



ESCUELA NORMAL DE AMECAMECA



TESIS DE INVESTIGACIÓN

TASK-BASED LEARNING TO PROMOTE

LEARNING AUTONOMY IN INDIVIDUAL AND

COLLABORATIVE WORK.

QUE PARA OBTENER EL TÍTULO DE:
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE
DEL INGLÉS EN EDUCACIÓN SECUNDARIA.

PRESENTA
DULCE NAYELI RODRÍGUEZ RODRÍGUEZ.

ASESOR
MTRO. ALEJANDRO FUENTES BOLAÑOS

AMECAMECA, MÉXICO

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Abstract.

Task-Based learning is a useful methodology to change the common or standard way of work in the English Language Classroom. Those tasks can include different elements, implemented in different ways, and used for different purposes. This paper analyzes the results of the implementation of two different tasks, one of them individual and the other collaborative, in the students of the second grade of the E.S.T.I.C. No. 0027. This research also analyzes the impact that tasks have on empowering learners to take ownership of their learning process while fostering autonomy and language development.

The tasks were implemented and contrasted to show what are the advantages and disadvantages of the implementation of the task under specific circumstances in order to propose which, how and when tasks are more useful.

Key Words: *Task-Based learning, learning autonomy, individual work, collaborative work, language proficiency.*

Resumen.

La metodología Task-Based Learning es una forma útil de cambiar la forma de trabajo tradicional en la enseñanza del inglés como segunda lengua. Estas *tasks* o tareas pueden incluir diferentes elementos, implementarse en diferentes formas, y ser utilizadas para obtener resultados diferentes. Este documento analiza los resultados de la implementación de dos diferentes tareas, una de ellas de forma individual y la otra de forma colaborativa, en los alumnos del segundo grado de la E.S.T.I.C. No. 0027. Esta investigación también analiza el impacto que tienen las *tasks* en cuanto a la autonomía de los alumnos y el control que estos tienen sobre su propio aprendizaje.

Las diferentes actividades fueron implementadas y posteriormente contrastadas para mostrar las ventajas y desventajas del uso de *tasks* bajo circunstancias específicas y así descubrir cómo, cuándo y de qué forma las *tasks* son más útiles.

Palabras Clave: *Task-Based learning, learning autonomy, individual work, collaborative work, language proficiency.*

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Introduction.

During the course of the career, students of the degree of Teaching English in Secondary schools check a wide variety of methodologies for teaching and different teaching principles that they can practice and use in the intervention practicum in secondary schools. Among those methodologies, there is the use of Task- Based Language teaching (TBL) that, in few words, consists of meaningful tasks that in order to be solved, students need to communicate (Larsen and Anderson, 2011). This is the teaching principle that sets the starting point of this document.

In the secondary schools, during the observation and intervention practicum, one of the most common teaching techniques used by teachers of the different subjects of the level is the inclusion of tasks to be solved by students both in individual and teamwork, especially after the explanation of the topic and some guided practice. From this observation, one of the most interesting findings is that students tend to be more involved and interested in this kind of activities comparing when they are asked to do problem solving activities or activities that require to just filling activities and completing sentences.

In most cases, students are first given the instructions to do the task, they ask possible questions they might have, and then the task is conducted mainly in an autonomous way, in which students work by their own, or with the help of the classmates, to complete the task. From this, another point emerges, and is the impact that TBL can have on the learner's autonomy, both in positive and negative way, if it can foster it and to what extents it can be used.

Taking those previous aspects as starting point, the problem to be analyzed during this paper is the role that TBL has in the learning process of students at secondary school, and how this teaching principle affects or benefits the autonomy of learners, as most of the times, students work by their own with previous instructions.

CHAPTER

1

CHAPTER I. The Use of Tasks and the Way of Work of 2nd Grade Group A of the E.S.T.I.C. No. 00027.

With the outbreak of the Covid-19 pandemic, the inclusion of hybrid teaching and the virtual sessions, the autonomy of students in the learning process increased more than ever before, as we went from sessions in which the teacher was there to guide students through the process, doing mainly guided activities or activities where few or no autonomy was required, to a context where students in most of the cases just received instructions or activities to do by their own, or looking for information on the internet or social media.

The use of tasks was a common element among the activities assigned by teachers in the case of virtual learning environments, where along with guided activities, tasks were designed to give learners more freedom to apply their knowledge of the topic beyond just completing sentences or filling blank spaces. Those tasks, most of the cases only instructions with no more explanation, gave students the opportunity to develop learning autonomy, pushing them to find new information, going beyond what was just written in the books, or in the video explanations.

This investigation will lead to an exposure of ideas and ways in which Task – Based learning can be used positively to promote learners' autonomy with the use of meaningful task not just in an individual point of view, but from a collaborative work and fostering communication and interaction between students. To what extent TBL can be used and what types of tasks have to be applied and delivered to secondary students to promote

learning autonomy at the same time that students have a deep and meaningful acquisition of knowledge of the topic the task is about.

Considering the possible results of the investigation, new ways of teaching can be considered and applied in classrooms not just from the context the investigation takes place, but in different context in which students are used to work in individual and collaborative activities with the inclusion of task related to their preferences, the context in which they live, and the characteristics of the surrounding.

1.1. Problem Statement.

During this document, theoretical documents will be analyzed but also will be contrasted with the observations made during the intervention practice in the secondary school. Due to this, the following section describes this problem in detail:

1.2. Observation of the Problem.

During the observation practice that took place at the beginning of the semester on the secondary E.S.T.I.C. No. 00027 “Niños Heroes”, there was observed that students of the 2nd grade group A work mainly in two settings during the English class: Individually and in small teams.

1.2.1. Individual Work.

When working individually, students are asked to solve book activities that require them to fill in the gaps, order sentences, also, they work with worksheets where they need to complete sentences using the information given in class.

The problem with this kind of activities is that the teacher normally helps them throughout the development of the activity, often helping them to find the solutions or correcting them at the moment the teacher realizes students have made a mistake, giving less to no opportunity for students to work autonomously, as they always have the help of the teacher.

1.2.2. Collaborative Work.

The second most common type of work settings that students have is in teams. When working this way, students are often arranged in teams from 3 up to 6 students, this organization varies from row organization (the team is formed with students from the same line as they are sitting), number of list attendance (The first student in the list until the fifth) or often by students' preference (students can decide the members of their own team).

The problem with this type of work is that not all of the students in the team works the same to accomplish the goal or the activities, there are students that take most of the responsibility of the activities while some students just decorate or complete one or two sentences. This way, not all students develop the same level of autonomy in the activities.

1.2.3. The Use of Tasks.

Along with the previous ways of working, another aspect observed in the group is that they prefer working on activities that require the solving of a task. In the English classes, especially after one or two weeks of explanation of the topic, students work with one specific task that is often carried out during the week, being the first class the

assignment of the task; the second class is for organizing and preparing the task, and the last class is for the presentation of the task and possible corrections to it.

In these tasks, it was observed that students tend to work in pairs or in small teams, often assigned by the teacher with activities or by number of attendance list. Tasks are often presentations of a topic, elaboration of posters or presentations, and brief speaking activities about a specific topic and often with a given dialogue.

1.3. Objectives.

1.3.1. General Objective.

The main objective of this paper will be to identify and analyze the relevance and impact that Task – Based Learning has in learners' autonomy and then list the ways in which TBL can be implemented in the English as a Foreign Language classes.

1.3.2. Specific Objectives.

1. Analyze the different tasks that are assigned to students in secondary school to identify if they are related to a Task – Based approach and how they are implemented.
2. Contrast the effect of using individual and collaborative tasks in different moments and topics of the intervention practice.
3. Compare the level of autonomy that students have in Task – Based activities and Independent – Practice activities.

1.4. Research Questions.

1.4.1. General Research Question.

“How can Task – Based Learning promote learners’ autonomy in individual and collaborative work?”

1.4.2. Secondary Research Questions.

- What are the most common types of tasks applied to learn English?
- What is the preference of students regarding individual or collaborative work?
- What is the level of autonomy of students working in teams to solve specific tasks?
- Do students solve tasks easier when they work individually or collaboratively?
- Are there any disadvantages of collaborative work to solve tasks?

1.5. Hypothesis.

As this document will have a quantitative approach, there is a need for a hypothesis to be proved during the investigation. The hypothesis stands as follows:

If Task – Based Activities with focus on the competencies and requirements of the program are applied in the English as a Foreign language classroom, students will develop strategies and abilities to work both individually and collaboratively towards the development of learning autonomy.

1.6. Research Limitations.

Due to the nature and characteristics of this paper, there are two major limitations that will be faced through the development of this investigation, one related to time and the other to freedom to implement activities.

Regarding time, tasks need to be applied withing a range of one to maximum 3 classes, considering that most of the topics that will be worked with students are two-week long, and the first week is used for students to learn the topic and vocabulary related to it, and the second week is for the implementation of the task, but sometimes, the first class of the second week is used for checking the topic or doing some confirmation activities.

The second limitation relies on the freedom of implementing activities. Taking into account that there is a teacher in charge of the subject, some activities need to be conducted following the guidelines of the scholar agenda, for example in the implementation of test, the delivery of specific activities (such as Mother's Day or Independence celebration) that may affect with the development and implementation of tasks.

1.7. Context.

This document takes place in the "Niños Heroes" secondary school, located in the center of the municipality of Ozumba, in the state of Mexico, in this school 422 students take classes from Monday to Friday. More information about the school and context is included below.

1.7.1. Place.

The school where this document takes place is located in the municipality of Ozumba, in the State of Mexico, more specific in the center of the town: Ozumba de Alzate.

Ozumba is one of the 125 municipalities in the state of Mexico and has a population of 30, 785 inhabitants according to DataMexico (2022) of which 2,742 are males and females from 10 to 14 years old. Ozumba is a semi urban community which main income comes from retail trade and manufacturing.

In this municipality, the majority of the population has secondary school as the maximum grade of studies, but only 2.87% of its population does not know how to read or write. (DataMexico, 2022)

1.7.2. School.

The E.S.T.I.C. No. 00027 *“Niños Héroes”* is a secondary school that belongs to the public sector, and it is located in the municipality described previously. This secondary school has a morning shift, with a schedule starting at 7:00 am to 2:00 pm from Monday to Friday. This is one of the 47 schools in the town, and it is located within 5 minutes from the center of the municipality.

The school, at the moment of writing, is leaded by a female principal and has 18 teacher that are in charge of all of the subjects of the academic level. In the students' side, the school has 422 students, of whom 195 are women and 227 are men, being one of the biggest secondary schools of the town.

