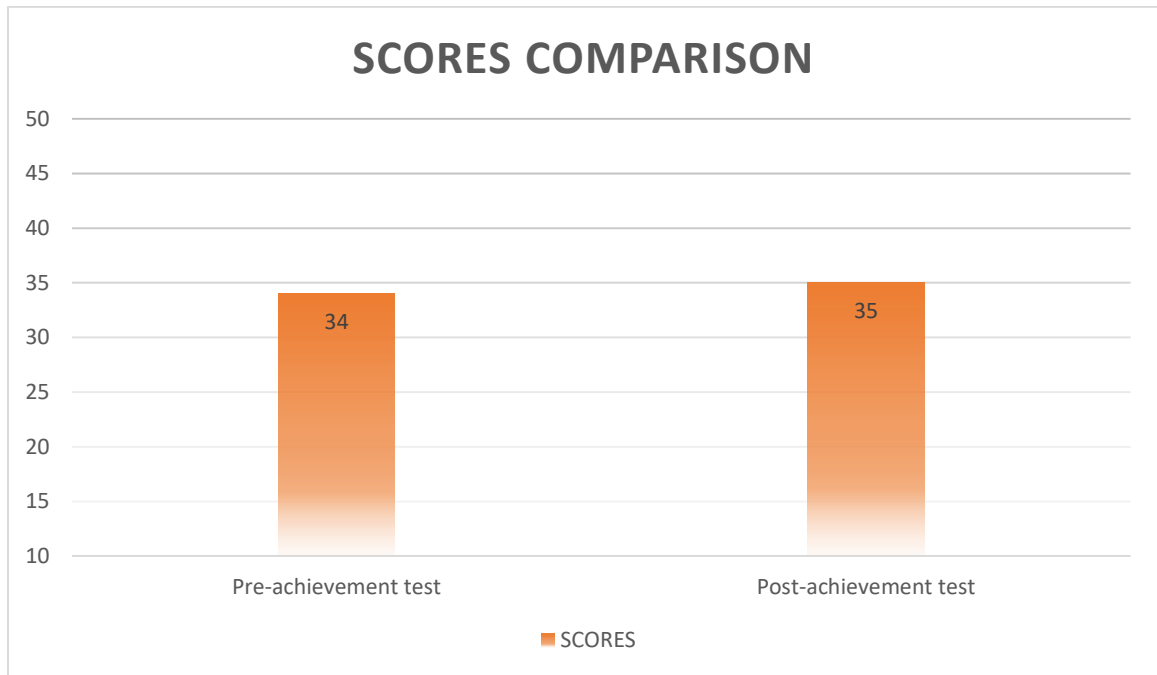
Source: Own Elaboration

Achievement Tests Analysis

In this section, the results collected through two achievement tests were analyzed, regarding to the general scores at the beginning and at the end of the didactic sequence

application. In the following graph I present the total scores comparison obtained by these 28 students in the 20 questions included in both tests.

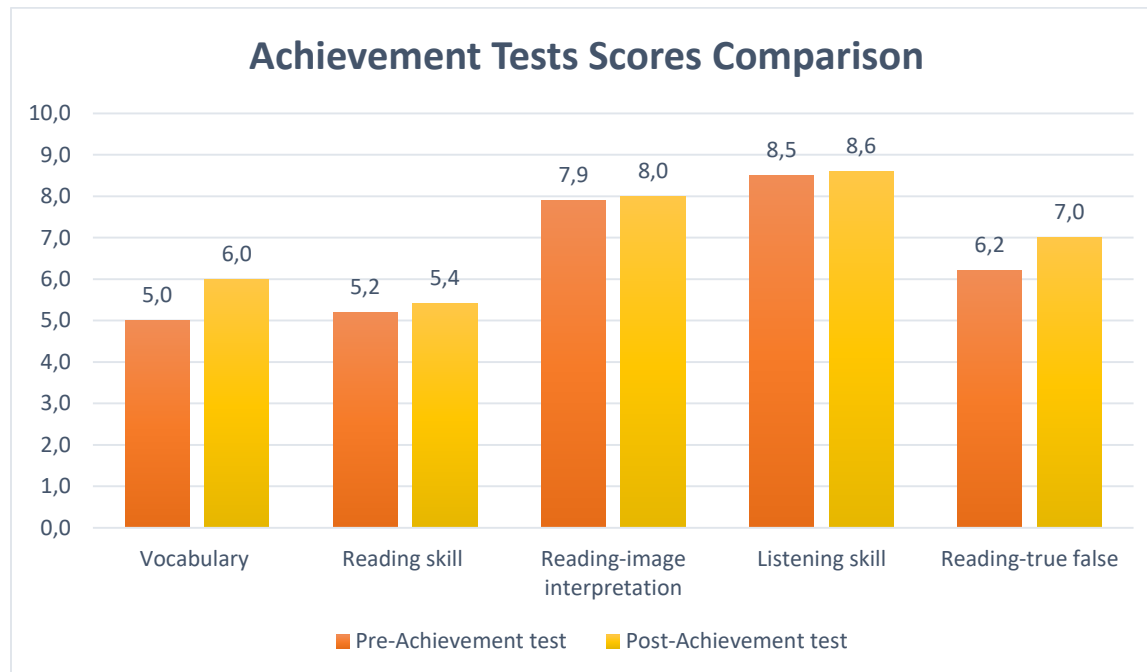
Graph 2. Achievement test, general scores



Source: Own Elaboration

The graph shows that in the pre-achievement test, there was an average score of 34 points over 50, and in the post-achievement test there was an average score of 35 points over 50 possible. It is evident that there was no significant difference in the achievement test scores, about the comprehension skills development. Taking into account that the tests evaluated vocabulary, reading and listening comprehension skills, each of these aspects will be analyzed in the following graph.

Graph 3. Pre-Post Achievement tests comparison



Source: Own Elaboration

Students' performance is illustrated in this graph in the five parts of both tests which corresponds to vocabulary, reading comprehension skills, reading comprehension with image interpretation, listening skills and reading comprehension in true or false options. Each part of the test had a value of 10 points over the 50 possible total points. To begin, the first part was about vocabulary related to the body parts, the students were supposed to match the meaning with the correct word. According to the number of correct responses, the students presented very similar results in both tests, the average score on the initial test was 5 out of 10 points and in the final test it was 6. It means that they had a difference of one point from five to six points in the two tests, and therefore, it is possible to infer that there was a slightly better comprehension of the vocabulary once the TBL experience was over.

This second part of the graph demonstrates the students' results in their reading comprehension skill by means of a fill-in-the-gaps exercise. The text presented four gaps which

had to be completed with four key words: *eyebrows*, *eyes*, *nose* and *ears*, it was a description of the *face* parts and their functions, it was written in simple present tense and in a simple language according to the students' level. The results showed very similar performances in both moments, in the initial test the average score was 5.2 points and in the final it was 5.4.

The third part of the graph examines the students' ability to interpret images. The idea was to identify the correct sentence that best described each picture about healthy lifestyles. Once again the performance in both test was very similar (average of 7.9 points in the initial test versus 8 points in the final), but it is notable that these scores are higher than the previous two sections, and it could be said that the students demonstrated a high ability to comprehend sentences and relate them to images in the two achievement tests,

Similarly, part four relates to the listening comprehension skill, which was evaluated through three multiple-choice questions based on a recording. The students had to listen to a conversation among three children talking about their free time activities, and they had to understand what activities they most liked and select them. Once again the performance was high, but quite similar in both tests. In the initial test, the average score was 8.5 points and in the final it was 8.6 points.

