Examining Task-Based Language Teaching and its Second Language Acquisition Underpinnings Through the Design and Implementation of a Task-Based Unit in a Basic English class at the University of Puerto Rico at Mayagüez

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A thesis submitted in partial fulfillment of the requirements for the degree of

MASTERS OF ART
in
ENGLISH EDUCATION

UNIVERSITY OF PUERTO RICO
MAYAGÜEZ CAMPUS
2018

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Abstract

This study conducted in Puerto Rico at the University of Puerto Rico at Mayagüez (UPRM) has three major purposes: (1) to outline how task-based lessons are designed and implemented in a Basic English classroom, (2) to illustrate how second language acquisition (SLA) theory underpins what learners do with task-based lessons, and (3) to investigate how students evaluate the task-based lesson plans.

The results of this study illustrate how task-based language teaching can be designed and implemented to meet the needs of large range of proficiency levels, since task-based lessons are tailored to fit the teaching context, course objectives, and the student population's language needs. Students' difficulties, strengths, language growth, and perceptions regarding effective English teaching and building classroom community were discussed in light of cognition and interaction SLA theories to highlight how theory underpins what learners do with tasks.

Resumen

El siguiente estudio realizado en la Universidad de Puerto Rico, Recinto Universitario de Mayagüez (UPRM) tiene tres objetivos: (1) delinear como las lecciones basadas en tareas son diseñadas e implementadas en un curso de Inglés Básico, (2) ilustrar como la teoría de adquisición de un segundo idioma respalda lo aprendido con lecciones basadas en tareas e (3) investigar como los estudiantes evalúan los planes de estudio que utilizan lecciones basadas en tareas.

Los resultados del estudio reflejan como la enseñanza del lenguaje basada en tareas puede ser diseñada e implementada para satisfacer las necesidades de una amplia gama de niveles de competencia y áreas temáticas, esto se debe a que estas lecciones son basadas en tareas que se adaptan al contexto de enseñanza, los objetivos del curso y las necesidades de lenguaje del estudiantado. Sus dificultades, fortalezas, desarrollo de destrezas en el lenguaje, percepciones respecto a la enseñanza eficaz del inglés y la construcción de una comunidad en la sala de clase fueron discutidas, implementándose esto con la finalidad de utilizarse como base para la aplicación de las teorías de adquisición de un segundo idioma que incluye conceptos como la cognición y la interacción.

Acknowledgements

Foremost, I would like to express my sincere gratitude to Dr. Elizabeth Dayton, my first committee chair, for the continuous support, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. I could not have imagined having a better chair.

Besides my advisor, I would like to thank the rest of my thesis committee: Dr. Jose Irizarry; Dr. Sandra Soto; and Dr. Ellen Pratt, for their, support, encouragement, and insightful comments. I am especially thankful for Dr. Soto. Her willingness to take on the responsibility of becoming my chair in the midst of uncertainty was crucial to the completion and submission of this document.

My sincere thanks also goes to Dr. Rosita Rivera and Dr. Leonardo Flores for offering me the teaching assistant opportunities and their continued guidance throughout my time at the University of Puerto Rico at Mayagüez.

Last but certainly not least, I would like to thank my wonderful students. I greatly appreciate their support and enthusiasm throughout the data collection process. I could not have completed this project without them.

Dedication

This thesis is dedicated to God, my family, and my students. Without the three, I would not have had the passion or the drive to overcome adversities that stood in my way during such a process. This is a historical moment for my family and the University of Puerto Rico at Mayagüez (UPRM). Without support from God, my family, and my students, I would not be the first African-American woman to complete this degree at UPRM. This dedication is now written on paper, but will continue through my tenacious efforts to change lives through education all over the world.

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Chapter 1: Introduction

Puerto Rico is an island in the Caribbean. It was ceded to the United States in 1898 after the Spanish-American War. According to Quick Facts from the United States Census Bureau (2017), in July, 2015, the total population of Puerto Rico was 3,474,182 people. From (2010-2014) estimates, 94.7% of the population reported that Spanish was the language used the most. Spanish is the primary "language other than English" on the island. Spanish is the first language that Puerto Ricans living in Puerto Rico learn, which by default makes it the language of instruction in most K-12 intuitions around the island. At the post-secondary level, this poses a serious question; If students enter their post-secondary education institution with a low-proficiency in English after receiving twelve years of English education, should Spanish still be used as the language of instruction in the English classroom? Studies analyzing *translanguaging* at the University of Puerto Rico at Mayagüez (UPRM), which focus on the use of one or more languages to negotiate meaning in the classroom, have illustrated how the use of Spanish at the post-secondary level lowers the affective filter by creating trust and comfort in English classrooms (Morales and Blau, 2009; Soto-Santiago, Rivera, and Mazak, 2015). As a woman born and raised in the United States and a native speaker of English, I knew that trying to instruct in Spanish would be impossible, but I had an obligation to my freshman students to provide the highest quality of education, while helping them reach their English language-learning goals. I did not ban the use of Spanish in the classroom, but it was understood that using Spanish to complete written and spoken assignments would not be an effective way for students to meet the objectives of the course. After analyzing my own experiences as a language instructor and learner, I knew that all my prior occurrences with language would lead to one of my greatest accomplishments— successfully designing and implementing lessons for students in Basic English at the UPRM.

In May, 2015, I graduated from Indiana University-Purdue University Fort Wayne (IPFW) where I earned a Bachelor of Science in Secondary English Education. In August, 2015, I moved to Puerto Rico to study in the Department of English at the UPRM in order to earn a Master of English Education (MAEE) and to become a graduate teaching assistant within the MAEE program. I chose to move to Puerto Rico because of my own language history and my interest in language and educational issues that surround language.

I am an African-American[1] woman who was born in Gary, Indiana and raised in Portage, Indiana. Being born and raised in these two areas, I had the privilege of learning two dialects, African American English and Standard American English. Being bi-dialectal has made me sensitive to language, especially in regard to communicating in oral and written forms. Although the cities of Gary and Portage are only twenty minutes away from each other, there are stark differences in the demographic make-up of the two cities. Gary, Indiana is a predominately African-American community, and it has been that way since the great migrations of African Americans from the south began to happen in the 1950s. During this time, a large number of African Americans settled in Gary, Indiana because they could obtain the security of a mill job at the United States Steel Mills in Gary. The increase in the number of African Americans moving to Gary, Indiana caused the Caucasian American[2] population and businesses to flee from the city of Gary and settle into neighboring towns. By the time I was born in 1991, roughly 85% of the inhabitants of Gary, Indiana were African-American, and the language I grew up speaking was African American English. In the late 1980s and early 1990s, job opportunities became scarce, and poverty and violence became troubling issues in Gary. In 1997, when I was in the second grade, my mother relocated our family to a neighboring town called Portage, Indiana where we would have better educational

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[1] The term African American will be used in this document to avoid confusion with other black nationalities.
[2] The term Caucasian Americans will be used in this document to avoid confusion with other white nationalities.

opportunities and where safety was not an issue. Portage was a predominantly Caucasian American town at the time, and I became the only African American child in my entire elementary school. Although I had fair skin for an African American child, my cultural mannerisms and my use of African American English caused me to stand out among my Caucasian American peers.

When I was around seven years old, Alex Sparrow became my step-father. He is a white male who had been born in Romania in the late 1930s. In the early 40s, when he was three years old, his family immigrated to the United States (US) and settled in the American Midwest. Alex arrived in the US as a young child, and he was able to acquire English from individuals outside of his home, such as neighborhood children, and from talking to his older brother in English. He does not remember having any problems with English or with the use of English in the classroom when he entered school. He grew up in the historical context of the Great Depression, and his family taught him that education was the only route to success. When Alex entered my life, he was an educated and successful businessman in his sixties who had completed a master's degree in computer science. He knew how to communicate effectively using oral and written English. He had an answer for all of my questions, and he sounded like a historian when he answered them. I admired his wisdom and knowledge. As an immigrant growing up during the Great Depression, he was very well aware that individuals are judged on the basis of class and race; in his view, his education and his profession were the elements that people used to judge him as a success.

In my opinion, my step-father should receive a lot of credit for helping me get a foot into two worlds, the African American world of Gary and the Caucasian American world of Portage, and become bi-dialectal when I was in the second grade. I admired my step-father, and I looked up to him as a language model that I wanted to be like. He was the one who first called attention to, and made me aware of, dialect differences between African American

English and Standard American English. This awareness helped me develop dialect flexibility and helped me understand when and how to use African American English and Standard American English, particularly English appropriate for an academic environment. By listening to Alex talk, talking to him about all sorts of topics, and picking up books on our weekly trips to Barnes and Noble, I was able to change how I talked based on the person I was talking to. He taught me dialect differences without ridiculing me by asking me questions, which made me think about the way he talked versus the way that I talked. For example, one day when I was around 10 years old and we had a conversation about a command I gave to my younger brother as we were getting out of the car to go into Barnes and Noble. The conversation went like this:

Ranesha (me): (yells to younger brother, as we get out the car) Rodney, close the doh!

Alex (step-father): Ranesha, can you restate what you asked Rodney to do?

Ranesha: I told him to close the doh.

Alex: What is a doh?

Ranesha: (Points to the car door)

Alex: Oh, do you mean door?

Ranesha: Yes, that's what I said.

Alex: No, you said doh not door. Do you hear a difference?

I did not verbally answer my step-father's final question, but I started to think about the distinction he made between how I pronounced my words using African American speech patterns and how he pronounced his words in Standard American English, and I mimicked him. Mimicking my step-father helped me to gradually acquire Standard American English.

If I had not begun to acquire Standard American English in second grade in Portage, Indiana, it would have been more difficult for me to acquire the necessary composition skills to complete writing assignments at the university level, when I entered Indiana University-

Purdue University Fort Wayne (IPFW). Before I started to acquire Standard American English in the second grade, I remember building on the dialect awareness my stepfather made me consciously aware of and doing some self-reflection; this helped me realize that my peers in Portage, Indiana did not speak like me and I did not speak like them, which motivated me to learn their dialect, in order to fit in socially and academically. I did not realize that the acquisition of the dialect my Caucasian American peers spoke, which, at the time, I did not identify as Standard English, would help me understand and produce Standard English and allow me to acquire the necessary skills for speaking and writing in educational and professional contexts all over the United States of America and abroad.