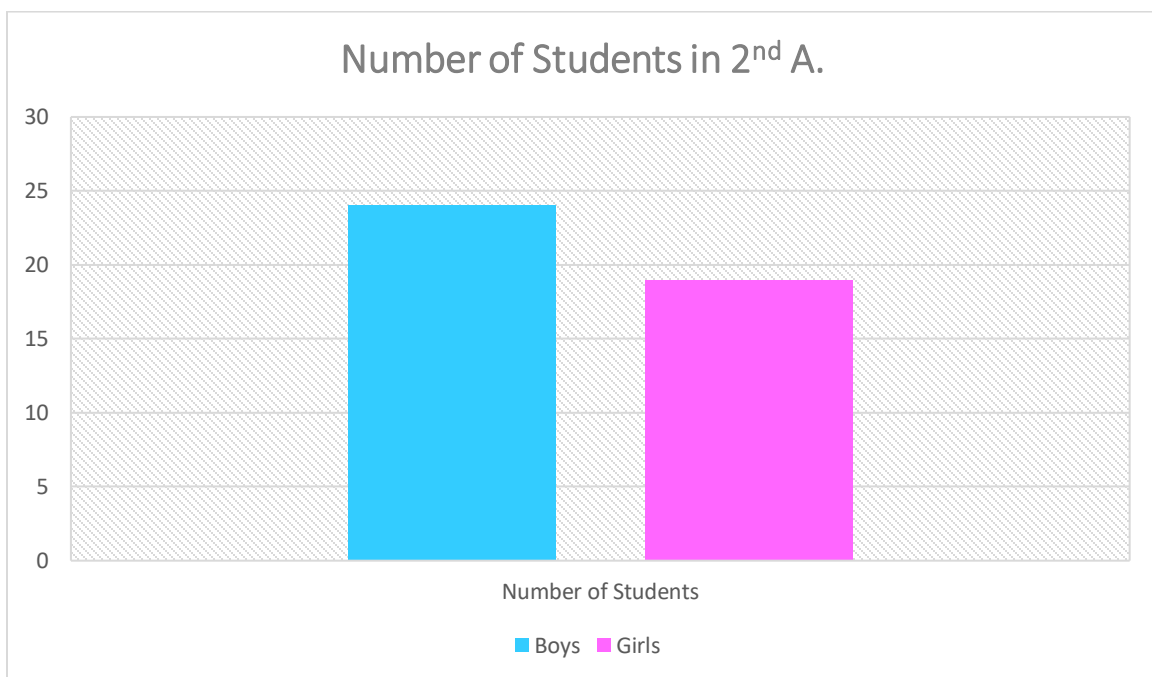
The school, located in the Allende Alley, right in the center of the municipality, has an active role participating in important events of the community, such as the Independence Day parade and Revolution anniversary parade, and celebrations like “*Festival de las Animas*” that is the community’s celebration of day of the death.

1.7.3. Learners and Population.

For the purpose of this document, the 2nd grade group A was chosen to analyze and implement Task-Based activities during the course of the seventh and eighth semester. This group consists of 43 students, from which 24 are male and 19 females, as shown in figure 1.1 (See figure 1.1).

Figure 1.1

Number of Students in the 2nd Grade, Group A.



1.7.4. Aptitudes Towards English Learning.

21% of the 2nd "A" students have good aptitude to learn English, but sometimes the phrases they use when participating are: "I don't know how to speak English", "I can't speak", "better in Spanish", "I don't understand", but they try to speak it, and they pay close attention when the teacher speaks in English, or when the other students participate.

Among the resources the teacher uses to reduce the amount of Spanish, and at the same time helping students to understand the vocabulary, is the use of body movements (especially when introducing new verbs), the use of mimic (mainly for emotions / feelings), and also the use of synonyms that students may already know, or examples that can be easy for students to understand. In addition, students do not like to write a lot, and prefer to fill out sheets, they are guided by images, and examples to better understand what they will do. (See Figure 1.2)

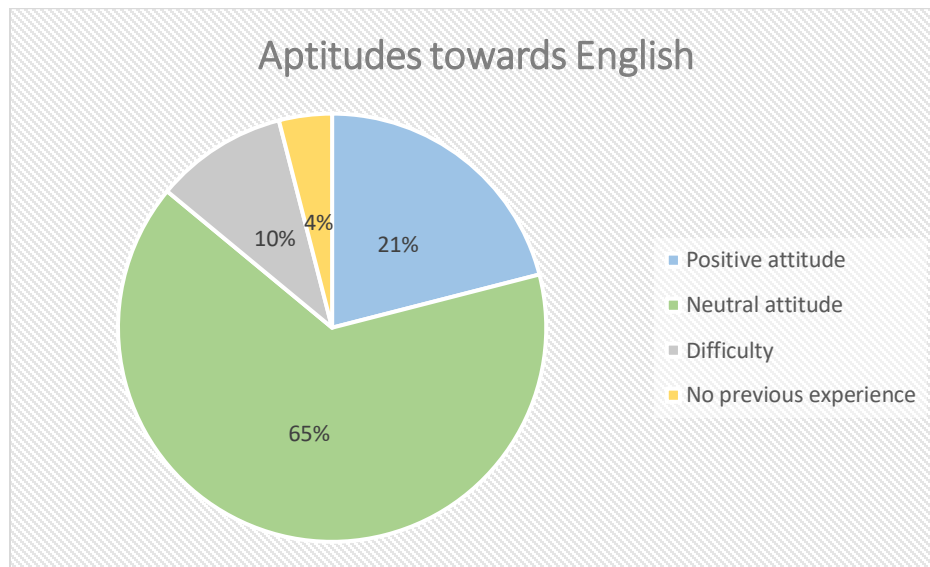
65% of the students try to pay attention to the classes, although it is a little difficult for them to participate voluntarily, there are students who do the work but are afraid to participate in the classes, they do homework, but when have doubts they speak to the teacher so that everything is clear and understandable.

10% of the students find it a bit difficult to keep the attention in the class because if a classmate talks to them, they are easily distracted.

Finally, 4% of the students do not have a good aptitude for learning English because from previous grades of schooling have not had an approach to the language.

Figure 1.2

Students' aptitudes towards learning English.



1.7.5. Students' Level of English.

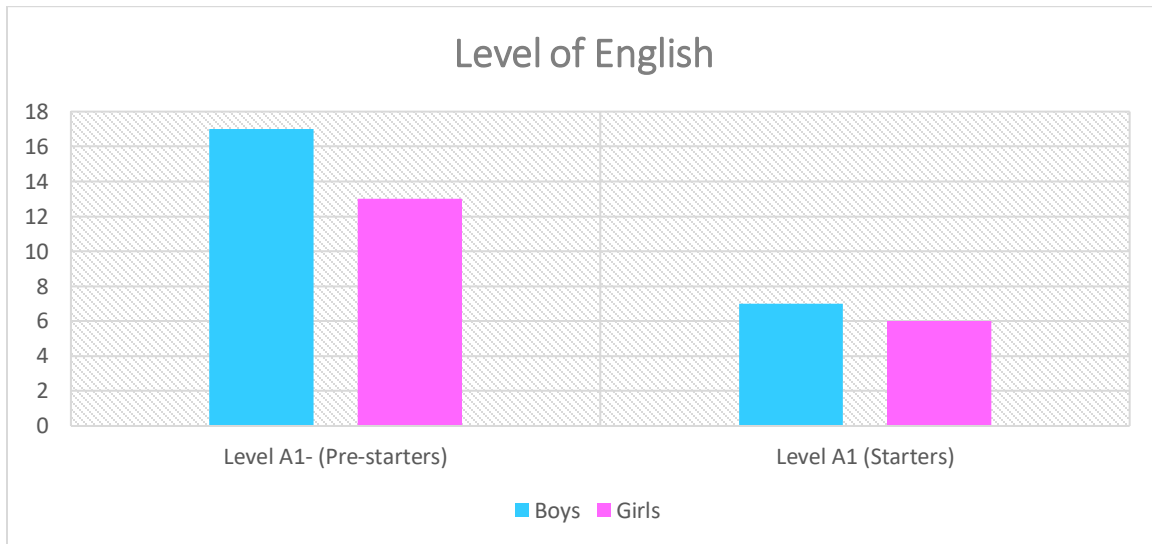
Another important aspect to consider is students' level of English. To analyze this, an English Placement Test was applied to the students of 2nd Grade group A at the beginning of the school year, the results, as shown in figure 1.3 (See Figure 1.3) show that 30 students, almost 70 percent of the group population, are in the level -A1 (pre – starters) while the rest 30 percent (13 students) have an A1 level.

This will help to set an idea of the types of tasks that can be implemented, and the language that can be used so students feel challenged by the task but not too overwhelmed to abandon the task because they feel it is too complicated (or too easy also).

This aspect of students' level of English, combined with the guidelines of the English Program, will be the core of the task implemented on later stages of this paper.

Figure 1.3

Students' level of English.



1.7.6. Students' Preferences Towards Working Mode.

Finally, another important aspect that needs to be taken into account for the development of this paper is the way students prefer to work. Regarding this aspect, one survey was conducted at the beginning of the scholar year and shows the way students prefer to work. (See Figure 1.4).

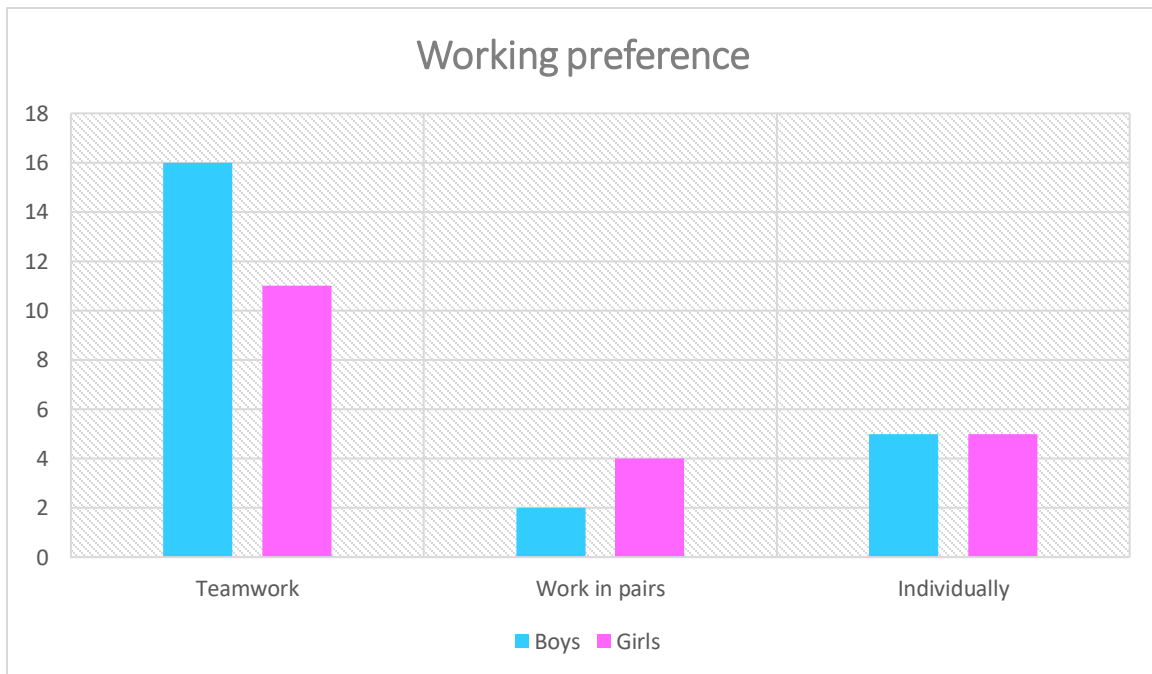
Analyzing the results given after the survey, most of the students like to work in a team with an equivalent of 27 students, they like to work in this way because that way they can learn more about their classmates, they can interact, share ideas, talk with their friends. and support each other,

Contrasting with the earlier data, ten of the students like to work individually because they prefer to do their own work and put effort into it.

And finally, only 6 of the students chose the option of working in teams, mainly because they prefer to share their ideas, coinciding that in all the aspects students like to work by affinity.

Figure 1.4

Students' preferences towards working mode.



CHAPTER

2

CHAPTER II. Task-Based Learning and its Relation to Students' Learning Autonomy.

In the theoretical section of this paper, three main things will be analyzed, going from a brief definition of what is Task Based learning, then analyze the implications that this methodology has had in the English Language Teaching field, and then moving to the concept of learners' autonomy and the impact that TBL can have in this section. This, with reference to earlier papers, analysis, and documents that previous researchers have done regarding this.