Finally, in part five are the results of the last five reading comprehension questions, in this case the students were asked to read a text about a student's daily routine description and choose if each of the five statements were true or false. The initial average score was 6.2 points and the final one was 7 points. This section and the vocabulary one show the greatest difference in results between the initial and the final tests.

To conclude, according to the general results in both tests which corresponded to an average score of 34 points at the beginning against 35 points at the end, over 50 possible points, and each of the five parts achievement tests analysis, it is evidenced that there is not a significant change in the comprehension skills immersed in the general performance of the students, through the implementation of the TBL approach in ERL. It is pertinent to establish that more training is needed in the students to reinforce their comprehension skills such as reading and listening with the implementation of a task. In addition, this finding suggests that it is necessary another data collection instrument to complement and examine the students reading and listening performance during a virtual environment educational experience. Finally, it is necessary to validate this study by analyzing the other two instruments: the oral tests and the diaries, in order to confront in what way were transformed the language skills of the students through the implementation of TBL in ERL.

Oral Examination Analysis

In this section was posed the analysis of the two oral examinations, conducted with students who were invited to participate in the two different moments to represent the group *Beginners C*. This process took place at the beginning in a virtual environment by using the Google MEET platform and at the end of the process it was developed in the classroom in a face to face experience. This chart presents the questions and the answers in both examinations in order to compare how the answers and students' expressions varied through the development of the research project.

Chart 5. Oral Examinations: Comparative Results Schema

INITIAL ORAL EXAMINATION (VIRTUAL EXPERIENCE)	FINAL ORAL EXAMINATION (FACE TO FACE EXPERIENCE)
Students' responses	Students' responses
<p>1. What is your daily routine?</p> <ul style="list-style-type: none"> ❖ No se... levantarme para la escuela, hacer ejercicio, salir a correr los sábados. ❖ Ir a la escuela-school- juego "playstation" ❖ Jugar con mis amigos. ❖ Prepararme para estudiar- el sábado me levanto temprano para ver tele. ❖ Me levanto, voy a la escuela después salgo a jugar y los sábados me levanto hago oficio me baño y me pongo a ver televisión en la sala. ❖ Have breakfast- get up to study. 	<p>What activities do you do in your free time?</p> <ul style="list-style-type: none"> ❖ Play video games- ❖ Play volleyball and play station ❖ Play videogames and play soccer ❖ Play patinaje -homework ❖ Play patinaje. ❖ I play basketball-I play guitar-I play clarinete. ❖ Play videogames and soccer
<p>2. What is your favorite food?</p> <ul style="list-style-type: none"> ❖ Sandía- apple- pineapple- la sandía no se decía watermelon? Me acabo de acordar. ❖ Pizza- spaghetti. ❖ Strawberry- pizza- burgers. ❖ Teacher no se como se dice Sancocho...-banana cake (cakes de banana), pancakes. ❖ Burgers- pizza-ensalada de frutas – spaghetti. ❖ Ajiaco- lasagna- Burgers- pizza- apples. 	<p>What is your favorite food? What are the ingredients?</p> <ul style="list-style-type: none"> ❖ My favorite food is estofado de pollo. Ingredients? (potato and chicken) ❖ Spaghetti. Ingredients? (tomato and meet) ❖ Lasagna. Ingredients? (cheese and meet) ❖ Burger. Ingredients? (cheese and tomato) ❖ Chicken. Ingredients? (chicken and salt) ❖ Meat. Ingredients? (I like meet with potato and rice) ❖ Pizza. Ingredients? (cheese and pineapple)
<p>3. What is healthy and unhealthy food?</p> <ul style="list-style-type: none"> ❖ No se que es healthy... ❖ Tampoco se que significa ❖ Apple (fruit) ❖ No se que significa ❖ Watermelon ❖ Apple-hamburger 	<p>Can you give examples of healthy and unhealthy food?</p> <ul style="list-style-type: none"> ❖ Healthy:Apple-Carrot/ Unhealthy :Dulces ❖ Healthy:Banana/ Unhealthy: No ❖ Healthy: Strawberry/Unhealthy: Lasagna ❖ Healthy:Watermelon/Unhealthy: Hamburger

	<ul style="list-style-type: none"> ❖ No ❖ Healthy:Pineapple/ Unhealthy:Pizza ❖ Healthy: Orange/Unhealthy: No
4. Why is healthy food important in our lives?	Why is healthy food important in our lives?
<ul style="list-style-type: none"> ❖ Fruits- Vegetables- Proteins. ❖ Vegetables- Proteins. ❖ Water- Fruits-Proteins. ❖ Fruits- Proteins. ❖ Fruits- Proteins- Vegetables- Carbohidratos- Juice. ❖ Vegetables-Proteins-Frutas-Water. 	<ul style="list-style-type: none"> ❖ Because is very healthy. ❖ Because it is delicious. ❖ Because it is delicious. ❖ Because I like it. ❖ Because it is so delicious and because it is very important in the life. ❖ Because is very important and good. ❖ Because is delicious.

Source: Own Elaboration

Questions Analysis

Considering question number one, it is observed that in the first moment the students understood the question in English, however they did not know how to answer in that language. The students answered correctly the question using their L1, providing several activities in Spanish, but still it seems they did not have enough vocabulary to express their daily routines in the L2, so in this initial oral exam the oral production of the students was limited, in fact almost all of them answered in Spanish or they expressed that they did not understand. Then, in the final oral examination, the participants' responses to the first question were not as extensive as in the initial test, but they were given in English.

The schema shows a slight increase in the students' oral production regarding the activities they do in their free time. The schema shows that in the first oral examination only one student provided the answer in English, instead of the final oral examination where seven of them provided their responses in English. Their answers refer to games, hobbies and duties, expressed in simple sentences, which are grammatically acceptable. To sum, in this final oral

exam the oral production of the students was more fluent, even sometimes they had a negotiation of meaning among them.

Likewise, in question number two, the same behavior in the students' responses is evidenced. When they were asked to say their favorite food, they knew the meaning of the question, but they could not provide the answers in English. Only one of the students in the first oral examination provided a response in English with three key words. However, they used their mother tongue to tell their preferences. Additionally, two students intended to use some words in the L2 that were familiar to them using some translanguage expressions, which make part of their previous knowledge. Later, in the second oral examination it was observed that all of the seven students provided complete answers, such as "*My favorite food is estofado de pollo. Ingredients? (Potato and chicken)*", "*Meat. Ingredients? (I like meat with potato and rice)*" even they included a couple of ingredients of their favorite food in the L2. It is also identified that some of the answers influenced others' which can be taken as an advantage to improve the students speaking production.

For question three in the initial oral examination, it is observed that the group of six students did not understand the question in contrast with the first two questions where the six of them understood but they did not know how to answer in English, for example they gave responses like "*No se que es healthy... Tampoco se que significa Apple (fruit)*". In this third question, the students initially were lost, and they expressed it, they tried to give some related words with hesitation and used Spanish to ask about the meaning. Nevertheless, in the final oral examination, the seven students already understood the meaning of the question; also, six of them provided examples of healthy and unhealthy food in English. The level of their answers

were in a morphological stage, it means at this point they only provided single words as a response of the questions, however they could communicate their ideas clearly.