By the time I entered IPFW and started my undergraduate career, I had acquired spoken Standard English by mimicking my step-father and peers, but I had not mastered Standard English writing conventions. I entered IPFW as a bi-dialectal speaker and as a basic writer of Standard English. The errors present in my writing did not severely impact the grades I received, during my first year of classes, but that changed when I encountered a professor in my third year of studies who thought grammar was just as important as content. Instead of the usual A or B that I would typically receive on a writing assignment, this particular professor gave me a C, which devastated and infuriated me. I was motivated to find out how I could correct the mistakes I had made, in order to get a better grade on the next essay. The professor explained that my content and ideas were above satisfactory, but my grammar errors impacted my overall message in unnecessary ways. Although I did correct the surface level mistakes by going to the writing center, it took years of working with tutors at the writing center to get rid of writing habits such as: run-ons, comma splices, and fragments that, before my third year of college, I had no conscious awareness of. Explicit exposure to writing conventions during my first year at IPFW would have motivated me to become aware of myself, as a writer. Although I took an introductory writing course my first

year, my professor overlooked my writing errors and gave me As, which did not help me in the future and to some extent stunted my growth, as a writer.

In 2015, I graduated from IPFW with an undergraduate degree in Secondary English Education. I moved to Puerto Rico and entered the MAEE program at the UPRM as a monolingual, bi-dialectal speaker and writer of English. I knew very little Spanish. My low proficiency in Spanish did not hold me back because I had a diverse language and social background and many experiences with a diverse group of friends. During middle school, high school, and college, I encountered and became friends with people who had various language backgrounds. While communicating with my diverse group of friends, I never had major problems getting a message across or understanding them. Through negotiation and having experience with non-native speakers of English, I became very aware of how their pronunciations sounded different from native speaker pronunciation and how their nonverbal body language differed. Given these experiences, I was not afraid to immerse myself in a context where people spoke Spanish, because I knew I could negotiate meaning through verbal and nonverbal modes of communication. Even though I was not afraid personally to immerse myself in a context where people spoke Spanish, I did realize that, as a non-Spanish user, I would face challenges in the MAEE program when I became a graduate teaching assistant (GTA) and was assigned to teach English to basic level English second language learners (SLL). Many of my GTA peers in the MAEE program were highly proficient Spanish-English bilinguals who were able to use translanguaging in the classroom. As an English speaking teacher, I knew that I would not be able to translanguage, and I became interested in how I could meet the needs of Spanish speakers with low proficiency in English learning English as a second language.

My language experiences with my step-father and in academic settings have made me sensitive to how language is acquired. My goal is to bring my sensitivity to how language is

acquired into my classroom practices as an English instructor. As a GTA, I was assigned to teach INGL 3101: Basic English, which is the course that incoming students take based on an entrance exam score. Since they are labeled as low-proficiency English language learners and I have limited speaking and comprehension skills in Spanish, I have looked into teaching approaches that were grounded in second language acquisition theory to facilitate language growth in my classroom. I knew the chosen approach needed to be engaging and help students meet course objectives, so I chose task-based teaching as my approach.

Task-based teaching is a highly sequenced approach that breaks down the learning process to make material accessible to students. During the implementation of task-based teaching, the first portion of a lesson focuses on helping students acquire a skill-set in a naturalistic manner through activities and examples while the last portion is focused on the correctness of students' productions. Task designs and implementation styles depend on the context one is teaching in, because students' linguistic backgrounds, interests, and their course objectives have to be considered during the creation process. Task-based teaching has not been researched at UPRM, and there has not been research completed on how an INGL 3101: Basic English instructor, who has limited Spanish skills, taught the course and helped students meet course objectives. Thus, this thesis focuses on the approach I chose to meet the needs of learners in INGL 3101: Basic English at the UPRM. The Objectives that guide this thesis are the following:

OBJECTIVE #1: To outline how task-based lessons can be designed and implemented in the INGL 3101: Basic English Classroom.

OBJECTIVE #2: To illustrate how SLA underpins what learners do with task-based lessons.

OBJECTIVE #3: To investigate how Basic English learners evaluate a task-based lesson that was designed and implemented in the INGL 3101: Basic English classroo

Chapter 2: Literature Review

Puerto Rico's English Education Context

In 1898, the United States occupied Puerto Rico, as a result of winning the Spanish-American war. From 1898 to 1949, the political, social, and educational agenda of United States policymakers was to create a bilingual, English and Spanish speaking population in Puerto Rico, which they claimed would help Puerto Rico achieve statehood (Rodríguez-Bou, 1966). With the aim to duplicate the United States' political, social, and educational ideals, United States occupation in Puerto Rico during the first fifty years has been named the "Americanization" phase by Rodríguez-Bou (1966) and Schmidt (2014). Rodríguez-Bou (1966) cites a doctoral dissertation completed by Pedro Cebollero (1899), which documented the reasoning behind patriotic teaching styles and learning methods with aim to change social and linguistic habits, due to educations increasing link to upward mobility: "These exercises have done much to Americanize the island, much more than any other single agency. These young minds are being molded to follow the example of Washington. These exercises more than any other agency will aid in the speedy advance of these people to statehood" (Rodríguez-Bou,1966). Although Rodríguez-Bou (1966) documented the aim of the "Americanization" agenda, Schmidt (2014) noted that this phase in Puerto Rico's past has created a long-standing social and political debate about "the English problem" in Puerto Rico and has linked language to identity and power (Schmidt, 2014). From 1898 to 1949, seven language policies were implemented in the public schools all over Puerto Rico with the general aim to help students maintain Spanish and acquire English. Constructed from Rodríguez-Bou, (1966) and Pousada (2008), Table 1.1 illustrates the language policies implemented in Puerto Rico. Policies are named after the Education Commissioner who implemented them, and the table describes the implementation of Spanish and English in public education institutions during the commissioners' time in office. From 1898 to 1900,

instructors used English as the language of instruction[i] at the primary level, grades k-6, and secondary level, grades 7-12, but from 1900-1949 the implementation of English and Spanish as a subject or language of instruction varied based on the commissioners' language goals. From 1900-1903, instructors used Spanish as the language of instruction in primary school with English as a subject and vice versa at the secondary level. It is unknown in which language the English subject was taught. From 1903-1917, instructors used English as the language of instruction at primary and secondary levels and Spanish was only a subject. From 1917 to 1934, students experienced transition phases with English as means to prepare them for English as the only language of instruction at the secondary level. In this way, primary schools were required to use Spanish as the language of instruction from grades 1 to 4 and teach English as a subject. Once students reached grade five, schools were required to provide half of the core subjects in Spanish and the other half in English. In the last year of primary school, sixth grade, schools were required to provide all course content in English, so that students would be prepared to receive all of their secondary school instruction in English. From 1934 to 1937, Padín, the commissioner at the time, returned to the policies implemented from 1900 to 1903, which required that primary schools use Spanish as the language of instruction with English as a subject and vice versa at the secondary level. From 1937 to 1949, the commissioner aimed to create transition periods during primary school years, but in 1942 Padín's policies were reinstated. From 1949 to the present day, education institutions have been required to use Spanish as the language of instruction at the primary and secondary levels with English as a suggested or sometimes mandatory subject. As the table illustrates, until 1949, the acquisition of English was necessary to progress through the public education system in Puerto Rico.

Table 1.1: Language policies in Puerto Rico

Policy Name	Implementation Years	Primary (K-6)	Secondary (7-12)
Eaton-Clark	1898-1900	English language; English subject	English language; English subject
Brumbaugh	1900-1903	Spanish language; English subject	English language; Spanish subject
Faulkner-Dexter	1903-1917	English language; Spanish subject	English language; Spanish subject
Miller-Huyke	1917-1934	Grades 1-4: Spanish language; English subject Grades 5: Half of the core subjects in Spanish, the other half in English Grade 6-8: English language; English subject	English language; English subject
Padín	1934-1937	Spanish language; English subject	English language; Spanish subject
Gallardo	1937-1949	Grades 1-2: Spanish language; English subject Grades 3-8: Both languages are used in various core subjects; Increasing emphasis and time allowed for English *Note: In 1942 the Padín policy was reinstated	English language; Spanish subject *Note: In 1942 the Padín policy was reinstated
Villaronga	1949-present	Spanish language; English as a suggested, and sometimes mandatory, subject.	Spanish language; English as a suggested, and sometimes mandatory, subject.

Schmidt (2014) has documented what happened after 1949 in regard to the use of

English and Spanish in Puerto Rico's public education system. Following the

Americanization phase (1898-1949), the Puertoricanization phase (1949-1968) sought to

strengthen students' content knowledge in Spanish, so Spanish was implemented as the language of instruction. During this period, schools taught English as a subject, if they desired to do so (Schmidt, 2014). The change in language policies for the public education system occurred when a piece of legislation was passed in 1947, which gave Puerto Ricans the opportunity to elect their own governor. With a new Puerto Rican governor, United States cabinet members were replaced with Puerto Ricans, which included the commissioner of education. As Puerto Rico sought to reshape its identity with the election of a Puerto Rican governor, the commissioner of education believed that increasing students' academic understanding of Spanish was a top priority (Schmidt, 2014).

Following the Puertoricanization phase (1949-1968), the bilingualization phase (1968-present) sought to reintroduce English as the language of instruction on a limited basis. It has not been mandatory to use English as the language of instruction, so the use of English varies by induvial institutions and school districts in Puerto Rico (Schmidt, 2014). The teaching and learning of English varies across the island, because it is not the mandatory language of instruction, but it is still recognized as an important commodity, if one wants to pursue post-secondary education or career opportunities. In Puerto Rico, various language-learning models are being implemented; for example, the language of instruction in some schools is English with Spanish as a subject, while other schools instruct in Spanish with English as a subject. Also, there are schools that divide the language of instruction in courses between Spanish and English to encourage academic understanding in both languages. Schmidt (2014) argued that the fluctuation of English for social and education purposes can cause or close an English educational language gap (ELAG) (Schmidt, 2014). Schmidt (2014) defined the social use of English in regard to Puerto Ricans' encounters with the language on the television, internet, radio, business names, instruction labels, medical prescriptions, movie theaters, auto parts, and during other daily activities. The educational use is selected based on

the number of classrooms that use English as a language of instruction. The English ELAG

can be understood by placing the use of English in educational institutions and social spaces

on a scale ranging from -100 to 100. A positive number represents the overuse of English in

education when compared to the social use, and a negative number represents the under use

of English in education. A number close to zero indicates that the social and educational use

of English are similar. As Schmidt's (2014) table illustrates, Table 1.2, English was overused

in education during the early 1900's, but is currently underused (Schmidt, 2014, p. 94).