2.1. What is Task – Based Learning?

Consequently, the first aspect to analyze is Task Based Learning. This approaches born as a subsequent method to the Content – Based instruction, in which language items are taught by students working on relevant texts, sharing the characteristic of being an analytic syllabus, but with the idea that the syllabus is formed by tasks, not linguistic items (Larsen & Anderson, 2011) Therefore, this teaching approach proposes that the language is taught using meaningful tasks that requires students to communicate in order to complete them.

Examples of the types of tasks that can be included in class go from role plays and creation of itineraries to production of infographics and problem-solving activities, all of them can be done in both individual and collaborative work. The idea is that tasks are presented in a way that students can combine the knowledge they already have with the knowledge they are working with (Larsen & Anderson, 2011).

One of the advantages of including TBL in the English classroom is that, even when the majority of the task require speaking as the main element, there can also be tasks that foster the use of specific aspects of the language and the curriculum of secondary school, like the implementation of a cooking recipe where students are asked to use imperatives and sequence words. The input can be done by the teacher explaining the instructions or in the pre – task stage, where students can solve their questions and practice with vocabulary that may be useful for the task development, as Larsen and Anderson (2011) mention in the findings of their investigation, the goal of Task Based learning will be to engage students in task that have a clear outcome, so the process of learning a new language is facilitated.

2.2. The Concept of Tasks.

Another important aspect to clarify in this section is the definition of the concept TASK. Lingley (2006) defines them as activities that call for a primary use of the language and set a range of characteristics, from what we can find that a task has to be a workplan, the task involves the use of meaning, and the use of the language in real context, as well as tasks can include the four macro skills of the language (Reading, Writing, Speaking and Listening) (Lingley, 2006).

More ideas about the definition of the concept TASK are provided by Nunan (2004). He divides tasks into two main groups, each one with different characteristics: Real – World or Target tasks, and Pedagogical tasks. Target tasks are the use of the language in real context, outside the English classroom, while pedagogical task are the ones specially designed for a pedagogical purpose inside of a classroom (Nunan, 2004)

From the earlier point of view, the concept of task for the purpose of this paper, can be defined as activities that require students to use their knowledge of the four macro skills of the language in a communicative way, being a reflect of the real use of the language outside the classroom.

2.3. Most Common Types of Tasks.

Depending on the purpose, characteristics, duration or even materials, tasks can be divided into different groups that will serve different purposes. Those types of tasks can be applied in different moments of the class, different topics, and different contexts, because each one of them will have their own advantages and disadvantages.

Another common difference between tasks is the duration and difficulty of the task itself. The same task could be adapted to be applied with both advance or beginner level if the language elements and the content is adapted to the level of students. With all of those variations and characteristics, for the purposes of this paper, the different types of tasks will be divided following what some authors have previously suggested.

According to authors like Nunan (1991), Ramirez & Artunduaga (2017) and Dos Santos (2011) tasks can be divided into communicative, collaborative, and authentic tasks, and according to East (2021), task can also be classified according to the purpose they will have in the English classroom: Input, Output, and Interaction.

Considering the authors' opinions and findings, we can identify some specific characteristics, advantages and disadvantages that will help in the development and implementation of tasks in further stages of this paper.

2.3.1. Communicative Tasks.

Nunan (1991) mentions that communicative tasks have emphasis on learning the language through communicating and interacting on it (Learning English through English) and the introduction of authentic tasks to the class. Also, in this type of task, Nunan mentions that there must be a relation between the classroom tasks and situations students will find outside the classroom.

Among the advantages of communicative tasks, we find the fact that students work with the situations they could find outside the classroom, and not just adapted or didactic scenarios in which language is used for only one specific purpose. The implementation of this type of task will help the students to get in contact with the closest scenarios to reality in which they will use the language.

On the other hand, a disadvantage of the implementation of communicative task in early stages of the language acquisition is that students have to have a good understanding and background of the language, considering they are required to communicate using the language.

As a conclusion of this section, implementing communicative task can be a good idea for topics that students are already familiar with, that will require for students to recycle some of the vocabulary and knowledge they already possess from the language, and using the task just a way to master the content, or using it in a more natural way after working with grammar content or isolated practice.

2.3.2. Collaborative Tasks.

Dos Santos (2011) also talks about tasks, especially the collaborative type, which require students to work together to carry and complete the task rather than just with individual work. Dos Santos mentions that the first step of a collaborative task is the teacher setting interesting topics and tasks that will be challenging for students. For this, it is necessary to know what topics students are interested in, what is the context in which they interact in their everyday life. Knowing those aspects will be crucial in the implementation of collaborative task, considering that, if students are not interested in the content, they will not be interested in the task either.

Then, after setting an interesting topic, (that can be done using a survey or with previous experiences), students work collaboratively, using and experimenting with the language, to complete the task that can require them to apply the knowledge worked previously but now in real world scenarios, or even using the language to complete something together such as an experiment and then learning something new or to reinforce the knowledge of about one specific topic.

An advantage of the implementation of collaborate tasks is the fact that tasks can be personalized to students' interest, and consider their context, the things they normally do or see, creating task in which students feel more immersed and with a better attitude towards participating.

Besides, the disadvantages could be that, if the progress is not monitored properly, all the work could be done by only some members of the team, losing the collaborative element.

2.3.3. Authentic Tasks.

Additionally, Ramirez & Artunduaga (2017) mention the definition of authentic tasks. They mention that this type of task needs to have a clear and direct relation to real life situations and not just classroom activities. In this type of task, grammar gets a more implicit role, avoiding long grammar explanations to focus on the real use of the language that students will find in an everyday life conversation.

This type of task takes real-world situations where students can work within a scholar context, but being as similar as possible to the ones they will find in everyday life. Here, materials can be taken from real elements of English-speaking countries, such as series, movies, magazines and even music.

The implementation of authentic tasks can result in students that are more motivated towards learning the language, because they don't feel like they are using the language just to solve activities or completing pages from their book, instead, they can see the language as they do with their mother tongue: as a way to communicate outside the classroom.

The advantages that come amid the use of authentic task are wide, considering that students, apart from working with the language, get an idea of what the real culture of an English-speaking country looks like. Also, students get immersed in learning about countries different to their own.

Perhaps the biggest disadvantage of the implementation of authentic tasks may be dealing with the grammar part that English programs include, sometimes being those necessary to teach explicitly.

2.3.4. Task for Input, Output, and Interaction.

In addition to the previous types of tasks described by the authors, East (2021) proposes a classification of tasks based on the specific purpose intended, dividing them into one specific group: Tasks for input, output, and interaction. East sets a definition of task being “activities that require learners to apply the knowledge of a specific field to solve or get to an objective” (p.37).

Contrary to the authors cited previously, East considered that task can be used for both grammar/academic content and using real life scenarios, without the need of making a specific distinction between them. The author proposes that, for the purposes of the task, students can work together (interaction) with a set of instructions (input) to solve activities that later they will present to the rest of the class (output).

Those activities can focus on speaking and listening, but at the same time, include reading and writing into the interaction section, thus working with the four macro skills as well as they interact with their classmates, who can be only a few (in pairs or small teams) or more members (big teams, whole class).

Into the advantages of this classification, it can be found that students work not only with isolated grammar or topics, neither a real scenario with no specific topic, but a combination of both, in which students first get an input that can be the grammar explanation of the topic or even examples in a semi-controlled practice, and then they interact with the members of their team to complete the objective of the task, which can be done in writing or speaking, using output as the way of presenting it.

After analyzing the four types of tasks proposed by the authors, a combination of the main advantages of them will be used to create the task that will be applied with the students of the Second Grade Group A of the secondary school.

2.4. The Definition of Learners' Autonomy.

Once the concepts of TBL and Tasks have been defined, the next point to define is the one related to learners' autonomy, that will also be used during the development of this investigation. Autonomy is often related to the idea of students solving activities on their own with few or no external help from teachers or mentors, and often refers to the idea of working alone. Some other ideas regarding the concept of autonomy include ideas such as students doing projects or tasks.

The concept gained popularity with the implementation of virtual classes due to the pandemic situation. In that case, most of the activities were set in platforms such as Classroom or Teams, where students find the instructions of activities to do, and then they have to do it looking for resources by their own, analyzing videos, or even looking for information on the internet. In this context, the idea of "Students being autonomous" became a trend.

But from a theoretical perspective, authors such as Llaven-Nucamendi (2014) offer a range of definitions related to the concept of Autonomy and the different subdivision it has. Llaven starts with the idea that Learners' Autonomy has gained relevance as an alternative to traditional teaching and as a way to enrich educational practice (2014, 24). The author also states that from the past of the time, the concept of autonomy has moved

from grammar to more communicative functions, aspects in which are closely related to the idea of Task – Based Learning.

To give another point of view about the concept of Learners' autonomy, Little (1999) also goes deeper into the idea that autonomy cannot be defined just as a simple concept, but as a combination of ideas that can change according to the context.

He states that “We take our first step towards developing the ability to take charge of our own learning when we accept full responsibility for the learning process, acknowledging that success in learning depends crucially on ourselves rather than on other people” (1999, p.1)

Llaven-Nucamendi agrees that the concept of autonomy is often related to concepts that may be similar but not the same, such as concepts like individualization, self – instructions or independent learning, but to have a concept that reflects what learners' autonomy is, those concepts and more have to be somehow combined.

In addition, Lee (2016) contributes to the concept of learner's autonomy by adding that it can be presented in different ways and to different degrees depending on the learners and the learning context. For instance, the level and degree of autonomy in students of first grade that are getting in contact with the language for the first time cannot be the same expected from students in third grade that have been in contact with the language for three years.

For the purposes of investigation and to summarize the ideas of the authors previously mentioned, learners' autonomy will be defined as the ability of students to take control of their own learning, being responsible for the progress they have, and always

considering the level they have and the degree it is expected they accomplish. In this context, the level of autonomy will change from first grade of secondary school to third grade of the same academic level.

2.4.1. The Role of Teachers in Learners' Autonomy.

One of the most important aspects to define or, at least, take into account, is the role that the English Teacher has in the autonomy of the learners. Sometimes it can be inferred that the highest the teacher engages in the activities, the lowest students are autonomous, as they tend to rely on the teacher to solve their questions or even help them to complete the objective of the task.

While this may be relatively correct, it is important to mention that not because the teacher helps students, they completely lost their autonomy to learn. Learning autonomy is different from leaving students alone doing the tasks. Benson (2012) states that learners' autonomy is "kind of mutual contract, in which each individual agrees to provide the social goods that support the autonomy of others" (p, 32). With this, the teacher supporting students at the same time they let students work on their own, is the best way to foster students' autonomy.

Benson also comments that while the main role of the teacher is to teach the language content (vocabulary, grammar, topics) it is also their responsibility to promote in the learners the highest autonomy level as possible, guiding students in the process but avoiding being the main character of the task, helping maybe just when students have a blockage or they can no longer continue with the task because they are having questions or problems.

2.5. The Relation Between Tasks & Autonomy.

Finally in this section, the last concept to be defined is the relation that tasks, TBL and learners' autonomy have. How can tasks promote learners' autonomy and to what extents this can be a useful resource to promote not only the development of communicative skills, but also the autonomy in the learning process in both individual and collaborative ways. Regarding this aspect, authors like Lee (2016) and Rahimpour (2008) have talked about their findings in the promotion of learners' autonomy through the use of task – based lessons.

Lee (2016) applied a similar concept in virtual language, where students were exposed to TBL instruction with the main idea of promoting learning autonomy, she discovered that students used the four skills almost in a similar level while solving the tasks, and they also reflect that they felt more motivated when they worked in teams to solve activities (Lee, 2016). This sets an idea that tasks are indeed useful for the development of the four macro skills, also the implementation of group tasks foster the interaction and the level at which students participate in the task – solving process.