In the fourth part, which was an opinion question, the six students in the initial oral examination gave several words but in a repetitive pattern, such as “fruits, vegetables and proteins” because probably they did not understand the questions but they were influenced by the first student’s response. Nonetheless, the fourth question in the final oral examination was assimilated and answered correctly. The seven students used complete answers and gave reasons to the question *Why*, they were influenced many times by their partners answers, but they tried to complement with a different reason to the importance of healthy food, which means that at this point of the research the students were giving answers to open and opinion questions in English.

In short, the oral examinations showed a clear advance in the speaking skill of the participants in this research project. At the beginning, a lack of options in L2 to share basic ideas was observed, but at the end, the students were placed into a stage where they found and used a range of possibilities of communication in English. In contrast with the achievement test, it is demonstrated that it was easier to find a transformation with the oral test in the speaking skill of the participants, regarding oral production. The two oral exams were more spontaneous and practical than the achievement tests, which were more theoretical for the students. The written achievement tests did not represent a big difference in the results in comparison with the findings in the oral examination tests.

Additionally, it was observed how the communication was influenced by two students’ initiative to intervene. Likewise, the other five students made an effort to complete their ideas using their previous knowledge in the final oral exam. Moreover, it was evidenced how the

students' performance in the initial oral exam was limited in the L2 and they had to use many times the L1 to answer the questions. At the end of the study, this situation changed, because the complexity level of questions opened the path to increase step by step the students' responses in the exam. It means that TBL provided to students basic elements to produce sentences orally, taking into account that it was applied during the ERL in a virtual environment. The interaction and communication environment created in the oral examination was a start point to speak in English for the participants.

Diaries Analysis

With this instrument, the students' daily performance was analyzed during the whole application of the study, from the teacher's point of view as an observer and researcher at the same time, due to the nature of the study that is action research. According to the last information, three subcategories were found in the written diaries from the observation process, regarding the specific objectives.

The classification of these findings was registered in chart five, it was grouped in the subcategories mentioned above, and these subcategories are: *1. Speaking Skill Development*, *2. Writing Skill Development 1*, and *3. Comprehension Skills Development*. It is relevant to mention that the first subcategory emitted more findings, due to the nature of the Task which was based on a healthy recipe, in this Task the students should present orally a recipe in front of the camera. In addition each aspect mentioned in this subcategory is listed chronologically. Thereby, these subcategories were grouped and reduced into one emerging category to define and analyze the findings in the research, which was named "*Transformation of Production Skills through TBL*"

Chart 6. Diaries categorization

SPEAKING SKILL DEVELOPMENT	
<ul style="list-style-type: none"> • Initially, students did not have the ability to answer in English. • Reduced participation in the L2 during the classes. • Spanish used by the teacher. • Lack of confidence during the Task. • L1 interference. • Nervousness during the Task. • Hesitation devices during the Task. • Use of scripts. • Lack of intelligibility. (pronunciation difficulties) • Code-switching, translanguage during the three phases. • Use of the L1 during the post-task. • Students' participation using key words in the L2. • Students join words and form sentences. • Imitation of speaking models. • Students are influenced by others' responses. • Students produce simple sentences by themselves. • Students ask questions in English. • Students say simple sentences about healthy habits. • Grammatical sentences production. • Well-formed pronunciation. • Increased confidence by students. • Spontaneity in the students' interventions. 	
WRITING SKILL DEVELOPMENT	COMPREHENSION SKILLS DEVELOPMENT
<ul style="list-style-type: none"> • Students construct simple 	<ul style="list-style-type: none"> • High level of comprehension.

<p>sentences by themselves.</p> <ul style="list-style-type: none"> • Students use previous knowledge on grammar spontaneously. • Imitation of writing models in the chat. • Writing of simple sentences about healthy habits. • Code-switching patterns in written chats during the recipe. (task) • Written interaction in the chat. 	<ul style="list-style-type: none"> • Students feel they understand. • Deduction to compound words meaning. • Coherence between actions and words during the recipe. (task) • Good use of new vocabulary.
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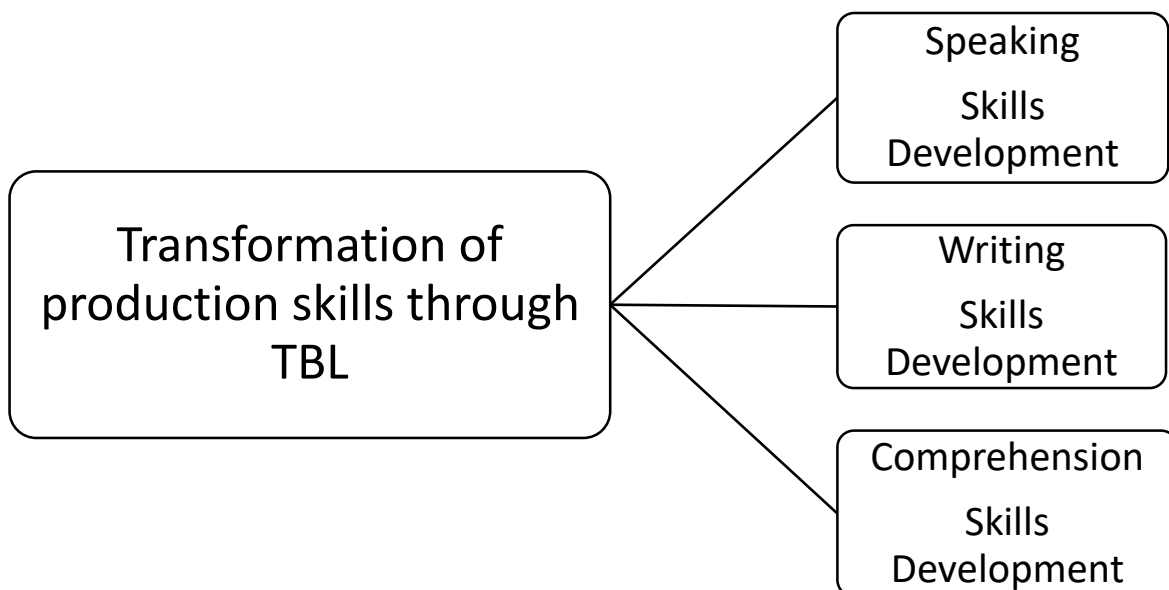
Source: Own Elaboration

Analysis of the Categorization Language Skills Strengthening: Students' Advantages and Limitations

In this section, *speaking achievements* and *writing achievements* subcategories will be summarized to be analyzed. The most meaningful finding in this category is related to the oral and written interaction obtained by the students during the *Task* and *Post-task*. They started communicating using the L2 in both ways, for example during the *Task*, they made the effort to describe their recipes mostly without using scripts and following simple steps, they were able to use the vocabulary they had stored to describe their recipes and the messages were comprehensible. Likewise, the participants took the initiative to write in the chat phrases to cheer the presenters in English which increased confidence among them to present the *Task*. Moreover, during the *Pre-task* the students also had an improvement when they shared a slide and wrote about their healthy habits, the students constructed sentences using frequency adverbs without being asked to do it and it worked as a model for the group to write more elaborated sentences.

In this emerging subcategory the *students' comprehension* will be analyzed. It was a fact that during the whole process the participants showed a fair level of comprehension of commands and instructions given by the teacher, but they had many difficulties with the comprehension skill in listening and reading exercises. During the Task, most of them really knew what they were presenting, because their acts were coherent with their words.