Table 1.2: Social and educational use of English

Table 5.1 English Educational Policies in Puerto Rico

Year	Policy	English Social Use	English Educational Use	ELAG
1900	Brumbaugh	0.12 tertiary/secondary	0.44 secondary	0.32 overuse
1904	Falkner	0.20 tertiary/secondary	0.89 primary	0.69 overuse
1908	Dexter	0.20 tertiary/secondary	1.00 primary	0.80 overuse
1916	Miller/Huyke	0.31 secondary	0.67 secondary/primary	0.36 overuse
1934	Padín	0.53 secondary	0.44 secondary	0.09 flat
1949	Villaronga	0.53 secondary/primary	0.10 tertiary	-0.43 underuse
1965	Villaronga	0.65 secondary/primary	0.10 tertiary	-0.55 underuse
1969	Mellado	0.65 secondary/primary	0.22 tertiary/secondary	-0.43 underuse
1991	Aponte	0.57 secondary/primary	0.22 tertiary/secondary	-0.35 underuse
1996	Fajardo	0.65 secondary/primary	0.32 secondary	-0.33 underuse
2001	Rey	0.65 secondary/primary	0.22 tertiary/secondary	-0.43 underuse

When referring to the data from 2001, table 1.2 shows that the use of English has

increased in the social settings in Puerto Rico, but has decreased in its use for educational

purposes. Schmidt (2014) concluded that the prestige English has been given in Puerto Rico

since it was seized by the United States, paired with controlled access to English, and lack of

tailored English pedagogy for elementary, middle, secondary, and post-secondary schools has

created an English language gap amongst Puerto Rican students, which is of great concern for

students aiming to obtain a bachelor, masters, or doctoral degree (Schmidt, 2014).

A Post-Secondary English Education Context: University of Puerto Rico at Mayagüez

Maldonado (2000) drew attention to the English proficiency levels of students entering post-secondary institutions, which has placed emphasis on the English language gap discussed by Schmidt and how it affects education practices at the post-secondary level. There are many post-secondary institutions in Puerto Rico and the University of Puerto Rico at Mayagüez (UPRM) is one of them. According to the university catalog, UPRM is a bilingual, public education institution (University of Puerto Rico at Mayagüez, 2016). Although the university catalog categorized UPRM as a bilingual institution, the catalog does not provide further explanation about how English and Spanish are distributed across the university. According to Maldonado (2000), all students are required to take a placement test before entering UPRM, which will determine the English courses they are required to take in order to graduate. Maldonado (2000) reported that student who entered UPRM from private school backgrounds scored an average of 87 points higher than those students who entered the university from public school backgrounds. Maldonado attributed the differences in English scores to several factors, such as: parents' education and income levels, location of private schools in urban areas, the admission criteria for private school admission, and the acceptance of students of all skill levels into public education programs (Maldonado, 2000, p. 492).

To provide a clear insight into English acquisition practices at UPRM, professors have documented how students meet course objectives through the use, implementation, and distribution of English in classrooms. Translanguaging has been a way for instructors to foster the bilingual classroom culture at UPRM. According to Mazak and Herbas-Donoso (2014), *translanguaging* is an evolving term. The authors noted that a definition provided by Garcia and Sylvan (2011) provides a clear understanding of what this language practice entails: "the process by which bilingual students and teachers engage in complex discursive

practices in order to 'make sense' of, and communicate in, multilingual classrooms" (Mazak and Herbas-Donoso, 2014, p. 31). In this way, students and instructors bring all their linguistic knowledge, Spanish and English, into the classroom to make sense of the curriculum being implemented. The idea of translanguaging is directly linked to bilingual education ideologies, which positions the use of more than one language in a classroom as a normal and inevitable event. In the case of UPRM, translanguaging in classrooms gives students the opportunity to rely on Spanish for clarification and English as a tool to increase their academic and professional vocabulary.

To analyze how translanguaging is used in classrooms at UPRM, Mazak and Herbas-Donoso (2014) documented the bilingual practices used by professors at UPRM in science courses, such as math, engineering, and chemistry (Mazak and Herbas-Donoso, 2014, p. 28). To gain further insight, the researchers in this study sought to find out the role of English in academic preparation for professors who teach science courses at UPRM and the role professors assume English has for the academic preparation (Mazak and Herbas-Donoso, 2014, p. 28). Since the notion of English being the language of science is present today, the researchers sought to find out how the dominance of English in a particular field of study manifested itself in the Puerto Rican context where English as the language of instruction is highly contested (Mazak and Herbas-Donoso, 2014, p. 28).

In order to document the use of English in science classrooms, Mazak and Herbas-Donoso observed fifteen science courses (Mazak and Herbas-Donoso, 2014, p. 33). Out of the fifteen observed courses, twelve of the courses were taught by Puerto Rican professors, one by a Chilean, one Peruvian, and one North American. Although there is no official document that requires instructors to provide material or lectures in Spanish or English, the fifteen professors used Spanish as the language of instruction in their courses (Mazak and Herbas-Donoso, 2014, p. 34). Mazak and Herbas-Donoso (2014) conducted interviews after

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course observations were completed to further understand the role of English in science classrooms, professor's language preparation, and the language expectations of their students.

According to the aforementioned definition of translanguaging, Mazak and Herbas-Donoso (2014) completed this study and determined that the distribution and use of English and Spanish in the courses aligned with translanguaging. This was confirmed through observations and comments made by professors: "Three main classroom translanguaging practices were identified: translanguaging key scientific terms in English during the delivery of scientific content in Spanish; the use of translanguaging in professor-created texts, also called codemeshing (Canagarajah, 2011); and text in English, talk-around-text in Spanish" (Mazak and Herbas-Donoso, 2014, p. 35). All fifteen professors used Spanish as the language of instruction, but used English to varying degrees on slide presentation and pre-made notes. For example, the North American professor lectured in Spanish, but the slides were in English, while a Puerto Rican professor used Spanish during lectures and on slide show presentations (Mazak and Herbas-Donoso, 2014, p. 36). Professors adapted English and Spanish to fit the needs of the UPRM population. Since the majority of students speak Spanish as a first language, instructors use Spanish as the language of instruction to assist students in adequately understanding lecture material, while giving them key terminology in English to fulfill the language needs for examinations and reference purposes (Mazak and Herbas-Donoso, 2014, p. 37). Although professors can determine the language of instruction in their classrooms, the department decides which textbooks to use, so students and professors have to cope with some academic restraints. Although dealing with an English textbook in the context of Puerto Rico can be difficult for students, professors voiced that English is necessary for students to advance in the science field because all work is published and presented in English (Mazak and Herbas-Donoso, 2014, p. 41). Spanish as the language of instruction in science courses is directly linked to the needs of the population, but

professors understand that beyond UPRM it is crucial that science majors master the English language to succeed.

Similar to Mazak, and Herbas-Donoso, a study reported by Weltsek and Medina (2013) aimed to analyze the use of English in classrooms at UPRM. These two authors looked at the use of alternative English pedagogy in a first-year business class at UPRM. Weltsek and Medina, two business professors, aimed to involve students in local economic problems, but through the analysis of English literacies: "students accessed complex landscapes of local and global literacies as they played with and reinvented their use of English" (Weltsek and Medina, 2013, p. 189). All business students were required to take this specific class with the objective of helping students acquire knowledge about resumes, cover letters, and other business writing formats for post-graduate job opportunities. Instead of implementing a how-to pedagogical approach, Weltsek and Medina decided to help business students analyze the historical agenda of the global business market through drama and non-traditional teaching practices. For example, students interviewed others on campus about their knowledge of the term *globalization*, propositions in Puerto Rico, and Walmart's manufacturing practices (Weltsek and Medina, 2013, p. 190). To further demonstrate their use of English, students were given the opportunity to analyze the global and monopoly undertones of the Wal-Mart corporation and how Puerto Ricans should re-evaluate the presence of such businesses on the island. The video recording was done at Wal-Mart and narrated in English, which assured that students had acquired the English terminology presented in the business course (Weltsek and Medina, 2013, p. 191). The authors concluded that giving students an authentic assignment and creative space was a more effective way to increase students' motivation to acquire the required English jargon for their field of study. The use of English was directly linked to their experiences as Puerto Rican citizens and increased their understanding of English terminology for business and academic purposes.

According to Morales and Blau (2009), professors at UPRM in the English Department it is important to understand the pedagogical context that one teaches in, which includes: classroom demographics, personal identities, and the importance of classroom community. The pedagogical contexts lead them to reflect on their role and strengths as English as a Second Language instructors (Morales and Blau, 2009, p. 45). The authors documented how a classroom community and family atmosphere helped students overcome their fears of speaking and writing in English.

In order to analyze the context of English education in Puerto Rico, Morales and Blau reflected on the imposition of English as the language of instruction when the island was seized by the United States. Although language policies shifted in 1949, which made Spanish the language of instruction and English a required course, students study and use of English is still necessary at the university level. The authors reported that students perceive English as a job requirement, since it is rarely used to communicate in informal and personal settings in Puerto Rico. Although students' English proficiency levels vary at UPRM, due to several factors, surveys conducted in the English department yielded results that documented a lack of confidence amongst UPRM students, in regard to speaking English as they entered and graduated from the university (Morales and Blau, 2009, p. 46).

With students' lack of confidence to speak in English and the context in which English is being implemented in, Morales and Blau connected their personal experiences to how they visualized a productive and beneficial English language classroom. As a migrant, who moved to Puerto Rico at the age of ten, Morales had a difficult time learning academic Spanish, which lead her to become fearful of speaking with peers and in formal settings where Spanish was the language of communication. Morales felt intimidated by Spanish, since she lacked native competence. As an English instructor, she used this sensitivity to understand the problems her students had with second language acquisition in Puerto Rico

(Morales and Blau, 2009, p. 46). To help students overcome their confidence issues when speaking English, Morales facilitated a classroom that had community values, which upheld the idea of everyone in the English class being a family. The family atmosphere enabled Morales to create an enjoyable learning environment for the class and herself. Morales' negative experiences as a non-native speaker of Spanish left her feeling like an outsider around her native Spanish speaking peers, but ultimately helped her shape a teaching methodology that aimed to include all learners (Morales and Blau, 2009, p. 49).

Similar to Morales, Blau experienced difficulty and insecurity, as she tried to acquire Spanish as a second language. Blau's understanding of the limitations associated with the acquisition of academic language, coupled with the experiences of other second language learners struggling with feeling integrated in language-learning classrooms, helped her shape a classroom environment that was more inviting to students. Blau's classroom practices aimed to help all students excel, even those who lacked confidence in specific skill areas. Speaking and writing activities implemented in Blau's classrooms emphasized the importance of allowing students to write and speak about experiences and material covered in her classroom, which gave students ownership over the ideas they were required to discuss.

To further understand how instructors in the English Department help students meet course objectives, Soto-Santiago, Rivera, and Mazak (2015) documented the use of *confianza* in English classrooms at UPRM. In this study, *confianza* creates a safe space for students, which allows students to enter the zone of proximal development: "This ethnographic case study illustrates how a classroom community characterized by confianza—a feeling of mutual understanding, respect, and emotional closeness—facilitated the emergence of the zone of proximal development (Vygotsky, 1978) and the English language-learning of Spanish-speaking students in a content-based English as a second language (ESL) class at a Puerto Rican public university" (Soto-Santiago, Rivera, and Mazak, 2015, p. 11).