Rahimpour (2008) conducted a similar analysis of the effects of TBL in aspects such as fluency and complexity of the use of the language, and the findings where that when students were exposed to this approach, they had a better performance compared to when they worked with approaches like structural and context based. This shows that TBL can have a positive effect in aspects like fluency, which will help students to have a better performance and thus better interaction at the moment of solving the task.

Therefore, using tasks in the process of teaching English can result in positive improvements in the language, also increasing the use of the macro skills of the language. Considering the information stated by Lee (2016), it can also be inferred that students will have a better collaborative performance when they are required to share with their classmates to solve tasks with the use of real language in contexts that portrait the real uses of the language.

Consequently, with the development of this paper and the implementation of task – based activities to work with the different contents of secondary curriculum, the idea will be to analyze the interaction of Task-Based learning and learners' autonomy in the sequence that will be defined below in the methodological framework.

The implementation will take place gradually, going from simple tasks and then increase the level of difficulty and complexity, so students are required to work every time with a greater and more demanding level of autonomy in order to analyze the effects it has.

2.5.1. Students' Control of their Learning in Task-Based Activities.

Returning to Benson (2021), the author mentions the idea that, while learners' autonomy can be related to students deciding what, when, how and why using the language to solve the tasks, this level gets reduced by the implementation of strong and defined curriculum that may require them to work with specific topics, activities or even specific vocabulary or situations as they may be part of the evaluation process such as exams, tests and other evaluation tools.

Considering that in Secondary School the English Program is defined by the “Aprendizajes Clave” program, students do have to work with specific topics, but the teacher has the freedom to implement different activities, vocabulary or even evaluation tools, this because the program only includes “Suggestions” or “Recommendations” to work with the content, and not specific activities that have to be done obligatory.

Benson (2012) deals with the problem of previous paragraph by defining “Control over learning content” vs “Control over learning methodologies”, mentioning that the real *learner autonomy* comes from the level of control they have over the “learning content” element rather than the learning methodology (this one related and manly controlled by the teacher).

The author mentions that students should be allowed to decide what they learn based on the previous experiences they have. We can relate this to the context of secondary school by letting students decide the topic they would like to use for the activity, or even the materials or content they want to include in the development of the task they are doing.

Finally, and similar to the ideas discussed previously by the authors defining the type of tasks (See **2.4. The definition of learners’ autonomy.**), Benson talks about the importance of socialization as a relevant aspect of learners’ autonomy. The author states that in order to have a successful level of autonomy, learners have to interact as they would do outside the class, avoiding interactions that will only help students to solve academic task with no relation to the problems they will find in an everyday context outside school.

2.6. National English Program.

When the educational reform of 2016 took place, there was a design of new study programs and curricular plans that lead to the implementation of Aprendizajes Clave for basic education (SEP 2017, p.17). Before this program, English teachers at Secondary School had the National English Program in Basic Education (NEPBE) as the document that includes the topics that had to be taught at schools, the distribution of the contents and the suggested products for each one of the units. The NEPBE was divided into four cycles to cover the different grades of basic education.

With the implementation of Aprendizajes Clave in basic education, the name of the English subject officially changed to Lengua Extranjera: Inglés (Foreign Language: English) and it was included in the Language and Communication section of the field Formación Académica, one of the three main fields of the Componentes Curriculares diagram.

In the new program, the main idea was to create Social Learning Environments to help students to be in contact with the language; creating different contexts and environments (situations) about both educative and real scenarios that could not be found outside the school, in those scenarios, students needed to work on solving activities and tasks that could be beneficial for them to use the language in real contexts.

2.6.1. Task Based on the National Program.

In the Aprendizajes Clave, and considering the points mentioned above, the inclusion of Task-Based Learning is also present. In the new program, the implementation of repetitive activities, or the mere transference of knowledge, is considered to be not

enough for the learning process and the accomplishments of the new goals. Students have to be able to implement that new knowledge to solve tasks in new contexts beyond the educative scenarios.

With the implementation of Task-Based learning, students have the possibility and opportunity to work with tasks similar to the ones they will find in real contexts, the reason Task-Based learning has to be implemented both individually and collaboratively.

CHAPTER

3

CHAPTER III. Research Methodology.

3.1. Variables.

For the purposes, type and development of this paper, there are two independent and two dependent variables that will be found as the document progresses, and that will be also taken into account as an important part of the expansion of the investigation.

3.1.1. *Independent Variables.*

3.1.1.1 Implementation of Specific Task: This independent variable refers to the implementation of specific tasks in the English as a second language (ESL) classroom. These tasks may include activities that foster collaboration, problem-solving, independent research, and autonomous decision-making.

Some examples of these specific tasks can be:

- Research task. Students are asked to find information about cultural aspects, news, or any other relevant / trending information that they can bring to the class and use it to learn English.
- Group work. Students are asked to solve tasks with the four macro skills of the language at the same time as they work together and collaborate.

The importance of this variable is that they can be measured to reflect the impact they had on the students' level of English, motivation, and autonomy.

3.1.1.2. Use of Educational Technology: This independent variable refers to the use of educational technology in the ESL classroom. Educational technology may include online learning platforms, mobile applications,

and language learning software. Some examples of how technology can be used in the development of this paper are:

- The use of mobile apps, like Duolingo, that students can easily use on their smartphones.
- The use of the internet to find more information about some topics or even to include in their tasks.

As well as the previous variable, the use of technology can measure students' autonomy, and their level of English.

3.1.2. Dependent Variables.

3.1.2.1. English Language Proficiency: Considering the context of English as a foreign Language in the country measuring students' progress in the four language skills - reading, writing, listening, and speaking - over the course of the study could impact directly on the complexity of the task implemented, specially comparing the first tasks and the ones that will be implemented on the late stages of the intervention practice.

3.1.2.2. Autonomy in Language Learning: One way to measure the development of autonomy is through self-assessment tools or surveys that ask students about their level of engagement, motivation, and sense of control over their own learning. This will help to analyze how students perceive their own level of autonomy, considering if they think it has increased, decreased, or stayed the same.

3.1.2.3. Collaborative Work: The ability of pupils to effectively collaborate with their peers to complete projects is referred to as collaborative work.

Through observation of student interactions during Task-Based activities, the collaborative work in the context of this investigation thesis will be assessed. The upcoming features of collaborative work will be evaluated in detail:

- A) Communication:** Students' proficiency in using English to interact and share ideas with their peers.
- B) Cooperation:** The capability of learners to work cooperatively to accomplish shared objectives while taking into consideration unique talents and weaknesses.
- C) Participation:** The degree to which students participate in group work, as seen by their active participation in discussions and contributions to task completion.
- D) Reflection:** The capacity of students to evaluate their group projects and pinpoint their strong and weak points.

3.2. Data Collection Tools and Procedures.

During this investigation, three main tools will be used to analyze students' level of autonomy, implementation of the task proposed, and students' level of English. Those tools are described as follows:

3.2.1. Observation Journal.

An observation journal can be a helpful resource due to the following facts:

- Analysis and Reflection: A teacher's notebook enables the researcher to consider their methods for teaching and assess their classroom

experiences. This study and reflection can shed light on the difficulties, gains, and opportunities for development in the application of Task-Based methodology to support autonomy in ESL learning. The formulation of the research topic, objectives, and methods for the inquiry thesis can be aided by such insights.

- Documenting Classroom Observations: Classroom observations can be documented in a teacher's journal. The diary can contain observations from the teacher regarding the efficiency of Task-Based activities in fostering autonomy in ESL learning, as well as notes on student interactions, behavior, and language use during such activities. This supporting information can aid in giving evidence for the research findings and thesis statements.
- Customization of the Research: The research process can be made more unique with the use of a teacher's journal. As the researcher, the instructor can record their individual experiences and viewpoints regarding the Task-Based technique, offering a distinctive and worthwhile perspective. The research may be more interesting and pertinent to the target audience—other ESL teachers in Mexico, for example—by personalizing it in this way.

3.2.2. Performance Rubrics.

The advantages of using Performance Rubrics to analyze students' performance in the assigned tasks are:

- Performance rubrics offer a clear and consistent benchmark for assessing student performance. Rubrics provide a consistent and fair evaluation for

all students by breaking down difficult activities into precise criteria and performance levels. Its uniformity and objectivity are crucial for appropriately assessing pupils' development of activities.

- Feedback for Improvement: Performance rubrics give students feedback on their performance and emphasize their strengths and areas for development. Students need this feedback in order to recognize their skills and weaknesses and to improve on their next assignments. Teachers can identify areas where students need extra help and give specific feedback to help them improve by reviewing students' progress using performance rubrics.
- Last but not least, performance rubrics can help in communication between educators, students, and other stakeholders like parents or school administrators. Rubrics offer a common vocabulary for discussing student development by stating the criteria and performance levels in a clear and understandable manner. This enables more fruitful and meaningful discussions on students' learning.

CHAPTER

4

CHAPTER IV. Didactic Proposal.

4.1. Students' Background Regarding Working with Tasks.

Considering all the information that was described previously in the chapters above, the characteristics of the context in which students are located, and the guidelines of the National English Program, this document includes a didactic proposal in which students work in different tasks, both individually and collaboratively. The tasks that were applied are described in the following sections of this chapter.

The proposal is designed considering that students in the secondary school where this document takes place are already used to work in small teams or individually to complete short and easy tasks, in which they are supported by the teachers depending on the difficulty of the task.

If the task were considered too difficult, the teacher had the role of a guide, helping students to complete some elements, giving them chunks of information or even helping them with the elaboration of the task by giving students translations of sentences, or writing what students wanted to say so they could just copy it into their task.

If tasks were considered easy by the teacher, then the role was more of a facilitator / monitor, just helping students with isolated questions but not involving in the development of the task itself.

Prior to the implementation of the didactic proposal, students were mainly asked to complete task such as:

- Designing posters with information about a specific topic.

- Written productions such as short stories that were just delivered to the teacher.

Starting with that information and the previous way of working with the students, a didactic proposal in which those elements were considered, as well as the introduction of new and more dynamic activities, was designed and implemented with the different topics of the course.

4.2. Didactic Proposal: Task–Based Activities to Apply Knowledge.

For this document, the didactic proposal consists of two parts or stages, the first one is to analyze students' performance on individual tasks and the second one is to check students' performance on collaborative tasks.

Both tasks are designed to include grammar related to the course, being the first one "Personal Experiences / Simple Past" and the second one "Cultural Aspects / Comparatives."

Both tasks were implemented following a sequence of steps that will be analyzed below. Those steps went from an elicitation of the content, then a grammar explanation of the topic itself, some controlled and semi-controlled activities to finally the implementation of the tasks.

Both tasks will be described in detail in the following section of the chapter, including the elements of each one, the stages to implement, and the points to consider while evaluating the task (Rubrics).

4.3. Steps to Implement the Didactic Proposal.

To implement the tasks, all the activities were planned and designed following specific steps that are described as follows:

4.3.1. Eliciting Previous Knowledge.

The first part of all the tasks was to check the student's previous knowledge regarding the topic. This was conducted by a simple activity such as asking questions, remembering some words, or greeting the topic on the whiteboard so students can recall concepts they may know about the topic.

This helped to set the characteristics of the projects and the limitations they could have at the end of the period.

In this section activities like comprehension questions (*"Do you know some verbs in past?" / What did you do yesterday?" / "Tell me an important celebration" / "Do you think celebrations are the same in other countries?"*) helped to understand students' previous knowledge and then use them to complement the grammar explanation of the topic, some examples, and the activities to implement. (See **Appendix 4.1**)

4.3.2. Explanation of the Topic.

Once that students' previous knowledge regarding the topic was clear, the next step was to explain the topic and some grammar rules to students. In this section, the most common activities were repetition drills in which students had to produce some examples, say aloud some words to practice pronunciation and check grammar rules (Use of "Did" or "Did not" in past / Use of More – than or -er than).