Graph 4. Emerging categories and findings



Source: Own Elaboration

Transformation of Production Skills through TBL

As a result of the three emerging subcategories, it is determined that the main finding in the diaries was a *positive transformation in the production skills in the students*. According to the last section, it was described that the students could obtain improvements in their oral and

written skills, which benefited their productive skills. It was evidenced, how they started with few options of vocabulary, and they increased along the development of the project permitting them to construct written and oral sentences and descriptions grammatically acceptable and with a well-formed pronunciation. The interaction provided by the application of this language approach, allowed the students to create opportunities of communication in the L2, for example: *“Very good Gabriela fantastic your salad”*- *“very tasty congratulations Gabriela”*- *“congratulations Jermain rich your salad”*- *“congratulations Karol sofia”*- *“very good Karol”*. In addition, it was observed that the comprehension skills such as listening and reading capacities need more training and it could be encompassed in a further research.

According to the analysis of the three instruments applied in this research project, it is pertinent to say that the most common aspects found, make reference to the need of the students for more exposure to teaching following the approach decided upon, which could be included in a further research regarding to the reading and the listening skills. Secondly, the written interaction processes created during the Task presentations in the chat, where the students spontaneously talked and cheer each other using the L2, it helped to start working in the development of the writing skill in the students. Thus, the main transformation of the language skills was addressed to the written and oral interaction in the L2 thorough the implementation of TBL in ERL

Then, considering the literature review contributions, the students could improve their vocabulary and grammar skills indirectly, but they were aware of the need to use English during the process of application of the task. They were not just focused on the final product as it was explained by Willis and Willis (2013) and Richards and Rogers (2001). Also, in the diaries it

was evidenced how the students associated and applied the content written and orally. Likewise, Willis and Willis (2013) illustrate that the most important aspect is that the task should have meaning for students in all stages so that they can understand according to their paces. The same occurred in the final oral examination, when the students demonstrated a communicative situation, exchanging information in English about healthy life styles. It means, TBL was meaningful for the students because it improved motivation and promoted learning, which agrees with Richards and Rogers, (2001) position as well.

In addition, Noteborn et al. (2012) comment how virtual education is a simulation of the real world and in this research project there was an effort to approach the virtual classroom to the immediate context of students during the ERL. Furthermore, Khan et al. (2017) mentioned how collaborative strategies could bring students to face to face experiences and in this study was demonstrated a transformation in the productive language skills by means of the design and application of a didactic sequence based on the TBL phases. Finally, according to Veletsianos and Navarrete (2012) social networks are also formal learning environments which was corroborated in this study, where it was applied the TBL approach in a virtual education environment.

On the other hand, Liao and Fu (2014) report in their study how the use of Facebook fostered the writing skills in the participants. Something similar happened in this research with the chat during the *Task*, when according to the diaries the students chatted among them and praised their classmates' presentations using the L2. The students constructed simple sentences in a real context spontaneously. Bourgoin and Le Bouthillier (2021) confirm that TBL helps the language production in the students and promotes the peer interaction, autonomy construction

and a spontaneous use of language. All of these mentioned aspects were evidenced in the oral examination processes and in the class interactions developed during the project application.

Taking about the productive skills which were fostered in this study, Hasan (2014) acknowledges that TBL has a positive influence in the speaking skill construction, because it lets students to use language in context, and it was corroborated when the students could provide comprehensible responses in the final oral examination, describing processes and giving opinions with more confidence. The students interacted and applied the knowledge they had acquired through the Task. It was observed how the speaking skill of the students was transformed during the process, because the students started the process still using their L1 and they finished it implementing basic L2 language that permitted them to communicate better their ideas.

Beyond the language skills that were worked in this research project, it is also found that the students' interaction was strengthened with the application of the study. Qing et al. (2010) assert that when the students are challenged in problematic situations, they are forced to think and reflect on how to solve it and it stimulates thinking and it was confirmed when the students had to describe their recipes or when they had to answer to the oral examination questions, they had to figure out how to face the situation using the L2 and they tried to produce. Additionally, their partners offered them support with motivational phrases in English to cheer them to continue. These advances were defined in the literature review and were corroborated in the results.

As a conclusion, and in answer to the research question of this study, the results do show some evidence of positive transformation in students' productive skills after having experience a TBL didactic sequence in an ERL environment. In terms of receptive skills, such a

transformation is not strongly evident although the results show a more significant increase in performance in vocabulary comprehension and listening skills.

5. Conclusions

The conclusions and learnings established in this research project are presented in this section. These conclusions are added to the conversation about the TBL approach application in ERL which took place during the pandemic caused by the covid-19 pandemic. It is analyzed how the research question was finally solved, some conclusions about each instrument were registered, and also some points of view from the teacher's perception and some limitations to be taken into account for future studies.

Research question response

On the whole, there was a problematic situation at the beginning of the pandemic about how to face the virtual education and make it as real as possible. After that, the research came up to overcome that difficulty, giving us the opportunity to experiment with a language approach to provide an answer to that question. The question was *how did the application of the TBL approach transform the students' language skills in English in ERL?* Then, according to the data collected in the three instruments applied and the findings in the results, it is pertinent to declare that the application of the TBL approach brought some transformations in the students' productive language skills but in contrast it did not show a difference in the comprehension skills of the participants. In addition, TBL is suitable to be used in any context, even virtually in ERL. Finally, the didactic sequence presented in this research was designed appropriately and followed the steps of the TBL approach in order to be applied in ERL.

As a teacher, I consider that the students demonstrated a few advances in their speaking and writing skills which was unexpected according to the empirical hypothesis that proposed the speaking skill as the most influenced with the application of the TBL approach. Moreover, after

revising the data, it was found that the written skill was also influenced with the reflection and interactions processes led by the students during the research, because according to the information gathered from the diaries, the students started writing sentences in English to encourage their partners during the presentations of the recipes, this behavior was spontaneous and it was possible due to the ERL and the use of information and communication technologies.

Finally, it is also established that the comprehensions skills like reading, and listening were not influenced by the application of this language approach, however they were useful to reinforce the productive skills such as speaking and writing in the students, because they remained the same before and after the research project. It means that the background that students brought was an opportunity for them to start improving their oral and written production. Hence, in order to promote a transformation in the reading and listening abilities, it is necessary to implement appropriate collection instruments to measure these skills, because it is evident that in this case, the instruments were not applied in the correct way, and it affected the information obtained along the process of implementation of the TBL approach and it is suggested to be improved in further research.

In the achievement test analysis, it was found that according to the initial and final tests results, there are not significant differences in both moments. The abilities evaluated with this instrument are reading and listening comprehension in the L2. However, the achievement tests did not provide the possibility for students to give their opinions or explanations about the context in the research. The tests showed the students' previous theoretical knowledge about the content proposed in the TBL application, which was healthy habits, but the two mentioned

language abilities were not transformed and probably need more pedagogical intervention to show an advance.

Nonetheless, in the two oral examinations carried out before and after the application of the TBL approach, a positive transformation was evidenced in the oral production in the participants. One of the contributions was a change in the codes, because they started using Spanish, but at the end the students implemented more English in their responses. Also, there was an influence in the students' answers by others' interventions which generated a communicative situation mostly in the final oral examination. The students increased their confidence and dared to provide opinions in English, they understood how to exchange basic information and negotiate meaning using their experiences in the project to communicate.