The authors focused on a group of agriculture majors taking three semesters of Basic English courses. Since the University of Puerto Rico at Mayagüez is the only university on the island that offers an agriculture degree, students interested in that major attend this specific campus. Agricultural science, like other fields of science, has placed a demand on Spanish speaking students to know and understand English, which is necessary for students wishing to leave or stay on the island after graduation (Soto-Santiago, Rivera, and Mazak, 2015, p. 13).

According to Soto-Santiago, Rivera, and Mazak (2015), there were four main factors that attributed to the creation of *confianza* in the classroom: "These are relationship building, fluid physical space, our emphasis on bilingualism, and lastly instructor availability and instructor-student rapport" (p. 13). The authors refer to relationship building as the level of comfortability students experience with their peers, which allowed students in this study to clarify doubts and concerns with peers without feeling embarrassed. In regard to fluid physical space, the authors described how students worked together without being prompted to do so and formed groups based on the task and people they felt a level of comfort with (p. 17). Emphasis on bilingualism, the third confianza factor, refers to the use of Spanish as a way for students to engage with peers and the instructor during English class. Since these students have been categorized as low-proficiency English language learners, the authors believe that bilingualism is fundamental for the creation of confianza and students' developmental growth in English. Lastly, instructor availability and instructor-student rapport refers to the relationship between student and their instructors, in regard to how comfortable students felt approaching the instructor while being in a vulnerable stage of English development when they were still making mistakes (p. 18). The authors argue that these four elements helped to develop a level of confianza in the classroom, which helped students enter the zone of proximal development and facilitated their growth as English language learners.

The need for translanguaging at the post-secondary level in Puerto Rico may be linked to the varied levels of English proficiency amongst the post-secondary student body. The form of English instruction and exposure students have experienced before entering post-secondary institutions will factor into their ability to easily use and understand English as they complete the English requirements necessary to receive their degree. Although Puerto Rico's public education system and unofficial political status as an ESL environment seems to provide equal social exposure to English and access to English instruction at primary and secondary levels, there are various ways that English is taught, integrated, and used socially in each school district. For example, González-Rivera (2008) documented the inadequate English instruction and social exposure black students from Orocovis, Puerto Rico experienced. Orocovis is an unindustrialized mountainous municipality that receives few tourists and economic growth opportunities. A neighborhood in Orocovis named Florencio, with a predominately black population, was labeled as the poorest community in Puerto Rico in a newspaper series about the municipality (González-Rivera, 2008, p. 74). According to González-Rivera, Orocovis, Puerto Rico is a foreign language instructional setting instead of a second language instructional setting, because students rarely encounter native speakers of English; the English teachers in this municipality are typically non-native speakers of English, as well (González-Rivera, 2008, p. 75). In addition to the geographical location that isolates Orocovis, the black community members in Florencio experienced social isolation from the rest of Orocovis due to enduring racial and social perceptions of the individuals that lived in Florencio, which has affected their interaction and integration in academic settings, like English class: "black students in predominantly white classrooms who are experiencing social distance and isolation due to race within their own first-language environment may demonstrate resistance to second-language-learning. It may explain their tendency to want to remain silent during the English class and their general lack of motivation to learn English"

(González-Rivera, 2008, p. 76). Thus, their English education and social experiences will affect their ability to use and understand English after primary and secondary levels of education.

The ancestors of black community members in Florencio were brought to the interior of the island during the slave trade years in Puerto Rico, but have remained isolated within their own neighborhood in Orocovis, unless they move to a different municipality. This isolation from other community members has caused intermarriage to occur amongst the black population in Florencio, which has had physical and mental impacts on many community members. Physically there is a high rate of deafness and muteness amongst the community members, and mentally the community has been diagnosed with high rate of mental retardation (González-Rivera, 2008, p. 81). The negative social stigma attached to being a black in a school in Orocovis was an issue González-Rivera observed during her thirty-five years of living and teaching in Orocovis. González-Rivera (2008) documented how there was salient social distance between the black students and their white counterparts during educational and social activities at school. The group accounted for a large portion of the Special Education program in their school, Dos Bocas, and were often found playing with only relatives during social activities (González-Rivera, 2008, p. 91). This educational and social distance from peers and other community members had real effects on the way students, faculty, and staff members viewed the group; the group was labeled *the riot squad* by staff and faculty, which had a negative connotation that referred to their large bodies and small intellectual capacities (González-Rivera, 2008, p. 91). The learning ability stigma associated with this group was not entirely true and was more dependent upon their parent's educational background, their quality of living, and access to texts or literature outside of the school setting. Students, who had one parent that graduated from high school or self-educated, could overcome intellectual capacity stigmas and master course work with

persistent effort and internal motivation. The same stigma was not easily overcome by students whose parents did not complete the ninth grade and provided a scarce exposure to English (spoken or written) at home (González-Rivera, 2008, p. 91). González-Rivera (2008) sought to better understand this community to improve their identification with other classmates and alter their interaction patterns, which will affect their integration and participation in classrooms, including English: "I wanted to better understand my students from Florencio, because I believed it was the only way that I could teach them well. In order to formulate strategies for improving their classroom interaction patterns and suggest changes to school policy, it was necessary to delve into the social and cultural reality they experienced in the black community of Florencio" (González-Rivera, 2008, p. 75).

The social and educational experiences of blacks in Florencio, Orocovis affected the way English was used and integrated into their lives. According to González-Rivera (2008), it is important for students in a foreign language instructional setting to identify with and accepted by their classmates. Since social acceptance and identity was a problem for the black students in Orocovis; the group exhibited interaction resistance in the English classroom, which is a way of forfeiting their only opportunity to use and understand more about the English language (González-Rivera, 2008, p. 75). The social situation paired with the geographical foreign language setting has illustrated how English instruction throughout Puerto Rico is not equal and learners who come from various municipalities enter post-secondary education institutions with varying English proficiencies, which may be the reason many instructors result to translanguaging as a teaching approach to enhance the possibility that comprehension of concepts will occur and course objectives can be met.

Although translanguaging in the classroom may be presented as the easiest and most effective approach to help students meet objectives at the post-secondary level in Puerto Rico, the next section explores an alternative instructed language approach and the linguistic

research that underpins it. All the research about the use of English in courses at UPRM has focused on: the instructors' experiences with language acquisition, the importance instructors give Spanish or English during lectures and discussions, the need to build a comfortable and secure learning environment, and the use of English to help students meet course objectives in science, technology, engineering, and math courses. Studies completed at the University of Puerto Rico at Mayagüez have not focused on implementing alternative instructional approaches in an English class, like INGL 3101: Basic English. Thus, this thesis will focus on a communicative approach, task-based language teaching, and how it was implemented in the INGL 3101: Basic English classroom.

Instructed Second Language Acquisition Approaches

According to Ortega (2009), second language acquisition (SLA) is: "the scholarly field of inquiry that investigates the human capacity to learn languages other than the first, during late childhood, adolescence or adulthood, and once the first language or languages have been acquired. In the late 1960's, SLA emerged as interdisciplinary science and continues to influence the fields of language teaching, linguistics, child language acquisition, and psychology" (Ortega, p. 2, 2009). Although the field of second language acquisition (SLA) is vast, I will focus on two subfields for this thesis, which are interaction and cognition. Interaction refers to input, output, feedback, attention, and negotiation processes that one goes through while acquiring a language (Gass and Silenker, 2008). Cognition refers to the way that language is processed and acquired by the mind (Ortega, 2009). Teaching, especially second language teaching, is a multi-faceted scientific endeavor. The teaching approach an instructor chooses is based on their understanding of teaching pedagogy, content-area knowledge, analyzing student population needs, and an effective way to meet those needs. The SLA underpinnings of task-based language teaching (TBLT) explain how this approach to language teaching and learning is an effective way for teachers to elicit

students' understanding and automatic use of their second language. This is of upmost importance for students entering the Basic English track at UPRM, because they are required to complete four semesters of English to graduate. I will review the relevant literature from the fields of SLA, TBLT, and examine how scholars have linked the scientific investigation of SLA to pedagogic focus of TBLT.

Interaction

Gass (2003) analyzed the roles of interaction and input in regard to SLA and instructed SLA. Interaction and input within a cognitive prospective has postulated that language-learning is stimulated by the need to understand and convey messages correctly, due to communicative pressures. In the field of SLA, interaction mediates acquisition through input, output and feedback. Input provides language learners with linguistic information about the target language and interacts with their interlanguage (as cited in Doughty, 2008, p. 224). Gass highlighted two elements of interaction that enhance acquisition opportunities during the language-learning process, which are negative and positive evidence. Gass defined positive evidence as models in spoken and written forms of the second language and negative evidence as explicit and implicit feedback aimed at exposing the incorrectness of learners' utterances (as cited in Doughty, 2008, p. 225). Gass argued that the significance of positive evidence outweighs that of negative evidence, because positive evidence is the most necessary requirement for language-learning and there is no clear research that illustrates how negative evidence is essential to the language-learning process (as cited in Doughty, year, p. 226).

Gass and Selinker (2008) further analyzed the role of input or positive evidence in regard to the SLA process and instructed language-learning settings. Written and oral positive evidence in instructed settings affords learners with the opportunity to test hypotheses they have made about the second language. The hypotheses that are formulated from the positive

evidence are tested when learners produce output in the second language. With input, output, and negotiation as driving forces, language learners can begin to develop their current interlanguage based on their hypotheses and previously acquired elements of the second language (Gass and Selinker, 2008, p. 370).

Gass and Selinker (2008) discussed two approaches to instructed SLA: processing approaches, like communicative language teaching (CLT), and traditional approaches, like grammar translation. The processing approach to SLA has focused on form-meaning understanding with the aim of turning input into intake. Corder made a distinction between input and intake: "While input is the language offered to a learner by the environment, intake is the language from the surrounding that is internalized by a learner. For example, when a learner listens to an L2, but the spoken language is incomprehensible, this is input, because the learner is not encoding or gathering meaning from the linguistic information being provided. Whereas, intake allows the learner to apply the spoken language to their background knowledge of the L2 and internalize the linguistic input afforded to them" (as cited in Gass and Silenker, p. 305, 2008). By using a process approach, learners are provided input, but immediately afforded the opportunity to begin making their own hypotheses about the second language and producing self-made output, which allows for focused practice and processing mechanisms to happen long before they do with the use of traditional approaches to language-learning. Traditional approaches to instructed SLA, like grammar translation, provide input in the forms of introducing the linguistic features of the second language to be analyzed and explaining features and the rules that govern them. When using traditional approaches, learners produce output by manipulating pre-made problems, which may or may not be in sync with their current interlanguage. Based on SLA research, Gass and Selinker concluded that processing approaches are more effective in regard to helping learners

understand and produce forms when compared to traditional approaches to instructed SLA (Gass and Selinker, 2008, p. 373).