As seen in Appendix 4.2 The first didactic proposal was specifically designed to work with simple past. Furthermore, the first part of the task was to explain the grammar rules about regular verbs in past, the pronunciation of the Ed ending, and how to use affirmative and negative sentences in past (See **Appendix 4.2**)

4.3.3. Controlled and Semi-Controlled Activities.

After checking the comprehension of the grammar section and applying some examples so students could identify the most important elements such as pronoun, verb, complement, etc. Some controlled and semi-controlled activities were applied.

Among the control activities, students were asked to complete sentences given by the teacher in which only one or two words were missing, and students have to complete them using the correct word, those activities changed according to the topic that was been used at the moment. (See **Appendix 4.3**).

Then, after checking that the control activities were completed correctly, students were asked to complete semi-controlled activities in which they, using the information from previous stages, had to create their own sentences or their own isolated phrases to use, simple past (See **Appendix 4.3**)

4.3.4. The Implementation of the Task.

One of the last steps in the implementation of the task was the creation of the task itself. In this step, students were asked to complete the task using the information from previous classes. The first thing to do here was to show students an example of the completed task and explain to them the instructions and the necessary elements that the task should include.

Then, students were asked to complete a task individually or collaboratively, depending on the case, using the elements provided. In this step, the teacher just monitored the activities and helped, if necessary, without involving too much in the elaboration of the task and just helping if students asked the teacher to do so. The help provided by the teacher was mainly about grammar correction, incorrect words, or some slight translation etc.

This step was the biggest and the one that took more time as students worked with this from one to three classes. Here the idea was that students could apply the knowledge and analyze to what extent they were able to implement previous vocabulary, grammar rules and use ideas, creativity, and language in general (See **Appendix 4.4**)

4.3.5. Task Evaluation and Language Analysis.

The last step of the implementation of the Didactic Proposal was to evaluate the task students did and to analyze students' mistakes, the sentences they created, the use of the language and aspects in general. All those previous elements were included as part of the evaluation process to understand how the task really impacted on the way students were learning the language.

In this step, as seen in Appendix 4.5, A rubric to analyze students performed was applied. This rubric was given to students previous to the implementation of the task and the different sections were analyzed and explained (See **Appendix 4.5**) the rubric included different aspects such as pronunciation, vocabulary, use of the language, pronunciation, and creativity of the task.

Then, after the evaluation of the project, the last step was to correct some of the students' mistakes such as pronunciation and the oral production in general.

4.3.6. Feedback and Error Correction After the Task.

The last step of the implementation of the Didactic Proposal was to evaluate the task students did and to analyze students' mistakes, the sentences they created, the use of the language and aspects in general. All those previous elements were included as part of the evaluation process to understand how the task really impacted on the way students were learning the language.

4.4. Task #1: Personal Experiences Using Simple Past.

This activity was proposed as a part of the individual task to check students' autonomy levels. The idea of the activity was that, after two weeks of examples, instructions and explanation of the topic, students would be able to talk about their own experiences and present them to the rest of the class.

During the weeks prior to the implementation of the task, some of the biggest problems found were the use of irregular verbs in past, in which students included ED to most of the verbs, as it were previously done with regular verbs (*"On my last holidays my family and I goed to Veracruz" / "When I buyed my first phone..."*) this problem was mainly related to the overgeneralization of the rules seen in the week before, when the idea was to work with regular verbs and students learned that they just had to add **ed** to the simple present verb to change it into past.

The mistakes made by students regarding the previous aspect can be explained using what Taylor (1975) calls a simplification of the target language. Students tend to

simplify the content, as they previously discovered that verbs can be transformed into past by just including ED, now they take that into irregulars, as they do not know the rules are different.

Compagnon (1985) also relates these types of mistakes with the interference and overgeneralization of the first language (native language). The author states that second language learners sometimes try to find similarities between their first language and the target language, what lead to incorrect assumptions concerning aspects in the target language that are not the same as the native language. In Spanish, most of verbs in past follow the structure of (Jugué, Compré, Comí, Dormí) so students try to follow similar rules to the verbs in English (“If ED is used for the verbs we previously checked, then will be the same for the new verbs”)

Those mistakes were corrected by writing the example on the whiteboard and asking some classmates to mention what was incorrect and change into correct. In the case of the verbs, a chart was draw on the whiteboard to show different regular and irregular verbs.

Finally, the task took place during the three classes of the last week. The first day was for the introduction of the task and the explanation of the instructions; here, there was an example that helped as a guide; the second class, students had the opportunity to work on their task, using materials required on previous classes.

Then, the last day of class was for the task presentation, in which students presented their tasks in front of the class. During this section, while the classmates were presenting, the rest of the class had to take some notes in their notebook.

4.4.1. Characteristics of the Proposal.

1. Language to be used:

- Use of simple past affirmative, negative, and interrogative to talk about own experiences and activities from the past.
- Identification of regular and irregular verbs in simple past.
- Pronunciation of ED verbs and use of Irregular verbs.

2. Curricular aspects:

- According to the national English Program, this topic is included in the Communicative Activity of: Exchanges associated with information of oneself and others.
- The social practice of the language is: Share personal experiences in a conversation.

3. Achievement intended:

- The achievement of the activity was: Share personal experiences in a conversation.

4.4.2. Implementation of the Proposal.

Previous the implementation of the task, students worked with grammar aspect, specially to learn new vocabulary related to verbs in past (See **Figure 4.1**) and also the use of activities related to grammar, such as ordering sentences (See **Figure 4.2**)

Figure 4.1

Vocabulary of verbs in past.

Tuesday, March 7th, 2023

No. Act. 2

Personal Experiences.

- Washed	Washd	Lavado
- Traveled	Traveld	Viajado
- Watched	Watcht	Observado
- Listened	Listed	Escuchado
- Visited	Visitid	Visitado
- Danced	dencd	Bailado

Figure 4.2

Ordering sentences to identify elements.

1	Last night / he / a concert / attended	✓
	he attended a concert last night	
2	He / a podcast / listened to / this morning.	
	He listened to a podcast this morning.	
3	For the school event / They / created / a / poster	
	They created a poster for the school event	
4	With a big party / We / my cousin's graduation / celebr	
	We celebrated my cousin's graduation with a big party	
5	at the bakery / She / the new cake / tasted	
	She tasted the new cake at the bakery	
6	that we watched last weekend. / the / the movie / enjoye	
	he enjoyed the movie that we watched last	
	weekend.	

Note: The main objective of this activity was to help students remember the elements and correct order of a sentence in past, making emphasis on time expressions and the correct order of the elements.

At first, the implementation of the didactic proposal was challenging. During the classes prior to the implementation, there were some days off due to holidays and academic situations, what led to a delay in the dates set, and also a reduction of the content, especially in the use of examples and controlled practice.

The week of the task, students were having questions about the implementation of the task and the way it was going to be evaluated. After a few rounds of instruction, students were able to catch the idea and start working on their own task.

For this activity, students were asked to work individually, and they did it by working on their chairs, using the materials they brought (See **Figure 4.3**)

Figure 4.3

Students working on individual tasks.



Even though the activity was designed to be carried individually, students were asking questions among each other, helping them with vocabulary, grammar, or

sentences. Despite the teacher mentioning during the class that the activity was individual, students continued helping each other.

Another of the aspects that did not take place as planned was the time. Students were supposed to finish the activity within the 50 minutes of the class, which was not the case. Just a few students delivered the task on the same day with the necessary elements. More than 80 percent of the class did not finish the activity in the given time, what led to another delay in the implementation dates.

The last day of classes, which was designed for the task presentation, was used for different activities. On the first minutes of the class, students continued working on their specific task, finishing it, or including more details. Then, less than half of the students of the class were able to present their task to the rest of the class, and the rest of the students had to just deliver the task.

Finally, in the section of feedback, most of the students had problems with the differentiation of regular and irregular verbs, having words that included verbs such as “bayed, slept or visit” (this last one used in the present tense even when it had to be in past. Some other problems came from the negative sentences, in which students used the auxiliary DIDN'T but the verb in past (I didn't visited my mom).

4.5. Task #2: Comparative of Cultural Aspects Between Mexico and English-Speaking Countries.

The second task was specially implemented to promote collaborative work to solve the task. This time, the task was related to the topic of comparatives, and the main topic

was the comparison of how celebrations take place in different English-speaking countries and Mexico.

The first week of classes was designed to check vocabulary related to celebrations and cultural aspects. In this section, students worked mainly on the creation of short sentences and some activities from the book, in which students had to answer or complete some sentences. Those activities were mainly implemented in team and pair work.

For this task, students were set into teams from 4 to 6 members, and the team were according to the rows (Students from the same row belong to the same team) and each team had a specific celebration and specific countries (for example *Christmas between Mexico and Canada*).

4.5.1. Characteristics of the Proposal.

1. Language to be used:

- Comparison of characteristics using adjectives and simple past.
- Adjectives to describe people and situations.

2. Curricular aspects:

- According to the national English Program, this topic is included in the Communicative Activity of: Understanding of themselves and others.
- The social practice of the language is: Read brief literary essays to contrast cultural aspects.

3. Achievement intended:

- The achievement of the activity was: Describe and compare cultural aspects.

4.5.2. Implementation of the Proposal.

The first week of the implementation of the proposal was designed to work with the grammar aspects of simple past and the use of comparative adjectives. During this week, students had some problems with the use of adjectives in comparative (the difference between “Adjective + ER / More + adjective”) but as the classes progressed, those problems were decreasing.

For the task itself, the first step was to assign students into teams, There were between 4 to 6 students on each one of the teams according to the rows, and each team had one celebration in specific (Christmas / Halloween / easter). For the first part of the task students had to work on their notebook creating the draft of the project (See **Figure 4.4**) so the teacher could help them with any grammar problems before they started the final version.

Figure 4.4

First step of the task.



Note: Once students were in their teams, they had to create the draft of the project.

After the first step was completed, and the draft was approved, students started working on the final version of the project (See **Figure 4.5**), now using the materials they have brought on previous classes. In this section, students were asked to work collaboratively on the creation of the final task, making sure that all the members of the team participated and also had an active role in the creation of it.

The first problem found in this section was that some students were in charge of the most important aspects of the project regarding the language, while some students were only pasting the elements into the cardboard, or even just cutting pieces of paper to decorate the task.

Figure 4.5

Creation of the task.





Note: Once students had the approved draft, they went to different parts of the classroom to work on the task.

Then, on the last day of classes, students had to present the final project in front of the class. For this step, the teacher helped students with the pronunciation of difficult words only when students asked for help. Once students were ready, the teacher chose some volunteer teams to go to the front and present their project (See **Figure 4.6**). While the teams were presenting, the rest of the class had to take some notes to fill a chart about the differences between the celebrations in different places.

Figure 4.6
Students presenting the task.





Note: The photos above show the different teams presenting the final version of the task. All the members of the team had to go to the front and present one of the aspects.