Finally, in the diaries analysis it was detected a students' initiative of interaction, because in several occasions the participants had an exchange of basic information which was spontaneous. It occurred in mostly in a written way, when the students had moments of written chats and oral participation in the L2. In addition, the writing ability was measured with the diaries, when in the middle of the class participation they showed awareness about the use of English during the presentation of the Task (recipe) and they decided to encourage their partners in the chat and provide them with oral feedback, they created conversations using language with vocabulary related to the topics covered during the sessions, but also the students demonstrated an advance in their writing skill which is part of the production in an L2. All of this process occurred during the virtual class which demonstrates that TBL approach benefits the students' language skills in any context, even in ERL that was an unexpected situation.

On the whole, it is important to say at this point of the Master's report, that this research project has helped me to become more reflective as a teacher and as a person. Researching contributes with the development of critical thinking in teachers, because it teaches us to look for theories and experts that give us their knowledge to be applied and verified in our classrooms and to go beyond our teaching duties. In addition, this experience of application of TBL in ERL has brought to my professional life the opportunity to know the rigor of investigating, and the richness of academic writing, to continue learning and growing for future researching experiences in my school context, so I hope to take advantage of this knowledge in the future.

Limitations

It is pertinent to explain in this section that there were some aspects to take into account within the course of the research that affected the results obtained, for example the lack of attendance influenced the application of the written and oral tests. The lack of attendance was one of the challenges during the ERL and in the case of this research project it can be a disadvantage, because in this conditions it was difficult to control. Firstly, it was necessary to adapt the study to the conditions that at that time we were facing, for example the synchronous sessions via Google Meet and the National Strike. In that sense, when the initial written achievement test was taken, the complete group *Beginners C* attended to the exam and it did not represent any problem in the research application. However, when it was the time to apply the second written achievement test, six students did not attend to class, because they declared themselves to be part of the national strike that we were living by that time on May 25th/ 2021. Thereby, the analysis was adapted to the conditions and the same six students that were absent at

the end were removed from the whole analysis of the written test, in order to be more accurate with the results, so the study was analyzed with a total of 28 students

In terms of student attendance, something similar happened with the application of the oral examination. In the first oral examination seven volunteers were requested to participate in the oral exam session on April 6th /2021, but just six of them attended, the missing person claimed to have internet connection problems to be in the oral exercise. Additionally, the final oral examination was developed face to face at school, because by that time we were back, so I asked for seven volunteers again, in order to keep the same dynamic used in the first oral examination and it was carried out with these seven students on August 3rd /2021. It was not possible to apply this oral examination right after the research project application because the vacation time was declared in the region just after the National strike.

In the same way, the intention to develop these oral examinations with seven students was to demonstrate with a representative group that any of the students were in the capacity to participate and to interact in English as a product of the application of the TBL approach. Furthermore, about the questions development the idea was to observe how the students' level of comprehension and production had increased during the project, then the first yes/no questions in the initial oral examination did not represent any difference in the final one, so it was decided not to take them into account for the final oral examination. Finally, the last four questions which were open permitted the students to demonstrate how their speaking ability has started to change, due to these four last questions represented exactly the same meaning, topic and purpose in both moments. Nonetheless, during the data analysis I learnt about the rigorous process needed in research in the instruments and participants, to guarantee the reliability in the results.

To conclude, these limitations can affect the reliability of the results and it is learnt that for further research, it is not possible to include any surprise factor, the evidence must be planned, the participants must be identical, and the sample group must be representative at least with the 90% of the group in order to avoid flaws in the study. Finally, to understand better the results in this research, it is necessary to consider the intentions of the study to find the positive aspects gained with the application of this language approach.

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7. Appendices

I. Achievement Test Example

1/4/2021

INITIAL TEST

INITIAL TEST

Answer the next following 20 questions without any help (Responde las siguientes 20 preguntas sin ningún tipo de ayuda)

*Obligatorio

1. Dirección de correo electrónico *

2. PARTE 1: RESPONDA LAS PREGUNTAS 1 A 4 DE ACUERDO CON EL EJEMPLO/ Lea las descripciones de la columna de la izquierda (1 - 4). ¿Cuál palabra de la columna de la derecha (A - F) concuerda con cada descripción? Sobran dos opciones. En las preguntas 1 - 4, marque la letra correcta A - F en la rejilla. *

10 puntos

Example

0. The part in the middle of your arm where it bends:

Respuesta	0.	a.	b.	c.	d.	e.	f.
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1. The part at the end of your arm:

2. The front part of your head:

3. One of the five parts at the end of each hands:

4. One of the long parts of the body that is used for walking or standing:

a. face

b. **elbow**

c. finger

d. hand

e. ear

f. leg

Marca solo un óvalo por fila.

	a	b	c	d	e	f
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<http://docs.google.com/forms/d/1QcQm1b5XoCRbFwW3v6WUJ-9NGICDO5HrUwXCC6oQU/edit>
1/7

Chart 4. Achievement test example

14/2/21 INITIAL TEST

3. PARTE 2: RESPONDA LAS PREGUNTAS 5 A 8 DE ACUERDO CON EL SIGUIENTE TEXTO: Lea el texto y seleccione la palabra correcta para cada espacio. En las preguntas 5 - 8, marque A, B o C en la rejilla. THE HUMAN BODY: The principal parts of the human body are: the head, the trunk and the limbs. We have 0. _____ on the head. Inside the head, we have the brain. We think with our brain. Between the forehead and the eyes we find the 5. _____. We see with our 6. _____. The principal parts of the eyes are: the eyelids and the eyelashes. Between the eyes and the mouth, we see the 7. _____. We smell with our nose. The mouth has lips, teeth and tongue. We eat, talk, drink and smile with our mouth. We kiss with our lips and chew with our teeth. Between the chin and the eyes, we find the cheeks. On both sides of the head, we find the 8. _____ we hear with our ears. *

10 puntos

EXAMPLE:

0. a. Face b. Hair c. Skin

Respuesta	0.	a.	b.	c.
-----------	----	----	----	----

5. a. eyebrows b. eyelashes c. eyelids
 6. a. ears b. nose c. eyes
 7. a. eyes b. nose c. cheeks
 8. a. ears b. mouth c. eyes

Marca solo un óvalo por fila.

	a	b	c
5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<https://docs.google.com/forms/d/1QcQm1b5XoCRbPwW3v6WUJ-9NGICDO6bHmUwXCC6oGU/edit>

2/7

14/02/21

INITIAL TEST

4. PARTE 3 Responde las preguntas 9-12 de acuerdo con el ejemplo. observa bien las imágenes y responde: 0 puntos

0.



- a. I usually wash my hair.
- b. I always wash my hands.
- c. I never wash the dishes.

Respuesta	0.	a.	b.	c.
-----------	----	----	----	----

Marca solo un óvalo.

- a. I usually wash my hair
- b. I always wash my hands
- c. I never wash the dishes

14/2/2021

INITIAL TEST

5. 9. ¹

2 puntos



Marca solo un óvalo.

- I play soccer every morning
- I run with my friends in the park
- I usually do exercise at the gym

6. 10. ¹

2 puntos



Marca solo un óvalo.

- I like fruits and vegetables
- I go to the restaurant at noon
- I eat dinner with my family

1/4/2021

INITIAL TEST

7. 11 ¹

3 puntos



Marca solo un óvalo.

- I always eat healthy food
- I never eat junk food
- I sometimes drink soda

8. 12 ¹

3 puntos



Marca solo un óvalo.