Gass and Selinker (2008) made it clear that comprehension of input must precede intake and acquisition. Input can be used and understood for meaning or form, but Gass and Selinker argued that the former precedes the latter. In other words, meaning comprehension is a prerequisite to form comprehension. In regard to instructed SLA, Mackey analyzed how structure or form focused conversational interaction has positive effects on the development of learners' interlanguage when acquiring question-forms in the second language. These positive effects of structure-focused conversational interaction can help speed up the developmental process, but cannot help learners skip developmental stages. Being able to converse effectively is linked to meaning comprehension, because learners have to comprehend meaning to engage in conversation. The need to correctly convey a message affords learners the ability to push forth development of their interlanguage forms during conversations (as cited in Gass and Selinker, 2008, p. 377).

When taking the preceding interaction theories and research into consideration, Gass' (1998) model of SLA integrated input, output, feedback, attention, and negotiation of form into a model and illustrated how these processes can be conceptualized into internal and external stages. Thus, it is my understanding that an integrated view of SLA affords instructors with opportunities to foster focused language acquisition practices. Gass' model and conceptualization of its components illustrate and discuss the stages and processes that learners go through to convert input to output and factors that may influence this conversion or the lack thereof. Gass' integration model includes five stages: apperceived input, comprehended input, intake, integration, and output with each stage being inherently linked to the others.

Apperceived Input

The first stage in Gass' intergrated view of SLA, apperceived input, is an internal cognitive act that is based on language learners' past experiences, which helps them sort through linguistic data for understanding of forms and meanings or gaps in their understanding. Noticed or apperceived input is the language that learners notice because of particular features, which can lead to appreciation of some features and not others during the input process.

There are four factors that mediate apperception of input, which are frequency, affect, prior knowledge, and attention. First, students frequent or infrequent past experiences with linguistic input will factor into what input is apperceived. Frequent language features are likely to be noticed and help students apperceive the gap or infrequent features that they do not understand semantically or syntactically. Second, *affect,* which is psychological and social will factor into whether linguistic data is apperceived by learners. The psychological and social elements of this factor are: social distance, status, motivation, and attitude, which were elements that create a low or high affective filter for individual learners. A learner with a high affective filter is less likely to apperceive input, when compared to a student with a lower affective filter. Further, Shuman argued that learners who feel psychological or socially distant from the target language community will be less likely to apperceive the input, because learners detach themselves from speakers of the target language (as cited in Gass and Selinker, 2008, p.253). Third, the vast amount of prior knowledge learners have about languages and the associations tied to this knowledge will factor into apperception. Learners' knowledge of native and non-native languages, the world, language universals, and other knowledge forms make up their prior knowledge and associations tied to those knowledge forms. A final factor that affects apperception of linguistic input is attention. While learners can bluntly avoid paying attention to linguistic data by tuning it out, perceived

difficulty or task complexity can also cause learners to lack attentiveness. Attention is necessary, because it affords learners the opportunity to analyze the mismatch or gap between what they know about the second language and the input provided by speakers of the second language. The factors that mediate apperception should not be thought of in an isolated manner, because they intermingle and determine whether input is apperceived or not. For example, the affect factor will determine whether learners find it necessary to attend to the linguistic data and sort through frequent and infrequent input.

Comprehended Input

The second stage in Gass' integrated view of SLA, comprehended input, is a learner-controlled process, because learners control whether they put forth the effort to comprehend the linguistic input or not. Comprehension of input can happen at various levels, but the semantic or meaning level is typically associated with the term *comprehension.* While the apperceived input stage focuses on gaps in knowledge, the comprehended input stage focuses on closing those gaps in knowledge.

Within her integrated view of SLA, Gass considers meaning and structure to bring forth a broader view of comprehension. Gass considers comprehension to be a multistaged process on a continuum ranging from semantic to detailed structural analyses of understanding. Comprehension of input is considered to be multistaged, because learners may understand enough of the input to gather semantic meaning and have little knowledge of the syntactic elements used to create the message, or learners can comprehend the syntax and phonological elements of input and be unable to comprehend the semantic message associated with the elements. Learners' prior linguistic knowledge, as described in the apperception section, will be a determining factor in how much input learners comprehend. Prior linguistic knowledge provides learners with a way to attach input to their current language system.

Intake

The third stage of Gass' integrated view of SLA, intake, is the process by which learners fully take in and understand linguistic materials and is considered to be the mediating factor between input and learners' grammars or syntax formations. Intake differs from apperception and comprehension, because grammar formation is not always evident during the latter two stages. Depth analysis and learners' universal grammar associations will determine what comprehended input becomes intake.

The major process associated with the intake stage are hypothesis formation, testing, rejection, modification, and confirmation. The use of the hypothesis formation and testing helps learners form an understanding of the linguistic data based on their prior knowledge. Learners' initial hypothesis formation may be integrated into their language system incorrectly, due to several factors, one being overgeneralization of their universal grammar knowledge when testing their hypothesis. An incorrect hypothesis can be modified when the same linguistic input appears in written or spoken forms and learners realize that their initial hypothesis was incorrect and must be rejected. Learners' modification of their hypothesis allows for them to test it against new linguistic data and confirm that their modified hypothesis is correct.

Integration

The fourth stage of Gass' integrated view of SLA, integration, refers to the various levels or analysis and reanalysis of intake that create the space and possibility for development of learners second language grammar and storage its features. The possibility of integration can be determined during the intake and integration stages. Nonintegration of input can begin to occur in the earliest stages of Gass' model. There are three possible ways for input to be integrated into learners' second language grammar and one nonintegration possibility.

The first possibility for integration of input occurs during the intake stage, as learners' hypothesis about the second language is confirmed or rejected by the written and spoken input, which results in intake of a newly constructed hypothesis and ultimately the integration of this hypothesis into their second language grammar. The second possibility also occurs during the intake stage, when there is an apparent nonuse of the linguistic information because the input is already present in learners' grammar. Although the information is present in the learners' grammar, either reconfirmation can occur or strengthening of rules that govern the second language grammar. Practice or repeated exposure to correct examples of the second language can lead to a more developed knowledge base; a more developed knowledge base affords learners with the ability to make controlled retrievals of second language grammar and the associated rules more automatic, which yields fluency improvements in the second language. The third possibility for integration of input occurs during the integration stage, when input is stored because some level of understanding happened, even if learners are not sure what the input means or how to use it. For example, stored input that is currently useless to learners is detectable when learners ask what previously heard or read input means or how to use it; the input is stored but has no connection to the learners semantic or syntactic knowledge bases. The possibility for nonintegration occurs during the earliest stages of Gass' model and happens when learners are unable or unwilling to apperceive gaps or comprehend them. Modifications to learners' output or internal reanalysis or restructuring of their system are considered to be evidence that integration of input occurred.

Output

The last stage of Gass' integrated view of SLA, output, refers to delivery of messages in the second language. Output serves two roles in the acquisition process. One, output affords learners with the opportunity to test their hypothesis about the second language. Two,

output forces learners to focus on the syntactic components of the second language, which necessitates learners to loop back to the comprehended input encountered in earlier stages.

Output has little to do with learners' existing understanding of second language grammar or the rules that govern it, because learners can be competent in the second language and lack the confidence to expressive themselves correctly. The form of output, written or spoken, can also factor into the correctness of learners' output. Learners may be able to express themselves correctly during written tasks, but lack that same correctness during spoken tasks or vice versa. Learners' confidence in their ability to deliver messages in the second language and the strength of the second language knowledge base factor into what output will occur and how it will occur.

Cognition

According to Ortega (2009), *cognition* refers to processes that occur in the mind as language is being learned. Thus, cognition research has focused on what it takes for learners 'to get to know' a second language well enough to use it fluently. Fluency is analyzed by learners' abilities to comprehend input and produce output in the second language. Ortega outlined theories, constructs, and research from the areas of interest associated with cognition, which are information-processing, memory, and attention (Ortega, 2009, p. 82).

Information Processing

Information processing has been the leading psychological paradigm in the field of SLA since the 1970's. This paradigm has focused on perceiving the mind as a symbolic processor that is consistently going through mental processes. These mental processes use mental representation to mediate input and output demands. Performance is a product of output that is observable as learners aim to complete tasks. From the SLA research conducted, three main assumptions have been made by psychologist about information processing: "First, the human cognitive architecture is made of representation and access.

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Second, mental processing is dual, comprised of two different kinds of computation: automatic or fluent (unconscious) and voluntary or controlled (conscious). Third, cognitive resources such as attention and memory are limited" (Ortega, 2009, p. 83).

In the field of SLA, *representation* is a synonym for knowledge and is made up of three types: grammatical, lexical, and schematic. Knowledge of the L2 has to be processed and accessed every time production or comprehension demands arise. *Access* to knowledge of the L2 is either a controlled or an automatic process. Automatic processing does not demand a lot of cognitive attention, which allows one to engage in more than one automatic process at once. Automatic processing is stimulated by the input or environment outside of the processor. On the other end of the spectrum, controlled processing demands a lot of cognitive attention, and it is stimulated by something inside the processor, which is voluntary and goal-oriented (Ortega, 2009, p. 83). Controlled processing is handled by the *central executive*, which is the portion of the brain one uses when no automatic process has been created for a task, because the problem is new, like learning a new language and its forms. The central executive is also activated to deal with problems that arise during automatic processing.

Controlled processing is self-regulatory, takes effort, and demands a lot of cognitive resources, which makes it difficult to complete more than one controlled process at the same time. In order to give enough attention to a controlled process, other controlled processes fighting for attention will be blocked and attended to after the previous one is completed. From this observation, the limited capacity model was conceptualized, which described how controlled processes were variable and vulnerable to stressors and this was observed through dual-task performances. Dual-tasks were comprised of a main task and a distracting task. If participants could not complete the tasks at the same time, it was observed that they were

relying on controlled processes and had not reached automatization on their performance for the primary task.

Skill acquisition theory has focused on performances being converted from a controlled to an automatic process. Explicit-declarative knowledge has to be converted into implicit-procedural knowledge for the performance to be labeled automatic. Explicit knowledge is information presented or regulated by an instructor or textbook, and implicit knowledge is information that can be accessed without assistance from neither. Practice that involves using the explicit information will help create stronger representations in the mind, which will make that information become implicit over time and access to the information more automatic. Segalowitz (2003) defined explicit to implicit conversion as *automaticity*: "automatic performance that draws on implicit-procedural knowledge and is reflected in fluent comprehension and production and in lower neural activation patterns" (Ortega, 2009, p. 85). This process is skill specific, so comprehension performances that are practiced will create more automatic comprehension and production practices will yield the same results. The theories and hypotheses made about information processing have focused on memory. Information that is attended to in the mind enters memory at some capacity. There are two types of memory, long-term and short-term memory, which serve special functions as one attends to information in a controlled or automatic manner.