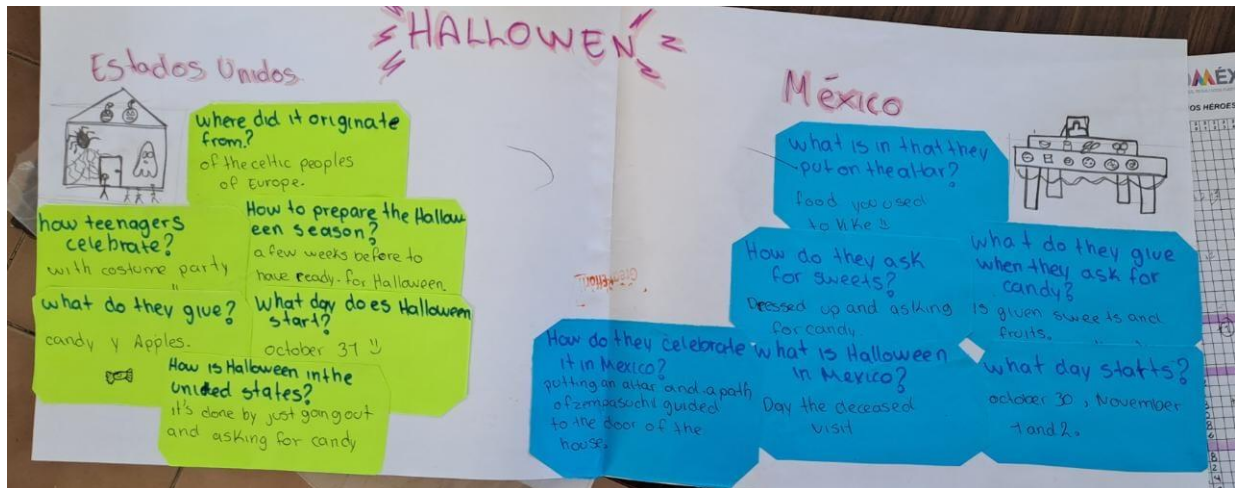
After the presentation, students were evaluated using the rubric that was delivered before (See **Appendix 4.6**). Finally, the teacher and students worked with the correct pronunciation of some words, especially those with which most of the teams had problems.

There were also a section of correcting sentences and some closing questions such as “What did you learn this month?” or “How do you evaluate the work of your team?” All those questions helped to collect students’ opinions toward the task.

Figure 4.7

Final versions of the task.





Note: The photos above are some of student's final version of the task, delivered at the end of the class after the presentation.

4.6. Comparative of the Results of Both Tasks.

After the implementation of both tasks, some results were according to expected but some other were quite surprising, specially related to the scores obtained in the rubric, and also the level of autonomy students had during the implementation, conducting, and presentation of the task.

4.6.1. Students' Autonomy During the Task.

Some common factor in both tasks were students having questions about the implementation, format or even content of the task. But those questions were mainly presented in the individual task, in which students tend to ask more questions than in the collaborative task. This may have happened due to the fact that, as students were collaborating with their classmates, they would prefer to ask each other rather than asking the teacher.

The teacher helped only in some specific scenarios, most of them related to the use of correct vocabulary, and some translation of difficult vocabulary or unknown words,

trying to avoid being too involved in the elaboration of the task. At the beginning of task #1, students had more questions and tended to stand up and go to the teacher in order to ask some questions. In Task #2, students do have questions, but they asked the other members of the teams, and only if no one had the answer, they asked the teacher.

This shows that while working individually may foster student autonomy from the rest of the class, they tend to have more questions regarding the content, and those questions were asked to some classmates (in the closest chairs) or the teacher. Working in teams, autonomy regarding teacher-student decreased, but the help student-student increased, as they help each other during the tasks.

Going back to one of the questions proposed at the beginning of the document, collaborative task do help to increase students' level of autonomy as they try to conduct the task without asking for the help of the teacher, unless is an extreme scenario or a question that they could not answer.

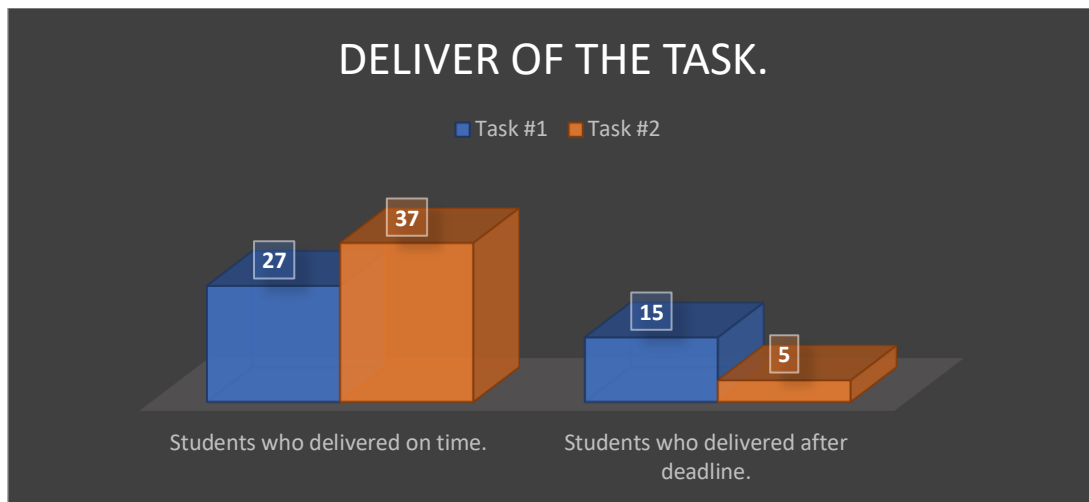
4.6.2. Finishing and Delivering the Task.

Another aspect analyzed after the implementation of both tasks, is that, when working in teams, most of the students delivered the task on time, compared to the number of students that delivered the task on time working individually (See **Figure 4.8**)

In the case of the collaborative task, only one of the teams (of five members) delivered the task after the deadline, opposite to the individual task, in which more than 15 students delivered the task after the deadline even when they knew this could reduce the score obtained.

Figure 4.8

Number of students that deliver the task on time.



This could have happened considering that, when students were working in teams, the same members of the team pushed each other to complete the project, if one member of the team were falling behind, the other members helped with their part of the task, so they could deliver the task on time.

On the other hand, while students worked individually, they did not have that “pressure,” and if they did not deliver the task on time, it would only affect them and will not affect other classmates.

But here is where the first problem was found. As the teams didn’t want to fail the task, if a member of the team was not working properly, instead of motivating them to work, sometimes the other members of the team decided to just complete that section themselves and continue with the task, which caused that some members of some teams were playing or not involving in the task.

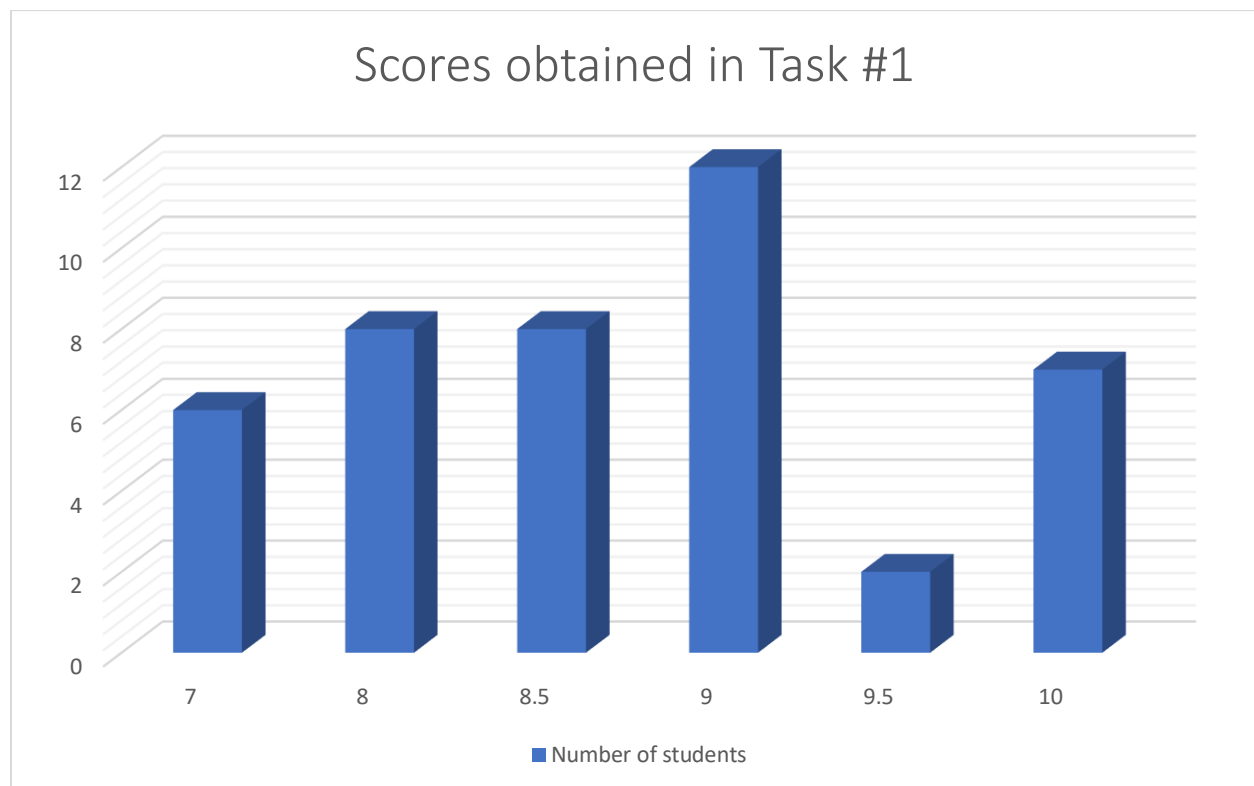
4.6.3. Scores got by Students on Each Task.

Once all students delivered the task and were evaluated according to the rubric assigned at the first part of the task, the scores and activities were registered into the list of attendance (See **Appendix 4.7**) to then be delivered to the teacher in charge of the group.

Figure 4.9 shows the average score that students got in the first task (See **Figure 4.9**) in which we can observe that only a few students got the complete score (10) while most of the students were in the range of 8.5 to 9.5 points. This problem was mainly because of grammar aspects and use of the vocabulary, and also because of students that delivered the task after the deadline. Which caused a reduction in points.

Figure 4.9

Scores obtained in the first task.

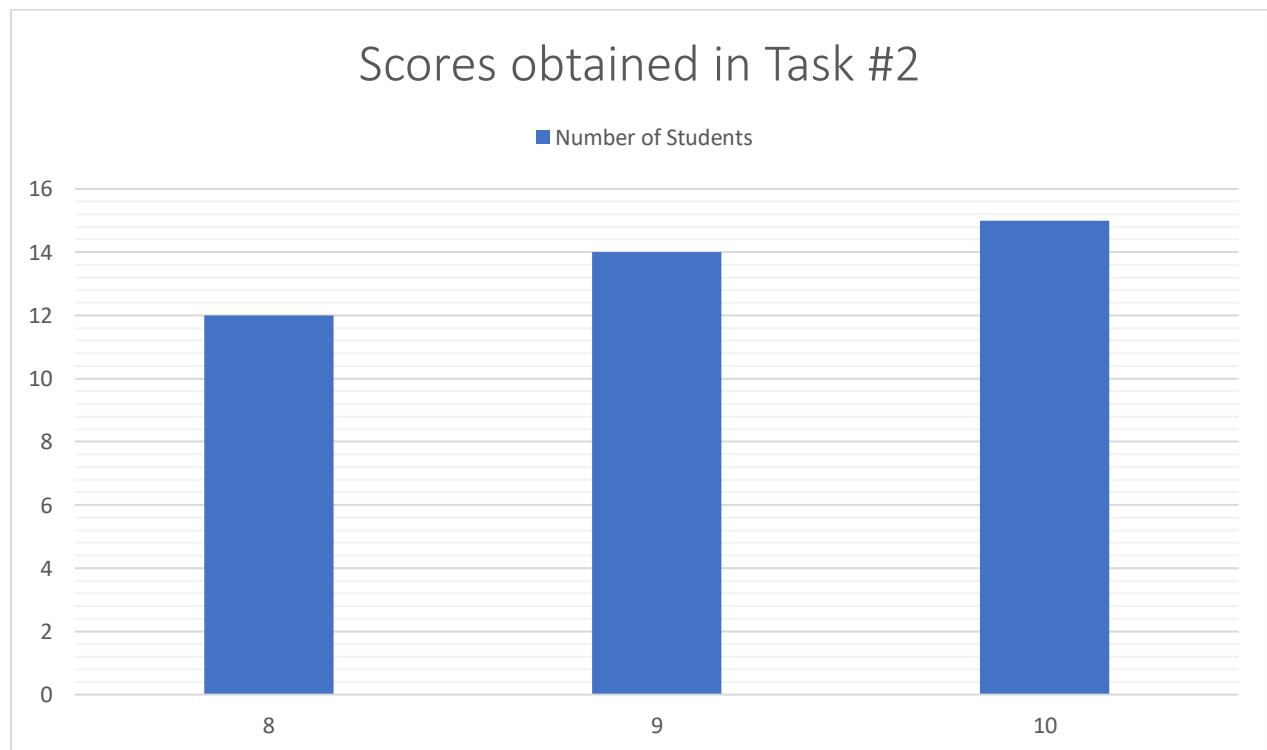


On the other hand, the scores obtained on the second task (collaborative work) were a bit higher in comparison to those obtained in the first task. In the collaborative project, most of the students got a complete score (10) while the rest got scores no lower than eight points (See **Figure 4.10**)

Most of the problems found in the lower scores were mainly related to pronunciation issues, especially with the use of verbs and comparatives. Some other problems found were the use of vocabulary, as some students only copied the things that they found on the internet rather than using the sentences and examples that were checked previously in the class.