- She goes to bed after midnight
- She makes her bed in the morning
- She sleeps 8 hours at night

1/4/2021

INITIAL TEST

9. PARTE 4: LISTENING EXERCISE. Escucha a Juan Pablo, Manuela y Matías hablando sobre sus actividades y deportes favoritos. selecciona entre a, b, y c, las actividades que a ellos les gusta; Debes dar click en el el siguiente enlace para escuchar el audio: 10 puntos

<https://drive.google.com/file/d/1x23w641PjPCPNy5Utt-H7Qz638KnQ52/view?usp=sharing>

13. MANUELA a. Reading books b. swimming c. Martial arts
 14. JUAN PABLO a. volleyball b. basketball c. model making
 15. MATÍAS a. model making b. painting c. drawing

Marca solo un óvalo por fila.

	a	b	c
13. Manuela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Juan Pablo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Matías	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1/4/2021 INITIAL TEST

10. PARTE 5: LEE EL SIGUIENTE TEXTO Y DECIDE SI LAS FRASES SON TRUE (VERDADERO) O FALSE (FALSO). Hi! My name's Alex. I always have a sandwich and tea for breakfast. My favourite sandwiches are ham and tomatoes sandwiches. They're delicious! And I also like cheese sandwiches. On weekdays I have lunch at school. I take a packed lunch with me. I have some sandwiches, an apple or a banana and I usually drink hot chocolate or tea. For dinner I have jacket potatoes with cheese and some salad, pizza or fish and chips. But I like spaghetti the most because it is my favourite food. *

10 puntos

16. He has hot chocolate for breakfast.

17. He likes cheese sandwiches.

18. He doesn't have fruit for lunch.

19. He drinks tea or hot chocolate at school.

20. He doesn't eat sandwiches for dinner.

Marca solo un óvalo por fila.

	TRUE	FALSE
16	<input type="radio"/>	<input type="radio"/>
17	<input type="radio"/>	<input type="radio"/>
18	<input type="radio"/>	<input type="radio"/>
19	<input type="radio"/>	<input type="radio"/>
20	<input type="radio"/>	<input type="radio"/>

Este contenido no ha sido creado ni aprobado por Google.

Google Formularios

<https://docs.google.com/forms/d/1QoQm1b5XoCRbPwW3v6WUJ-9NGICDOt5HmUwXCCfbGU/edit>

7/7

Source: Own Elaboration

II. Diaries

PRE-TASK: preliminary activities

April 12th- 2021

DIARY 1: Class description

Today we started with this new experience, I already had the first session with the control group which is “Beginners A” they look very interested and participative as always; until the moment the project application works the same for both groups, the control and the experimental group “Beginners C”.

Firstly, today’s session was about “body parts”, we started the class with an anteroom, which had a poster with some classroom language useful for students to start communicating in English, it is useful to recycle vocabulary and to take advantage of the time meanwhile all the students are connected to the class, so I explained them the anteroom before to call the attendance, one of the students asked if they had to write it, which means that it caused curiosity.

Then, we continued with the warm up, that works as an exploration of previous knowledge too, the students went to the link in “Menti” and should write three body parts in English, to create together a word cloud, the activity was interesting because while students wrote I provided hem feedback about spelling and pronunciation. Secondly, at this time I showed them a Youtube video with the body parts vocabulary, for them to gather new words and pronunciation; after that, we work on a “Jamboard” which works as a board, with some pictures and previous vocabulary and questions, about the next video that I wanted to show.

Finally, the students actively participated and were prepared to watch the video about a conversation between a doctor and a patient, where the body parts vocabulary was applied; it was mostly a listening activity because they should pay attention to three questions I gave them in advance, they were very attentive and satisfactorily they could understand the information required.

Reflection:

I could observe the disposition they have to learn, the students from the experimental group “Beginners C” are highly motivated, however they do not have the ability to produce answers in English at least the teacher elicits them through images or keywords; additionally the class was carried out in both languages the L1 and the L2, nevertheless the L2 had an important intervention in the development of the activities, because they have a high level of comprehension, during the class Spanish was used by the teacher to clarify and to verify if the instructions were acquired; the students answers and interventions were most of the time in English, but barely they are in a morphological stage, because they still provide single words, for example “**eye-stomach-doctor-head-eardrops- pills- swim-back- leg- knees- etc**”, then the students were able to deduce compound words according to the explanation , for example “**stomachache**”- “**leg ache**”- “**backache**” but with the teacher’s **elicitation** due to they are not in a syntactic stage yet, however according to their performance it is possible they can improve very soon and to produce single sentences for the next time.

➤ **April 19th- 2021**

DIARY 2: Class description

The class started with an anteroom about the parts of the body, so we recycled the vocabulary from the last class, all together listened and repeated the body parts, with this image, then I connected the new topic with the last ideas by means of the feedback provided from the homework about the body parts, it was a listening exercise and one of the students expressed she felt she had improved this time, because she understood.

After that, I presented them pictures about daily routines and healthy habits, I explained them it was necessary to have healthy habits to have a healthy body, so I showed them the pictures with the activities for them to associate the activities with the meaning in images, at this point I introduced the pronouns to the activities to invite them to construct sentences, so they started to say sentences using the pronoun “I” and the activities showed in the pictures, later I took advantage of the moment and I gave an example using “she” to introduce the third person rule with the same images and the students imitated the exercise, off course I had to clarify it in the L1 and apparently they caught the idea.

Additionally, I showed a very fun video to reinforce the concept I had worked with the pictures about daily routines and healthy habits. I always gave the instructions of the activities in English, then I asked them to verify if they understood using checking questions, the group is very receptive and many of them immediately participated telling to the group the instructions again in Spanish, in general the group recognizes many words and vocabulary from the habits and routines in English.

After the last presentation, we had a practice using a survey, it had just one question: “what do you do in the afternoon?” the idea was to fill in a chart, there was my example so 6 students could participate voluntarily saying at least 3 activities they do in the afternoon and I

registered their answers in the chart, immediately they were encouraged to participate, several students raised their hands, at the beginning they were not confident, but I showed them the pictures with the activities again, thus they answered easier. Later, they answered to the survey with simple sentences like: “I make my homework-I watch tv-I play in my phone”, then I paraphrased one student’s sentence about the homework but using “do” in order to correct indirectly, so the rest gave the same sentence but now saying “I do my homework”.

Finally, the students had a more autonomous practice using a “Jamboard”. They should answer to the question “what do you do on weekends?” Then, the students went to the link and pasted a sticky note with at least three activities. The instruction was understood however, most of them wrote their task, but some had problems with discipline, some of them took the activity as a game and they started playing with the sticky notes, moving them around, the activity turned very difficult, because of the behavior of the students.

Reflection:

Almost all the session went right, the participation of the students was evident and very active, however at the end of the session it became very chaotic, because the students thought it was a game, despite they understood the sense of the activity some students did something different and it affected all the group, because I had to interrupt many times to call them to slow down to have a little more discipline. In general, most of them wrote very good sentences using the vocabulary given at class, they asked me for checking because they wanted to know if their sentences were correct. In my personal opinion, the **survey** was more successful than the “Jam board” because it had the speaking component, it was voluntary, I was providing feedback at the same time I was registering their ideas in the chart, also the participants were influenced by the

answers of others and the pictures and it benefited the process, because they did it very well, at this point they could join each activity or routine with the pronouns, which means **they constructed simple sentences in an oral and a written way**, with a very few teacher's help, additionally it is very valuable to drive them to a syntactic level in English. The process in the control group was almost similar, just the discipline there was better, that group behaved better than the experimental group and the class was quieter, this is the first time I had any kind of difficulty in virtual education, because the students always showed very shy, however the activity released them from inhibitions, and it is a positive aspect, because it felt as a real classroom like it was in the past.