Memory

Long-term memory functions through the use of representations and is unlimited and divided into two types of memory, explicit-declarative memory and implicit-procedural memory. Implicit-procedural memories are linked to information that one knows without consciously realizing it, which are usually habits and skills. Most of our long term memory is composed of explicit-declarative memories, which are facts and events that can be recollected and verbalized. Tulving made a further distinction between information stored in long-term

memory, which he called semantic and episodic. Semantic memory is associated with decontextualized knowledge that is normalized and known by everyone, while episodic memory is significant to experiences one has gone through personally (as cited in Ortega, 2009, p. 88). Language encoded in episodic memory has significance, because of the context and experiences surrounding the language being used. The conceptualization of episodic memory explains how long-term memory processes affords one the opportunity to imagine and re-experience language contexts and the language that was used in the context.

In regard to observable cognitive productions associated with long-term memory, SLA researchers have focused on vocabulary experiments. How well one knows a word is determined by the strength, size, and depth. If a word is well known, one has a thorough understanding of the its form and meaning components. Vocabulary strength is determined by the ability to recognize the word passively and use it productively. Learners know more words than they are able to use, but the gap between recognizing and producing closes as learners encounter words more frequently and become more fluent. Size of vocabulary refers to the number of words known and represented in memory, which has been linked to the frequency or amount of times one encounters the word in their environment. Size is important when it comes to second language vocabulary, because it determines one's capacity to complete certain tasks. For example, one can follow a conversation by knowing at least 3,000 words in the second language, but one needs to know around 9,000 words to read newspapers and novels independently. Depth of vocabulary knowledge refers to the ability to understand its structure and use in the second language. If one is able to understand and correctly use vocabulary items, form and meaning memories have been created and stored into long-term memory.

Attention

In contrast to long-term memory, working memory is linked to access and is limited. Working memory is the workspace were new information is encoded, old information is retrieved from long-term memory, and hypotheses are formulated. Working memory attends to new and old information necessary to complete a task by blocking access to other stimuli. For information to be entertained in working memory or encoded into long-term memory, it has to be attended to. The third area associated with cognition research is attention. The attention, or the lack thereof, that information receives determines how explicit and implicit memories are stored.

According to Robinson, learning a language without attention to rules is possible and leads to memories that can be accessed easily because they language is encoded with contextualized experiences or as episodic memories. Although the memories can be easily accessed, the memories cannot be used to generalize and formulate hypotheses about new language problems, because attention was never given to rules and how they influence form.

Exposure, representation, attention, and memories factor into the cognitive processes learners goes through as they aim to understand and use a second language, in addition to their ability to become a fluent speaker by means of automatization.

A Communicative Approach to Second Language Teaching: Task-based Language Teaching

Wesche and Skehan (2002) described the approaches to communicative language teaching (CLT), specifically a strong and relevant CLT approach, task-based language teaching (TBLT). To understand what makes one CLT approach weak and another strong, the history and research related to CLT must be analyzed (Wesche and Skehan, 2002, p. 207). Approaches to CLT have been grounded and underpinned by research and theories from the field of linguistics, specifically first language acquisition and second language acquisition.

Communicative Language Teaching

CLT has been developed and researched by language researchers and educators that were aiming to create a view of instructed second language teaching that differed from behavioral approaches that immediately preceded CLT. Grammar translation and audiolingual approaches to second language teaching were grounded in behavioral theories and assumed that with enough practice, drills, and rules, the information would be accessible to students when communication opportunities arose outside the classroom (Wesche and Skehan, 2002, p. 208). The approaches that proceeded CLT were based on behavior forming and had little to do with meaningful language use and inclusion of authentic, real-world communicative contexts students would encounter. The use of CLT in foreign and second language instructed settings has helped form a list of qualities that enables one to distinguish CLT approaches from others. The general features of a CLT approach to second language teaching includes:

- Activities that require frequent interaction among learners or with other interlocutors to exchange information and solve problems

- Use authentic (nonpedagogic) texts and communication activities linked to "real-world" contexts, often emphasizing links across written and spoken modes of channels

- Approaches that are learner centered in that they take into account learners' backgrounds, language needs, and goals and generally allow learners some creativity and role in instructional decisions

To support these features, CLT may be organized around or include:

- Instruction that emphasizes cooperative learning such as group or pair work

- Opportunities for learners to focus on the learning process with the goal of improving their ability to learn language in context

- Communicative tasks linked to curricular goals as the basic organizing units for language instruction

- Substantive content, often school subject matter from nonlanguage disciplines, that is learned as a vehicle for language development, as well as for its inherent value. (p. 208)

The list of characteristics illustrate how CLT approaches were moving away from teacher-focused instruction and allowed for learners to communicate with each other and the instructor to understand their gaps in knowledge or perceived gaps. In other words, communicative activities replaced the constant use of drills and error correction to help drive-forth interlanguage development and relied more on written and oral difficulties to elicit gaps in knowledge and draw learners' attention to those gaps. Students' abilities to communicate effectively during the use of CLT illustrated acquisition or a lack thereof (Wesche and Skehan, 2002, p. 207).

Linguistic Influences on CLT

Based on empirical studies completed by Halliday (1978), approaches that preceded CLT were criticized because they did not contextualize language and prepare learners for spontaneous language use that occurs outside the classroom. Linguists, such as Hymes and Widdowson, conceptualized linguistic jargon that helped other conceive the goals of language acquisition and objectives of language teaching. Hymes (1967, 1971a) coined the term *communicative competence*, which described learners who had acquired effective, appropriate, and correct language behavior, which would help one complete a given communicative goal effectively and correctly. Widdowson's (1978) terms *usage* and *use* helped scholars and educators distinguish between language *usage* inside the classroom and language *use* outside the classroom. As perspectives of language acquisition changed, so did course designs. Wilkins' (1976) notional syllabus was influential in move towards CLT

approaches to language teaching; it outlined how learners could be instructed to use language forms for their real-world functions (Wesche and Skehan, p. 209, 2002). CLT approaches that focused on the functional use of language yielded more motivated learners, due to its immediate applicability outside the classroom, which was not afforded by the use grammar-translation and audiolingual approaches. In this way, a notional syllabus design that used a CLT approached fostered learning that allowed learners to use the encoded language to understand how to create messages and how to use them (Wesche and Skehan, p. 210, 2002).

By the mid 1980's SLA researchers had discovered developmental sequences and stages of acquisition, which mirrored stages found in first language acquisition research. The finding drew attention to the similar acquisition outcomes for instructed and naturalistic language learners in first and second language contexts. These similar outcomes for the two acquisition contexts brought into question the benefits of instructed language-learning. With instructed settings as a focal area, SLA researchers began to analyze the roles of input directed towards learners, modifications, interactional moves in the language-learning processes that happened in the classroom context. Additionally, models, comprehensibility, and salience of formal features, and other input characteristics were analyzed under the input processing framework. The body of research led to the widely accepted role of input (Wesche and Skehan, p. 210, 2002). The developmental sequence and input findings helped educators and researchers further conceptualize what qualities contributed to implementing the best approach to language-learning contexts.

Research gathered at a Canadian English Immersion school examined how learners in immersion contexts had high-level listening and reading proficiencies and fluency in written and oral communication (Wesche and Skehan, 2002, p. 209). This research illustrated how a second language could be used as a mean instead of an end to SLA. In other words, the second or target language did not have to be discussed and displayed objectively for critique,

instead the second or target language could be used when communicating about classroom content and discussing personal communication in the language classroom. Proficiency was evident amongst immersion students in Canada, but the usage of nonnative language features was persistent, even after students completed supplementary grammar courses. The most salient finding from the Canadian schools was that approaches that analyzed language as it was being used increased written and spoken accuracy.

In regard to output, Wesche and Skehan described Swain's pushed output hypothesis (POH), which emphasized precision and accuracy of utterances. Research that followed suggested that focus on form was beneficial, if related to meaningful communication, which could be conceptualized in various ways in the classroom: "manipulation of materials and tasks to highlight given language features, communicative feedback to the learner, practice of given components, emphasis on planned production, or explanation when communicative problems arise" (Wesche and Skehan, p. 211, 2002). During the same time period, other researchers started to focus in on the role of social relations in SLA and how communication affords learners to understand the correctness of their utterances. Interlocutors, such as, negotiations, recasts, and other feedback modes were seen as an integral part of the acquisition process, because they provided learners with information about their utterances from speakers of the target langue. Hatch's (1978) position on interactive communication describes why input, interaction, and feedback are necessary: "One learns how to do conversations, one learns how to interact verbally, and out of this interaction syntactic structures are developed" (Wesche and Skehan, p. 212, 2002). Social relations in SLA argued that learners involved in communication had a high level of motivation to understand and express meaning in the second or target language. Input, output, and input research being written in the fields of first and second language instructed acquisition settings strengthened the legitimacy of using CLT in the language classroom (Wesche and Skehan, p. 212, 2002).

Strong and Weak Communicative Approaches to Language Teaching

Howatt (1984) distinguished between strong and weak CLT approaches, which shared the same objectives but emphasized different way to instruct learners and afford opportunities for interlanguage development. Weak and strong CLT approaches use communication in the second language to teach course content and discuss it, but weaker forms focused on spontaneous language use as an ends instead of a means. In other words, weak CLT approaches imply that there are a set of classroom activities that will elicit form and meaning without explicit form-focused activities (Wesche and Skehan, p. 215, 2002). The weaker forms have been categorized as methodology, instead of a syllabus or curricular map, due to the lack of concern with interlanguage development (Wesche and Skehan, p. 215, 2002).

Strong versions of communicative language teaching, like task-based language (TBLT), have integrated findings from first language and second language acquisition research, which addresses learners' needs by targeting explicit language-learning objectives through communicative lessons. TBLT has sought to contextualize words, syntax, and pronunciation with the aim to make the input and output relevant and useful to the learner as they try to understand and communicate effectively. The use of reading, writing, speaking, and listening activities create an avenue for communicating and understanding in the second language: "The strong version rests on the assumption that communicative language ability is, in large part, acquired through communication; thus, instruction is organized around situations, oral and written texts, skill or knowledge domains, or tasks that require communicative language use of various kinds" (Wesche and Skehan, p. 215, 2002). Tasks completion is mediated by understanding and using the second or target language correctly in context. If forms are used correctly by learners during communicative activities, they are demonstrating communicative competence. The strong versions of CLT are grounded in the use of engagement with forms to drive forward structural development. If the content is

relevant to learners, the extension activities that focus on form are argued to be more effective (Wesche and Skehan, p. 215, 2002).

The use of strong and weak CLT approaches have provided educators with the ability to stay focused on the primary goal of language-learning, which is communicative competence. In order to best implement an effective CLT approaches, an educator has to analyze the macrosocial context in which language instruction is taking place within. In other words, an educator must analyze their unique teaching context and create CLT lessons based on their analysis. Analyzing lessons in relation to their context ensure learners are provided with information in spoken and written form that is relevant with the aim to further motivate students in instructed language-learning settings.