Figure 4.10

Scores obtained in the second task.



After having analyzed and compared the scores in both tasks, it is clear that students got higher grades while working in teams compared to individual work. In the

case of individual activities, only seven students obtained the highest score achievable, while in the collaborative task, fifteen students obtained the highest score available.

This can be the result of students helping each other, combining all their strengths into the same collaborative work, some students that were better in grammar, helped those who were better in writing, and then some other students helped with the decoration, drawings and even the final look of the project.

Conclusions.

Having worked with the tasks that were described previously, analyzed the results, and compared them one against each other, there are some important findings to highlight in this final part of the paper. As mentioned above, some of the results were according to what was expected, while some others proved to be different to what was initially stated.

Among the most relevant findings, after implementing both tasks, it was clear that students obtained better results while working on collaborative tasks, not only about creativity and organization, but also about use of the language, grammar, and implementation of the vocabulary. This, as stated previously, can be a result of the combination of the strengths of the different members of the team, and the fact that, while working in teams, students pushed each other to have a better performance.

One of the advantages of individual tasks was that working individually, students had more freedom in their work, using the elements they wanted and presenting the task the way they wanted. Contrasting, when working on collaborative tasks, students had to find a balance between each one's ideas to create the final task, this caused that some students did not completely agree on the final result, but they worked together on the development process.

Some of the advantages of collaborative tasks were that students helped each other to continue and complete the task, even when some classmates were not working properly, they helped each other to complete the task, assigning different sections to each student according to their strengths and weaknesses. On the other hand, while working

individually, if students felt that they were failing in the task, or having problems, some of them just stopped the activity, and it was the teacher who had to motivate them to continue and complete the task.

Both tasks, collaborative and individual, proved to have advantages and disadvantages according to the way they were implemented. Some disadvantages were the use of the language, especially because in both individual and collaborative, students used Spanish even when they were asked to avoid it as much as possible.

In the advantages, students were more involved as the task required them to use elements from their context and not only repetitive activities or grammar activities that had no relation to their everyday use of the language.

Regarding the autonomy aspect, collaborative and individual tasks also had some differences. In collaborative task, the questions to the teacher decreased, but the questions among students increased; the teams preferred to ask each other if they have questions rather than asking the teacher.

In the individual task, some students asked their classmates, specifically to the classmates that were in the chairs next to them, but most of the questions were directed to the teacher.

In conclusion, tasks are a useful way to implement and work with the language in real contexts and including elements from students' reality, with the implementation of task, the main advantage is that students work with activities that they could find not only in the classroom but also outside of it, and they can also use relevant experiences or

things they are in contact with, which results in students being more actively involved and participative in the task.

But there have to be rules set from the beginning of the task so students understand what they have to do and the elements in which they will be evaluated. Individual tasks will be better than the language to work is “easy” (such as grammar aspects or verbal tenses) while collaborative tasks will help to work with more “extensive” content (such as use of the language in a real context or combining different grammar topics).

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Appendixes.

Appendix 4.1. Eliciting of students' knowledge about simple past, implemented on March 6th to March 10th with students of the second grade.

Teacher's Notes	Activity name: Experiences
Language to be used:	Introduction
Simple past for individual experiences.	Greet students and play fragments of different songs. If students like the song, they have to stand up, if they do not like it, they remain seated.
Aim:	Ask students to think about some interesting activities they have done recently. Ask them to share some of their ideas.
By the end of the lesson students should be able to recall some previous experiences and talk about them in class.	
Materials:	Procedure
<ul style="list-style-type: none"> - Fragments of songs. - Markers. - Students' notes. 	<p>Write on the whiteboard the topic "Personal Experiences" and ask them what they think the topic could be. Ask students what they think an anecdote should include to be interesting.</p> <p>Ask students to get into teams and think about some experiences they have had recently.</p>
Level:	In teams, students have to decide on the most interesting one, and write five short phrases talking about it.
A1, Beginners.	Once they have finished, ask the teams to go to the front and share their experience and the phrases they wrote.
Time:	With the rest of the class, decide which anecdote was the most interesting.
Three classes of 50 minutes each.	

Appendix 4.2. Grammar explanation of the topic to be used in the task. Implemented from March 13th to March 17th.

Teacher's Notes		Activity name: Simple Past	
Language to be used:		Introduction	
Simple past for individual experiences.		Show students a poster of some holidays. Ask them what they think is happening on the poster. Write some of the students' ideas on the whiteboard.	
Aim:		Show students five flashcards with regular verbs in the past. Ask them if they think the pronunciation is the same. Practice with students the different pronunciation of ED verbs.	
By the end of the lesson students should be able to use regular and irregular verbs in simple past to complete sentences.		Show students five flashcards with different irregular verbs and ask them to practice pronunciation.	
Materials:		Procedure	
<ul style="list-style-type: none"> - Flashcards with regular and irregular verbs. - Anecdote. - Students' notes. 		<p>Paste some of the verbs on the whiteboard and write one sentence as an example using one of them. Then, ask some volunteers to go to the front and write examples using the other verbs. Ask students to copy.</p> <p>Read to students a short anecdote from the past. Ask students to raise their hands every time they hear a regular verb in the past. Ask students comprehension questions about the reading.</p> <p>Read the text again so students can answer the questions.</p> <p>Ask some students to read the questions and the answers to the rest of the class.</p> <p>Check with the rest of the group if the answers are correct. Provide feedback if needed.</p>	
Level:			
A1, Beginners.			
Time:			
Three classes of 50 minutes each.			

Appendix 4.3. Controlled and Semi-Controlled activities to check students' comprehension of the topic. Implemented from March 20th to March 24th.

Teacher's Notes		Activity name: The correct verb.	
Language to be used:		Introduction	
Simple past for individual experiences.		Ask students to recall some of the verbs seen in previous classes. Ask them if they remember the pronunciation.	
Aim:		Then, ask some volunteers to mention some examples and write them on the whiteboard.	
By the end of the lesson students should be able to complete activities using the correct form of past (Regular and Irregular verbs)			
Materials:		Procedure	
<ul style="list-style-type: none"> - Flashcards with regular and irregular verbs. - Worksheet. - Students' notes. 		<p>Ask students to get in pairs and give each pair one worksheet. On the worksheet, students have to complete the activity using the correct verbs in past. Read the instructions together and help with difficult vocabulary.</p> <p>Check the answers by asking the different pairs to read the phrases one by one. Check if they are correct and grade.</p>	
Level:		Mention aloud some sentences and ask students if they can spot the mistakes on each one of them. Ask some volunteers to say the sentences correct.	
A1, Beginners.			
Time:		Finally, ask students to get in teams and give each team a recent event that happened in school. Ask them to talk about the event using sentences in past following the examples given previously.	
Three classes of 50 minutes each.			

Appendix 4.4. Implementation of the individual task. Implemented from March 27th to March 31st.

Teacher's Notes		Activity name: Personal Anecdotes.	
Language to be used:		Introduction	
Simple past for individual experiences.		Ask students to think about a personal anecdote they remember.	
Aim:		The anecdote can be about their daily life, the school, or their vacations.	
By the end of the lesson students should be able to apply the knowledge of the month to create the final task.			
Materials:		Procedure	
<ul style="list-style-type: none"> - Flashcards with regular and irregular verbs. - Worksheet. - Students' notes. 		Students have to create a short text using the vocabulary and the examples seen in previous classes. They have to include a minimum ten of verbs seen as well as some of the phrases seen during the classes. Teacher monitors and helps if necessary.	
Level:		Show students the rubric of evaluation and explain the elements. Tell students that next class they will have to present their anecdote in front of the rest of the class.	
A1, Beginners.		Ask students to finish their text. And ask them to bring some photos to the next class to include them in their presentation.	
Time:			
Three classes of 50 minutes each.		In the order previously decided, ask the students to go to the front and present their anecdote, using the text they previously wrote. The rest of the class have to take notes about the anecdotes, the characteristics, and the elements the classmates mentioned in their presentation.	

	<p>Once all students have presented, review some of students' mistakes in pronunciation and some grammar mistakes if there were any. Finish the session with some questions about the content of previous classes.</p>
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Appendix 4.5. Rubric to evaluate students' tasks.



GOBIERNO DEL
ESTADO DE MÉXICO

"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México".



ESCUELA NORMAL DE AMECAMECA

Student's name: _____ Date: _____
 Teacher's name: Dulce Nayeli Rodriguez Rodriguez. _____
 Grade: _____ Group: _____

<i>Criterion</i>	<i>Good (2)</i>	<i>Regular (1)</i>	<i>Bad (0)</i>
Grammar and punctuation.	The final anecdote includes maximum 5 grammar and punctuation mistakes.	The final anecdote includes from 6 to 9 grammar and punctuation mistakes	The final anecdote includes more than 10 grammar and punctuation mistakes.
Use of the language.	The sentences written by students are clear and coherent. The meaning is clear.	The sentences written by students include some mistakes that difficult the comprehension.	Sentences written by students are not clear, the meaning is not understandable.
Vocabulary.	Students include in their anecdote 10 of the verbs seen in previous classes.	Students include in their anecdote from 6 to 9 of the verbs seen in previous classes.	Students include in their anecdote less than 5 of the verbs seen in previous classes.
Pronunciation.	Students' pronunciation while presenting the anecdote is clear and understandable.	Students' pronunciation while presenting the anecdote is not clear, and there are mistakes.	The teams include less than 2 contras about the destination they decided to travel.
Time of delivery.	Students deliver the sentences on time and present their project during the time of the session.	Students don't deliver the sentences on time but present their project during the time of the session.	The personal anecdote is not understandable due to students' pronunciation of the words.