➤ **April 26th- 2021**

DIARY 3: Class description

We started this class with an anteroom about free time activities, the students had the image about several activities and vocabulary while the teacher called the attendance, after that the teacher gave the example of some sentences using activities and joining them with a pronoun to recycle the last class topic, the students gave examples too also using third person. The topic for this class was healthy and unhealthy food, the idea was to connect the topic identifying what activities were healthy and unhealthy.

Likewise, I showed them examples of healthy and unhealthy activities then some food with the same characteristic, I also elicited the vocabulary using a presentation with healthy and unhealthy food for them to store more words, finally it is relevant to say that they discovered the meaning of "healthy and unhealthy" almost immediately and they were very participative with

the vocabulary presentation and some of them asked in English for meanings of words: “teacher how do you say... in English?” which was an advance.

In the same hand, I used a chart with some examples of frequencies in English and the percentages, I tried to explain the meanings in English using examples about myself, I talked about my diet written in the chart for the students to discover the meaning of each frequency, for example “I never drink soda- I hardly ever eat candies-I often eat fruits” they understood the message because it had the percentages, so they associated that with the previous vocabulary they had, later I presented the same chart but about my mother’s diet, and I highlighted the third person endings in another color for them to notice that, at the same time we practiced again the frequencies, for instance: “she never drinks soda- she hardly ever eats candies-she often eats fruits”, they were very participative as well giving their own examples.

Now, was the time for the practice, I did not give up with the online sharing documents and I shared a link again but with a Google Slide. The students had to edit a healthy habits chart. Everyone had to edit just one line, they should write their names, one sentence about themselves’ healthy food, for example, “I eat pineapples and tuna salad” finally one sentence about their mother’s habits for example “she eats oranges and sandwiches”. I wrote my own examples in the first line to guide them, I did not write the frequencies in the example, but they started writing the sentences using the frequencies, it was so nice for me, because they remembered what they learnt, and it was a model because the rest started doing the same. The activity was much better than in the last session and the discipline was normal despite of it was a similar app, they asked many questions to verify if they were writing well, they were very active even sharing their screen for me to check their sentences.

Additionally, I left them a written exercise on a “padlet” the idea was that they wrote their daily diet and added a picture according to my example. In addition, I showed every day of the week, and I wrote one meal about a family member, my idea was to reinforce the writing skill in this case and the use of frequencies as well. Finally, I took the last part of the session to explain the task for the next class which consists of a “live recipe”.

I recorded a video for them with a demonstration of my own healthy recipe “papaya shake”, I implemented the vocabulary and grammar worked in the last three sessions, I presented them that demonstration to guide them. In addition, I divided the group into four subgroups of 9 people each one, so they would present their recipes 9 people each hour or sessions, in that way the whole group would be ready in 4 sessions. Finally, I provided them several ideas about healthy recipes like shakes and salads in a poster, they were very easy to prepare in front of the camera, and then I will leave all the instructions published in the Google Classroom, with the lists of groups per day with dates and my video.

Reflection

First of all, the balance of the activities today is very positive, because the students were very receptive with the new vocabulary, frequency adverbs and sentences, at this point they are able to say and write simple sentences about routines, healthy habits, healthy food and some of them using frequencies, also some of them already use the third person in their sentences as well. They need much more practice, because it is very recent, so we will continue working on that. At the end of the class when I explained them the Task. They were very curious about the video I prepared for them. As it was an authentic material, they asked if they had to prepare the same recipe as mine, if they could prepare two recipes, if they could do it in groups and so on. They

started to speak at the same time, so I answered the questions one by one. The questions were in the L1, however I answered them in Spanish too because I needed them to do the Task very well, one student was worried because she had to practice her speech in advance, so I gave her confidence and I suggested her some tips to do it simpler as it was shown in my video. The Task is very well organized, and I have a lot of expectations about their performance, I hope they can be more confident, they can open their cameras and they learn and have fun at the same time with this activity.

TASK: main activities

May 3rd- 2021

DIARY 4: Class description

This is the “live recipes” day! I asked them to greet in the chat, in this first session they are 9 presenters, the rest of the group will be spectators who will evaluate their friends through a Google form, it has simple questions like “what was your favorite recipe?”-“what was the name of the recipe and its ingredients?”-“what grade do you think he or she deserves?” the idea is that all the group pays attention to the recipes, procedures and speeches, but also it is a way to encourage them to provide feedback to their partners.

The first student started introducing himself and the ingredients in English very well, however with the procedure he spoke in Spanish, he described the steps with some L1 interference, for example “hoy voy a present mi recet”-“echamos milk in the perol” although it seems a negative transfer, I think it is a good starting for the boy; the rest of the recipe was presented absolutely in the L1. On the other hand, the second student did it much better, despite

she looked nervous, she introduced herself and the ingredients then she mentioned why her salad was healthy, she presented some hesitation devices, but she had grammatical sentences and a well formed pronunciation, then she described every step and it noticed she knew what she was explaining, for example “step 3 everything in the bowl” and she put all the ingredients there, she was not reading, she presented it according to her capacities.

In contrast, the next participant was not as motivated as the last two, she read all the time the instructions and she presented pictures instead of real ingredients. Then, the following recipe was simpler than the rest, but the girl explained with a well formed English the steps, she used simple sentences like: “the steps to follow are- we put the tuna in a container”. Additionally, the following participant was more spontaneous and she looked more confident, her actions were coherent with the sentences she used, for example: “today we are going to make strawberry juice- one, one strawberry-two, add the water” she did not present hesitation devices and she never read, also she followed exactly the teacher’s model (papaya shake video).

Additionally the next student had some help, he read a script sometimes, he also followed the teacher’s model, his pronunciation was not comprehensible, and however he tried to follow the procedure in English he was reading. The last participant, could introduce herself and the ingredients, however the procedure was difficult to understand, because she had problems with her camera and microphone, the first part she did was good.

Reflection:

After we finished the presentations, I realized that in the chat the students were cheering the presenters in English. Some of them congratulated their partners in English and I was

surprised, and the presenters thanked in English as well, it was generated a kind of written interaction in the chat which was very pleasant for me, regardless to the Google form I designed for them to provide feedback to their partners, their initiative was to congratulate each other in the chat. When I saw the interaction, I celebrated that initiative and encouraged them to continue doing that. Moreover, about the Google form, they were curious about what grade to give to the friends that did not come, also they asked about what grade to mark to themselves in the case of the presenters; I invited them to reflect about each presentation, and I asked them what would they do if they were the teacher? Finally, about the presentations I found them satisfactory, taking into account that this is the first time they have contact with the L2, the performance was proper, they showed an advance in comparison with the first session when they just produced words, now they are using sentences in monologues, which is very valuable, it does not matter if they use the L1 sometimes or if they make some slips, I consider they are in a good way.

May 4th - 2021

DIARY 5: Class description and reflection

This is the second day of the TASK, today 8 students presented their live recipes. In the last session and today I did not use an anteroom, we just started with the greeting in the chat and with the presentations to save time. The presentations today were very similar to the ones in the last session, the students in general were more confident, it noticed most of them practiced in advance the pronunciation of the sentences and the ingredients, a couple of students were nervous and had some L1 interference, because they used code-switching, however they were very encouraged to do it with effort, it is important to take into account that this is not the same process for everyone.