Task-Based Language Teaching: A Strong CLT Approach

According to Ellis and Shintani (2014), task-based language teaching (TBLT) is a sophisticated extension of the communicative language teaching (CLT) approach. CLT approaches have been the alternative to the traditional teaching approaches, like the audiolingual and grammar translation approaches (Ellis and Shintani, 2014, p. 149). The ultimate objective of task-based language teaching is to facilitate students' communicative competence by engaging them in meaning-focused communication during the completion of tasks. Ellis and Shintani (2014) emphasized that facilitating communicative competence growth refers to students linguistic (i.e. acquiring new language) and interactional competence (i.e. using the target language to participate in discourse). Although TBLT focuses on constructing and comprehending messages, the key principle of TBLT is that students must attend to the form to complete the task.

Long (2015) further discussed how TBLT incorporates a balanced amount of meaning and form-focused instruction, which was missing in weaker forms of CLT. For example, when linguistic problems arise in communication during the completion of a task, focus-on-

form is *reactive* and increases the probability code-features will have an impact on students' interlanguage. Long (2015) argued that the reactive-mode, which is triggered by the need to use, understand or produce an unknown or difficult form, optimizes the psychological state and focus-on-form becomes more effective. This reactive focus-on-form during the completion of tasks is motivating, because learners are vested in the code-features, know what they were trying to convey, and encounter the correct form in close proximity to their own production (Long, 2015, p. 27)

Since the conception of TBLT, the term *task* has been conceptualized by many scholars, but Wesche and Skehan (2002) and Ellis and Shintani (2014) descriptions of the term illuminated that there is some consensus about essential features that outline the criteria for *tasks*:

1. Meaning is primary

2. There is a communication problem to solve

3. Learners should rely on their own linguistic and non-linguistic resources to complete tasks

4. There is a clearly defined outcome other than the use of language (i.e. language is used as the means to for achieving the outcome, not the end)

Long (2015) distinguished between definitions of *task* in the TBLT, which he refers to as (upper case) TBLT and (lower case) TBLT. The (upper case) TBLT was developed and published by Long in the 1890's and referred to starting to design of task by completing a needs analysis to identify target task, supplement objectives, and determine what learners need to *do* with language. The (lower case) TBLT refers to the commercialized understanding of the term that was showcased in language teaching resources and handbooks and became synonymous with terms *exercise* and *activity* (Long, 2015, p. 6). Other scholars, like Ellis and Shintani (2014), illuminated how tasks differ from exercises. Exercises are defined as a

way to practice specific linguistic items and lack the following criteria to be considered a task: meaning is not primary, there is no communication problem to solve, learners manipulate the linguistic items given to them instead of their own linguistic resources, and practicing the given linguistic items is the only outcome. Whereas tasks do not aim to practice language in isolated fragments lacking meaning, which neglects students' own interlanguage growth possibilities.

The Teacher: Task-based Language Teaching in the Second Language Classroom

There are cognitive processes that students go through as a result of the complexity and sequencing of tasks, which should be considered before designing and implementing task-based lessons in a classroom. Prahbu (1987) was the first educator to introduce task-based language teaching as an approach in ESL classrooms in Bangalore, India. Prahbu (1987) identified task types and their complexities. For example, he listed three types of tasks: information-gap tasks, the reasoning-gap tasks, and the opinion-gap tasks. The three types are dependent on the sort of information an instructor wants to elicit from students. Information-gap tasks focus on encoding or decoding information for it to be transferred from one individual to another. Reasoning-gap tasks focus on inferencing, deducting, practical reasoning, or perceiving patterns. Opinion-gap tasks focus on personal arguments or factual arguments to justify one's opinion. Prahbu (1987) concluded that reasoning-gap tasks were the most beneficial to language-learning, so *task* in the term *task-based* specifically refers to reasoning-gap tasks (Prahbu, 1987, p. 47). Reasoning-gap task were more beneficial because the tasks: allow students to negotiate alone or with others, allow the instructor to chunk or separate tasks into smaller portion for processing purposes, and are less likely to elicit repetitious answers, since students are deducing, negotiating, and inferring in their internal psyche and with external words (Prahbu, 1987, p. 49).

Prahbu (1987) described the two phases involved in task-based teaching, the pre-task and

task: "The term 'pre-task' refers, as noted earlier, to the task to be attempted publicly while the term 'task' refers to what learners are to attempt on their own…The pre-task as a whole-class activity is thus an opportunity for some learners to learn by making an attempt, and equally an opportunity for others to learn without taking the risk of public failure" (Prahbu, 1987, p. 54). The pre-task gives learners the opportunity to publicly (volunteering to complete the pre-task) or privately (observing the completion of pre-task) assess their ability to carry out the required reasoning to complete the task; it should not be considered a *demonstration,* but a task in its own right. In addition to the learner's assessment, instructors can detect the difficulty of the task and adjust-task difficulty accordingly. Thus, the students' assessment of task reasoning and the instructor's adjustment to the difficulty level aims to enable students to complete the task in a self-sufficient manner (Prahbu, 1987, p. 54). Prahbu (1987) noted that assessing and adjusting tasks so that they posed a reasonable challenge was of upmost importance: "The concept of reasonable challenge implies that learners should not be able to meet the challenge too easily but *should* be able to meet it with some effort. This is not just a matter of the teacher's assessment of the learners' ability; it is a matter of the learners' own perceptions, too" (Prahbu, 1987, p. 49). If a task is too easy, students will not find the task intellectually rewarding; whereas, a task that is too difficult might cause students to avoid completing it altogether. Prahbu (1987) argued that tasks required students to consciously solve a problem, while they unconsciously perceive, abstract, and acquire linguistic structures: "The intensive exposure caused by the effort to work out meaning-content is thus a condition which is favorable to the subconscious abstraction—or cognitive formation—of language structure" (Prahbu, 1987, p. 70-71). In other words, working through task was beneficial to language growth.

   Nunan (2006) noted that the task sequence has been altered since Prahbu (1987) to include a post-task phase. The post task has three pedagogic goals, which are: (1) to provide an

opportunity for a repeat performance of the task, (2) to encourage reflection on how the task was performed, and (3) to encourage attention to form, in particular to those forms that proved problematic to the learners when they performed the task (Nunan, 2006, p. 36). While focus-on-form could happen during the pre-task, during task, and post-task phase, a study of student errors shortly after they have been made in the post-task phase could create a discussion around and bring attention to gaps in students current L2 knowledge. Nunan (2006) argued that it is important for instructors to determine if focusing on a single form or multiple forms during the post-task phase is necessary and feasible for their students, in addition to the amount of time allocated to focus-on-form, as tasks are designed (Nunan, 2006, p. 36).

According to Ellis and Shintani (2014), Peter Robinson contributed to the dialogue on task-based teaching and learning by formulating his own theory, the Cognition Hypothesis (Ellis and Shintani, 2014, p.149). Robinson (2011) stated that the cognitive hypothesis is a theoretical rationale for the effects of task demands on language-learning. The cognitive hypothesis' major contribution and argument for a task-based syllabus is that the sequences of tasks should be based on increasing the cognitive complexity, which is grounded in the cognitive complexity sequence experienced during L1 acquisition. If tasks are sequenced correctly, Robinson (2011) argued that students will be able to focus on accuracy even when the task becomes more complex: "increasing complexity is argued to promote more accurate, grammaticized production *and* more complex, syntacticized utterances" (Robinson, 2011, p. 14).

Long (2015) posited that complexity in TBLT refers to qualities that make one task harder than another. A few qualities of tasks that effect their complexity are a shared perspective, time orientations, spatial orientations, and the number of elements. For example, Long (2015) argued that a task prompting learners to describe a traffic stop with others that

also witnessed the traffic stop is a simpler task than explaining the same crash to others that did not witness the accident. In the latter explanation, the task becomes more complex because the speaker cannot assume that the listener knows anything about the car accident, which prompts the speaker to provide more background information to set the scene and subsequently increases the number of sequence markers (i.e. before, after, while) used during the explanation. Additionally, Long (2015) added that increasing the variables involved in the accident, like number of cars, car types, and car colors will also increase the complexity of the task.

Robinson (2011) highlighted task features that affect the cognitive complexity of tasks in regard to two dimensions, resource-directing and resource-dispersing dimensions. Resource-directing affect the cognitive resources by allocating them to specific elements of the L2 code: "For instance, tasks that increase in their intentional-reasoning demands require linguistic reference to the mental states of others. These demands should therefore direct learners' attention to forms needed to meet them during communication, such as psychological state terms in English (e.g., *believe*, *wonder*)" (Robinson, 2011, p. 15). Thus, the resource-directed dimension aims to make uncontrolled or unknown forms and make them more salient and noticeable or gradually convert implicit knowledge into explicit knowledge. On the contrary, Robinson (2011) described resource-dispersing dimensions that create a higher task complexity by removing processing support and dispersing students' attention to a wide range of linguistic and other features, which aims to gradual remove processing support and access current interlanguage (Robinson, 2011, p. 15). By taking into consideration task complexity and the two dimensions that affect complexity, Robinson (2011) proposed two operational principles for sequencing tasks in a syllabi: "(a) Sequencing should be based only on increases in cognitive complexity, (b) increase resource-dispersing dimensions of task complexity first (to promote access to current interlanguage), then

increase resource-directing dimensions of complexity (to promote development of new form-function mappings, and destabilize the current interlanguage system)" (Robinson, 2011, p. 15). Robinson (2011) listed four main predications that the Cognitive Hypothesis affords:

1. Increasing the conceptual demands of a task by manipulating resource-directing variables will have an effect on both the accuracy and the complexity of learners' productions when they perform a task.

2. Complex tasks will lead to more interaction and negotiation of meaning than simple tasks.

3. In contrast, resource-dispersing variables ease the pressure on learners and so help them to use the L2 with greater fluency.

4. There will be less variation among learners when they perform simple tasks than when they perform complex tasks.

In conclusion, task sequencing and complexity will determine the affects the approach has on language-learning when implemented in second language classrooms. When designing tasks in the classroom, an instructor must integrate the pre-task, task, and post-task sequence outlined by Prahbu (1987) and Nunan (2003) for the lesson to be considered task-based. Additionally, task complexity must be considered and gradually increased to facilitate acquisition when using the task-based approach in the second language classroom setting.

The Learner: Second Language Acquisition in the Task-based Classroom

If tasks are properly sequenced and are complex enough, Robinson (2011) listed 10 SLA processes that task-based instruction can facilitate, which is based on previous SLA research, such as Gass and Selinker (2008), Ortega (2009), Ellis and Shintani (2014), and Long (2015). The italicized terms below are technical terms from the field of SLA:

1. Tasks provide a context for *negotiating* and *comprehending* the meaning of language

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provided in task input, or used by a partner performing the same task.