CARRETERA A LOS VOLCANES SIN AMECAMECA, ESTADO DE MEXICO, C.P. 56900
 TELS. 59 78 25 25 y 59 78 78 48 81
 normalamecameca@edugem.gom.mx
 C.T.T. 15ENS0026N

Evaluation Rubric: Cultural Aspects

Members of the team: _____

Teacher's name: Dulce Nayeli Rodriguez Rodriguez

Grade: _____

Group: _____

Date: _____

<i>Criterion</i>	<i>Good (2)</i>	<i>Regular (1)</i>	<i>Bad (0)</i>
Grammar and use of the language	The project is presented in English having a maximum of three grammar mistakes.	The project is presented in English having no more than 6 grammar mistakes.	The project is presented in English but has more than 7 grammar mistakes.
Vocabulary of the class.	The team included the vocabulary of the class (verbs in past, adjectives and cultural aspects)	The team included some isolated words of the vocabulary required.	The teams did not include the vocabulary seen in previous classes.
Speaking and pronunciation.	All the members of the team participate speaking, the pronunciation is clear.	All the members of the team participate, there were some pronunciation problems.	Only some members of the team spoke. Pronunciation is not clear
Creativity and presentation.	The final task is presented in a way that shows students creativity, there are different materials used.	The final task is presented in a creative way, but there are no variety of materials / colors	The presentation of the task is not clean, the project is damaged.
Time of delivery.	The team deliver and presented the task during the time of the class.	N.A.	The task is delivered after the class.

Appendix 4.7. List of scores and delivered activities, first task.

GOBIERNO DEL ESTADO DE MÉXICO		PERSONAL EXPERIENCES		EDOMEX		
ESCUELA SECUNDARIA TÉCNICA INDUSTRIAL Y COMERCIAL NO. 27 "NIÑOS HÉROES"						
OZUMBA MEXICO 2º. "A" CICLO ESCOLAR 2022-2023						
H	M	NOMBRE DEL ALUMNO	Verbs in past	Sentence competier	Progress of the Project	Delivery of the project
1		ADAYA PAEZ GERARDO SANTIAGO				8
	2	AGUILAR GALAVIZ DARLA JASMIN	✓	✓	✓	9
	3	ALVAREZ VALENCIA AQUETZALLI MAYAB	✗	✓	✓	9
4		BARRANCO MARTINEZ CARLOS	✓	✗	✓	9
5		BAUTISTA BUENDIA DANIEL	✗	✓	✗	7.5
6		CAOBA REYES JOSE CARLOS	✓	✓	✓	7
	7	CARVAJAL MENDEZ MARLEN	✓	✓	✓	7.5
8		CASTRO ROLDAN ALBERTO DANIEL	✓	✓	✓	9
	9	CASTRO SAN VICENTE VALENTINA	✓	✓	✓	10
10		CHIGORA FLORES ALEXIS ADRIAN	✓	✓	✓	10
11		CUELLAR YAÑEZ SAMUEL	✗	✓	✓	8
	12	DE LA ROSA YOVAL CAROLINE ESTRELLA	✓	✓	✓	7
13		DE OLARTE DOMINGUEZ LAYMAN ZAID	✓	✓	✗	10
14		DIAZ REYES EDSON	✓	✓	✓	7
15		ESTRADA AVENDAÑO CRISTHIAN JESUS	✓	✓	✓	8
16		FLORES VALENCIA DOSTIN ZOE	✓	✓	✓	10
	17	GALICIA DE LA ROSA DANNA PAOLA	✓	✓	✓	9
	18	GALICIA LOPEZ PAOLA	✓	✓	✓	9.5
19		HERNANDEZ ENRIQUEZ CHRISTOPHER		BAJA	DEFINITIVA	
20		IBAÑEZ LOZADA JOSE ALBERTO	✓	✗	✓	7
	21	LOPEZ VILLARREAL ALEXA NATHALIE	✓	✓	✓	8.5
22		MARTINEZ ESPINOSA GIOVANNI GUSTAVO	✓	✓	✓	8.5
23		MARTINEZ GALICIA ERNESTO JESUS	✓	✗	✓	8.5
	24	MARTINEZ SUAREZ LESLIE	✓	✓	✓	9
25		MARTINEZ VALENCIA AXEL	✗	✗	✓	8
	26	MAXIMILIANO MARTINEZ ALONDRA DANAHÍ	✓	✓	✓	8
	27	MONTESINOS VERA SOPHIA	✓	✓	✓	10
	28	OLIVA MARIN AISLINN DONAJI	✓	✓	✓	10
	29	OLIVARES BLAS QUETZALLI	✓	✓	✓	10
	30	PEREZ DIAZ MARIA FERNANDA	✓	✓	✗	9
	31	PEREZ MERINO DAFNE GERALDI	✓	✓	✓	8.7
32		RAMIREZ GALVAN OSCAR GAEL	✓	✓	✓	8
33		RAMIREZ REYES YAHIR	✓	✓	✓	8.5
34		RIVERA PEREZ FERNANDO ENRIQUE	✓	✗	✓	8.5
35		ROJAS ARENAS ANGEL	✗	✓	✓	8
36		ROJAS CAMPOS HUGO IVAN	✗	✓	✓	8
	37	ROSAS SORIANO AYLEN	✓	✗	✓	7.5
38		SALAZAR MEDINA OSCAR DANIEL	✓	✓	✓	9.5
	39	TAMARIZ SALDAÑA KIMBERLY MONSERRAT	✗	✓	✓	7
40		URBAN LOPEZ JUAN	✓	✓	✓	8
	41	VALENCIA VALENCIA MELANY YONJEL	✓	✓	✓	8
	42	VAZQUEZ MENDOZA CRISTALY IDALID	✓	✓	✓	8.5
43		VILLANUEVA RIVERA JOSE PABLO	✓	✓	✓	8.5

H=24 M=19 T=43
DE GRUPO

ORIENTADOR FRANCISCO JAVIER VILLAMAR TOLPROFESOR (A)
ORIENTADOR VO. BO.

PROFESOR FRANCISCO JAVIER VILLAMAR T.

MAESTRA LIDIA MEDINA RIVERO

Appendix 4.8. List of scores and delivered activities, Second task.

GOBIERNO DEL ESTADO DE MÉXICO		"CULTURAL ASPECTS"		EDOMEX		DECISIONES FINALES, RESULTADOS FUERTES											
ESCUELA SECUNDARIA TÉCNICA INDUSTRIAL Y COMERCIAL NO. 27 "NIÑOS HÉROES"												Presentation of the projects.					
OZUMBA MEXICO 2º- "A" Vocabulary notebook												Teams					
H	M	NOMBRE DEL ALUMNO								1	1	1	2	2	2	2	
										7	0	0	0	1	2	3	
1		ADAYA PAEZ GERARDO SANTIAGO	X							1							
	2	AGUILAR GALAVIZ DARLA JASMIN	X							3							
	3	ALVAREZ VALENCIA AQUETZALLI MAYAB	✓							5							
4		BARRANCO MARTINEZ CARLOS	X							1							
5		BAUTISTA BUENDIA DANIEL	✓							5							
6		CAOBA REYES JOSE CARLOS	✓							3							
	7	CARVAJAL MENDEZ MARLEN	✓							5							
8		CASTRO ROLDAN ALBERTO DANIEL	X							2							
	9	CASTRO SAN VICENTE VALENTINA	✓							4							
10		CHIGORA FLORES ALEXIS ADRIAN	✓							1							
11		CUELLAR YAÑEZ SAMUEL	✓							3							
	12	DE LA ROSA YOVAL CAROLINE ESTRELLA	✓							4							
13		DE OLARTE DOMINGUEZ LAYMAN ZAID	✓							4							
14		DIAZ REYES EDSON	✓							5							
15		ESTRADA AVENDAÑO CRISTHIAN JESUS															
16		FLORES VALENCIA DOSTIN ZOE	✓							1							
	17	GALICIA DE LA ROSA DANNA PAOLA	✓							7							
	18	GALICIA LOPEZ PAOLA	✓							5							
19		HERNANDEZ ENRIQUEZ CHRISTOPHER								BAJA DEFINITIVA							
20		IBÁÑEZ LOZADA JOSE ALBERTO	✓							2							
	21	LOPEZ VILLARREAL ALEXA NATHALIE	✓							3							
22		MARTINEZ ESPINOSA GIOVANNI GUSTAVO	X							7							
23		MARTINEZ GALICIA ERNESTO JESUS	X							2							
	24	MARTINEZ SUAREZ LESLIE	✓							3							
25		MARTINEZ VALENCIA AXEL	✓							2							
	26	MAXIMILIANO MARTINEZ ALONDRA DANAHÍ	✓							5							
	27	MONTESINOS VERA SOPHIA	✓							6							
	28	OLIVA MARIN AISLINN DONAJI	✓							1							
	29	OLIVARES BLAS QUETZALLI	✓							6							
	30	PEREZ DIAZ MARIA FERNANDA	✓							1							
	31	PEREZ MERINO DAFNE GERALDI	✓							6							
32		RAMIREZ GALVAN OSCAR GAEL	✓							6							
33		RAMIREZ REYES YAHIR	✓							4							
34		RIVERA PEREZ FERNANDO ENRIQUE	X							3							
35		ROJAS ARENAS ANGEL	X							2							
36		ROJAS CAMPOS HUGO IVAN	✓							2							
	37	ROSAS SORIANO AYLEN	✓							6							
38		SALAZAR MEDINA OSCAR DANIEL	✓							4							
	39	TAMARIZ SALDAÑA KIMBERLY MONSERRAT	✓							2							
40		URBAN LOPEZ JUAN	✓							4							
	41	VALENCIA VALENCIA MELANY YONUEL	✓							3							
	42	VAZQUEZ MENDOZA CRISTALY IDALID	✓							6							
43		VILLANUEVA RIVERA JOSE PABLO	✓							6							

H=24 M=19 T=43
DE GRUPO

ORIENTADOR FRANCISCO JAVIER VILLAMAR TOLPROFESOR (A)
ORIENTADOR VO. BO.

PROFESOR FRANCISCO JAVIER VILLAMAR T.

MAESTRA LIDIA MEDINA RIVERO

ESCUELA NORMAL DE AMECAMECA

**ASUNTO: CARTA DE ACREDITACIÓN
DEL TRABAJO DE TITULACIÓN.**

Toluca, Méx., a 1 de julio de 2023.

C. Dulce Nayeli Rodríguez Rodríguez
NÚMERO DE MATRÍCULA: 191533340000
PRESENTE

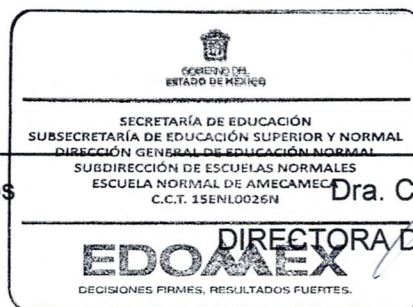
Con fundamento en Capítulo V Acreditación, Numeral 5.7 Acreditación del trabajo de titulación, inciso c, de las "Normas específicas de control escolar relativas a la selección, inscripción, reinscripción, acreditación, regularización, certificación y titulación de las licenciaturas para la formación de docentes de educación básica, en la modalidad escolarizada (Planes 2018)" (SEP, 2018, p.17) y en mi calidad de asesor, por este medio informo a usted que, una vez concluido el documento en la modalidad de tesis que lleva por título "TASK-BASED LEARNING TO PROMOTE LEARNING AUTONOMY IN INDIVIDUAL AND COLLABORATIVE WORK." y en razón de lo anterior se le asignarán los créditos correspondientes al trabajo de titulación (10.8 créditos) de acuerdo con el plan y programas de estudio 2018 de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria.

ATENTAMENTE

VO. BO.



Mtro. Alejandro Fuentes Bolaños



Dra. Cecilia Ortega Díaz

DIRECTORA DE LA ESCUELA NORMAL

c.c.p. Departamento de Control Escolar de la Escuela Normal.

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