Here are some examples of sentences used by students with a more standard performance: “in a container mix the heavy cream”- “mix the chopped fruits”- “my recipe is fruit salad, the ingredients are...”- “then pass it into a glass” also, here are some examples of the most common mistakes, mostly negative transfer from the L1, found in the performances: “today, I am go to expose my recipense”- “entonces los ingredients are: two tree tomats”- “recet” most of them followed the teacher’s model as well. It is important to mention that today, some students provided feedback to some presenters, they explained they liked some presentations because of the use of English of their partners, also they congratulated orally the presenters, however they did it in Spanish, in the chat it continued the interaction in English to encourage the presenters in English.

May 10th - 2021

DIARY 6: Class description and reflection

Today we had our third session of live recipes. Despite of we are on a national strike, many students attended voluntarily, however four of the nine presenters are absent, about the today’s five presenters, two of them read the recipe, it means, they had help with a script, it affected a little bit their pronunciation, because they tend to read as if it was Spanish and obviously it is not an oral production, they made the effort to introduce themselves and to introduce each ingredient in English without help, but with the steps they had to read the script. The truth is that they really looked nervous, they were not confident to present. In the same way, one of the students did the task totally in Spanish, in fact it lasted 24 seconds.

Additionally, there were two students who really were engaged with the task and did it following all the instructions, it means they spoke in English all the time, their attitudes were very enthusiastic, their pronunciation was very comprehensible and intelligible, and their actions were coherent with their sentences. Today, the interaction in the chat continued, they cheered the presenters with sentences like: “Very good Gabriela fantastic Your salad”-“ very tasty congratulations Gabriela”-“ congratulations Jermain rich your salad”- “congratulations Karol sofia”-“ very good Karol”, which is very valuable in this process, taking into account that this behavior was spontaneous. On the whole, here are some students’ expressions to highlight about today’s session: “Hello, I am Germaine, I am going to make to tune salad”- “step two: add the tuna, add the carrot, add the egg onion, and add the avocado”- “step three: add the salt, add the lemon” even they used ordinal numbers, for example “first banana- second mango-third papaya etc.”.

May 11th - 2021

DIARY 7: Class description and reflection

Today is the last day of the task, the balance for today is very positive and much better than yesterday, due to I had 8 presenters and all of them were very committed, because just one student had difficulties to present and had to read a little, however all of the presenters made excellent introductions, most of them were very confident, they presented a pronunciation and fluency according to their levels, in general the steps were perfectly according to their actions, also they had a good use of new vocabulary, they showed very detailed descriptions of the procedures, for me they were very motivated and despite of the difficulties like the nervous, the lack of confidence they did their best effort.

Besides, here I have some examples of the sentences they could produce in today's session: "...and today I am going to present my healthy recipe"-"step one: put the glass of milk"-"step two: add the mango and the banana"-"I mix the ingredients"- "hello companions this is my reviewed? Which is my salad"-"we add the tomato and lemon...we are ready"-"then we make? All the ingredients". In sum, the process of the task was very productive, despite of the difficult times, 30 students presented the "live recipes" just 4 students of all them had to read a script Vs. 6 of them that did not attend to the classes, due to we are on a strike and the kids are not having classes, nevertheless almost all the group are attending to the English class because somehow they are motivated, I consider they have improved a little, because now most of the students can produce sentences instead of just words, even they know the frequency adverbs and they use them in a sentence, but also they are able to describe a process like a recipe in English in front of the camera, even they were encouraged to open their cameras, to show their intimacy and to encourage their partners to speak in English.

About the control group, the process was really similar, the difference was that the Task was required in video, the students had to record and send a video with their recipes to the Google Classroom and I checked them privately, then I sent the feedback to each one; in general, I received 25 videos of recipes, I found that 10 students read scripts and 12 students did not present the recipe. It means that just 15 students followed the instructions and honestly tried to speak spontaneously, according to their capacities. Instead of the live recipe, I had a session with them on May 3rd as well, it was for them the Task. In general, the ones who presented the recipe without reading looked very enthusiastic, it showed they studied in advance the vocabulary and the expressions, they introduced new vocabulary, and it seemed they understood the procedure

according to their actions, they used complete sentences and they are in a good way to learn the language easier.

They had a regular class, I started with an anteroom about healthy and unhealthy food, they identified the vocabulary of the picture, after that I showed them a comic with a dialogue about a girl and her granny about vegetables and junk food, I simulated the conversation with a student to model the dialogue, then I explained some grammar aspects about present simple-negative, after that I presented them a new survey about healthy and unhealthy food using negatives too, later I explained them how to fill it in breakout rooms, the idea was to encourage them to fill the survey in the chart in groups, I wanted them to speak in English, however when I pass around to the groups to check their work, they were not speaking in English, some of them were filling the survey in English but speaking in Spanish and the rest of the groups were totally in silence; it was some disappointing because I was calling them to verify if they really were at class, so I realized the breakout rooms activity did not work, they need supervision most of the time and they still do not have enough autonomy to work alone.

POST-TASK: feedback and reflection

May 24th - 2021

DIARY 8: Class description

The post-task activities started with an anteroom about how to say “no” in simple present, so I tried to let them to participate while I was explaining the use of “do” and “doesn’t”, later I started with a feedback activity, I invited them to complete a mind map with me, I implemented the app “bubbl us” and I presented them a base in a spider shape for them to suggest me all the

vocabulary they could remember from this task process, I also chose a moderator to help me with the order, so the students told me words even some expressions that they did not now before to have the task. They were a little shy, and it was difficult to obtain the amount of words I expected, I posted the mind map they helped me to write on the Google classroom after class.

The next activity was about, a new survey about healthy lifestyle, I showed them how to use “why?” and “Because...” the idea was that they could express opinions and give reasons, also I provided some examples of the expressions to guide them in advance, the question of the survey was: “why is healthy food important in our lives?” and they answered orally and voluntarily and I wrote their answers in the chart, they gave answers like: “because I have a healthy life”-“because we have healthy eyes”-“because it is healthy and help our health”-“because it help me grow healthy and strong”-“because it is to have a better body”-“because I like to eat healthy food”, they were very receptive and provided very good answers to the exercise.

In the final activity that day, I asked them to give their opinion about the activities they have had during this process, they had the chance to do it in English or in Spanish, and they should go to the “Menti” and write there their answers. Most of them preferred to write in Spanish, they wrote they felt they improved their pronunciation, they felt they spoke in English and they can do it if they study and follow the teacher’s instructions, they said they liked the class, some others talked about healthy habits and its importance. They really made a reflection process with these three activities, it would be better to have more feedback process, however we are on a strike and the students re not attending to other classes and some parents have asked why we are not participating and I think I should respect their thoughts. Anyway, the reflection

process was present all the time during the task, while the kids presented the recipes in the chat, orally some students gave advice to their partners, but also throughout the Google form I designed for them to complete every session of the task.

To finish this task process the students will have a final test which is similar to the initial test, I am going to analyze if they are able to apply or use what they learnt during the term in a written test, they will have one hour to do it and I hope they do it without any help due to it is a virtual environment. Nonetheless, it is important to mention that the results of this test are not the main objective of this research project, it is just to examine one of the possible effects of the TBL application in a virtual classroom.