2. Tasks provide opportunities for *uptake of* (implicit or explicit) *corrective feedback* on a participant's production, by a partner, or by a teacher.

3. Tasks provide opportunities for *incorporation of premodified input*, containing "positive evidence" of forms likely to be important to communicative success and that may previously have been unknown or poorly controlled.

4. Tasks provide opportunities for *noticing the gap* between a participant's production and input provided and for *metalinguistic reflection* on the form of output.

5. Task demands can focus attention on specific concepts required for expression in the second language (L2) and prompt effort to *grammaticize* them in ways that the L2 formally encodes them, with consequences for improvements in accuracy of production.

6. Simple task demands can promote access to and *automatization* of the currently emerged interlanguage means for meeting these demands, with consequences for improved fluency of production.

7. Task demands can also promote effort at *reconceptualizing* and rethinking about events, in ways that match the formal means for encoding conceptualization that L2s make available.

8. Sequences of tasks can *consolidate memories* for previous efforts at successfully resolving problems arising in communication, on previous versions, thereby strengthening memory for them.

9. Following attempts to perform simpler versions, complex tasks can prompt learners to attempt more ambitious, complex language to resolve the demands they make on communicative success, thereby stretching interlanguage and promoting

syntacticization, with consequences for improved complexity of production.

10. Additionally, all of the above happen within a situated communication context that can foster *form-function-meaning mapping* and can do so in ways that *motivate* learners to learn.

According to Ellis and Shintani (2014), the conception of *languaging* can help interlanguage development, especially perceived communication problems or those made salient by direct negative feedback. *Languaging* refers to: "the role that language production (oral or written) plays in meaning making when learners are faced with a language-related problem" (Ellis and Shintani, 2014, p. 217). *Languaging* serves two functions as learners work through language problems. The first function enables learners to collaboratively create a zone of proximal development (ZPD), which refers to a collaborative learning opportunity; ZPD has been widely accepted as a psychological construct, but a sociocognitive construct of ZPD refers to psychological contributions learners make in social interactions while collaborating to work through language-related problems (Ellis and Shintani, 2014, p. 211). The second function that *languaging* serves is to allow learners to reflect on problematic forms, which brings conscious awareness or attention to linguistic features. Thus, the term *languaging* is not the act or speaking or writing, but is a cognitive tool to mediate thinking and problem solving through language (Ellis and Shintani, 2014, p. 217).

Long (2015) further emphasized the importance of interaction to push forth SLA with his Interaction Hypothesis. Long hypothesized that there is a brief moment during the completion of tasks that provide brief episodes of selective learner attention to input, especially feedback. When learners encounter communication problems during tasks, they will switch their focus from meaning to form, which allows for negotiation and feedback to take place during the period that learners are more receptive and attentive to the linguistic-

forms use and importance in the communication process. The Interaction Hypothesis also facilitates output during tasks in the same manner (Long, 2015, p. 53).

In conclusion, TBLT requires equal cognitive and interactional demands on behalf of the students and the instructor. Designing and implementing task are the sole responsibility of the instructor, but the communication that happens between students and their instructor before, during, and right after tasks will influence interlanguage development, linguistic competence, and interactional competence. Thus, a TBLT approach requires students and their instructor to be highly sensitive to and aware of gaps in knowledge and optimal moments to provide feedback.

Research Questions

There were three research questions that guided this thesis. These three questions and the specific objectives I met in order to address these questions are given below.

Research Question #1: How can task-based lessons be designed and implemented in the INGL 3101: Basic English Classroom?

To address Research Question #1:

1. I designed task-based lesson plans that aligned with the grammar requirements and the outcomes of the course, as expressed on the course syllabus.
2. After I designed the task-based lesson plans, I implemented the lesson plans in INGL 3101: Basic English class.
3. After I implemented the lesson plans, I chose one lesson, the future tense lesson, and I analyzed the product that the learners produced.

Research Question #2: How does SLA underpin what learners do with TBLT?

To address research question #2:

1. I analyzed the group interview transcriptions about task-based language teaching and

a tasked-based lesson I designed and implemented in the INGL 3101: Basic English

class and connected results to the SLA literature.

Research Question #3: How do learners evaluate task-based lessons designed and

implemented in the INGL3101: Basic English classroom.

To address research question #3:

1. I created an instrument so students could evaluate the task-based lessons.

Chapter 3: Methodology

Case Studies as a Research Methodology

A case study, as defined by Cohen, Manion, and Morrison (2013), documents a particular unit within a larger context; for example, INGL 3101: Basic English, the class, is a case that is situated in the larger context of UPRM. Case studies aim to document an instance in action. There are seven components to a case study that Cohen, Manion, and Morrision (2013) outlined:

1. It is concerned with a rich and vivid description of events relevant to the case.

2. It provides a chronological narrative of events relevant to the case.

3. It blends a description of events with the analysis of them.

4. It focuses on individual actors or groups of actors, and seeks to understand their perceptions of events.

5. It highlights specific events that are relevant to the case.

6. The researcher is integrally involved in the case.

7. An attempt is made to portray the richness of the case in writing up the report.

Case studies strive to portray 'what it is like' to be in a particular situation, to catch the close up reality and 'thick description' of participants' lived experiences of, thoughts about and feelings for a situation. They involve looking at a case or phenomenon in its real-life context, usually employing many types of data. They are descriptive and detailed, with a narrow focus, combining qualitative and quantitative data. Cohen, Manion, and Morrision (2013) argued that it is important in case studies for events and situations to be allowed to speak for themselves, rather than to be largely interpreted, evaluated or judged by the researcher (Cohen, Manion, Morrison, 2013, p. 284). In light of analyzing what a case study entails, I aimed to complete research that fits the criteria set forth by Cohen, Manion, and Morrison. To address my research questions, a mixed

methods data collection approach was used. As the instructor of this class I was a participant observer in this case study. Venkatesh, Brown, and Bala (2013) notes that a mixed methodology approach can refer to the various types of data collection aligned with quantitative and qualitative approaches (Venkatesh, Brown, & Bala, 2013). Additionally, Cohen, Manion, and Morrison (2013) express that a mixed methods approach has been used in educational research to build a complete picture, instead of focusing solely on numerical or narrative perspective of the context being analyzed (Cohen, Manion, Morrison, 2013).

Data Collection and Analysis

As Cohen, Manion, and Morrison (2013) pointed out, a mixed methods approach can be used in educational research to build a complete picture. I collected a mixture of quantitative and qualitative data for the research questions below:

1) Research Question #1: How can task-based lessons be designed and implemented in the INGL 3101: Basic English Classroom?

   a. I designed task-based lesson plans that aligned with the grammar requirements and the outcomes of the course, as expressed on the course syllabus.

   b. After I designed the task-based lesson plans, I implemented the lesson plans in INGL 3101: Basic English class.

   c. After I implemented the lesson plans, I chose one lesson, the future tense lesson, and I analyzed the product that the learners produced.

2) Research Question #2: How do learners 1) respond to and 2) evaluate task-based Language Teaching in the INGL3101: Basic English classroom.

   a. I created an instrument so students could evaluate the task-based lessons.

b. I analyzed the evaluation forms by creating numerical charts.

c. I used group interviews to give students an opportunity to respond to open questions about Task-Based Language Teaching. Two participants were randomly selected from three INGL 3101 sections by picking from a pile of consent forms. Three separate interviews were conducted; each interview included one male and one female from the same section. All interviews were conducted in English.

d. I transcribed the interviews verbatim, color-coded groups based on my perception of the data, and recoded the data based on the SLA and TBLT literature sections (i.e. input, cognition).

3) Research Question #3: How does SLA underpin what learners do with TBLT?

a. I analyzed the group interview transcriptions and connected them to the SLA research.

Participants

The class is INGL 3101: Basic English. There was one group of student participants, comprised of three sections of the class, for a total of 80 participants. Students who scored below 570 on the ESLAT (English as a Second Language Achievement Test) were placed on the basic sequence of courses, which is as follows: INGL 3101, INGL 3102, INGL 3201, INGL 3202. The ability levels of students placed on the basic track vary; some students enter the university with an exceptional command of English, while other students experience a lack thereof, as they are asked to complete assignments by instructors inside and outside the English Department. The language gap amongst incoming students at the UPRM can be attributed to English exposure students have experienced at school, home, and in their social lives, before entering post-secondary education institutions. From this group of students, six

consent forms were randomly selected to create the interview groups and collect student

product samples. The entire interview was conducted in English and transcribed verbatim.

Students enrolled in INGL 3101 enter the course with a variety of proficiency levels, and the

six interviewees were a reflection of this variance in proficiency.

Time Period and Research Site

I conducted this research over the course of four months, during the fall semester of

the academic year, 2016-2017. The research site is an INGL3101: Basic English classroom at

the University of Puerto Rico at Mayagüez. It was the only research site for this case study.

In INGL 3101, the first course on the basic track, students were required to complete reading,

writing, listening, and speaking assignments. This course was designed to help students

improve their understanding and command of spoken and written English, which did include

a focus on vocabulary and grammar. A typical INGL 3101 course is evaluated by the

following categories: 10% online laboratory, 30% unit exams, 20% mandatory departmental

final exam, and 40% other assignments (homework, written assignments, oral

reports/presentations, group work, and quizzes). Unit and final exams do not have to be

solely grammar focused; these exams often include reading passages and short answer

portions. INGL 3101 aims to prepare students for the next course in the basic sequence,

INGL 3201, a course that has a focus on writing and reading skills.

Ethical Aspects of this Study

I was the only researcher in this study. The research in this thesis was reviewed and

approved by the Institutional Review Board at the University of Puerto Rico at Mayagüez. I

did not ask for personal information, such as: income, name, or other identifiable

information, the questionnaires provide little or no risks for the participants. I only asked

questions that pertained to the language-learning context and issues that were related to it,

which was not sensitive information. The results were not attached to the students in anyway.

Submission of results were anonymous and confidential.

Eighty students were asked to complete consent forms, if they agreed to me collecting their products from task-based lessons, completing evaluations about task-based lessons, and possibly being chosen to complete a group interview. All students enrolled in the course gave consent to be a part of the study. From the eighty participants, six were randomly chosen to complete the interview. The six interviewees completed the six participant products found in the results section. No ethical issues arose while completing the group interviews. I coded the interviews for meaning not for linguistic data, and the interview was structured by topic to ensure that the conversation was related to the research topic. Student interviews and evaluations were completed after finals and grades were completed to avoid any perceived biases about how participation or lack thereof would affect students' grades for the course.

Chapter 4: Results

There results of this thesis have been separated into four parts, which are as follows: 1) six task-based lesson plans, 2) six student products from the future tense lesson plan, 3) student interview transcript and, 4) student evaluations of the future tense task-based lesson plan. The task-based lessons included in the results section have been shortened for analysis purposes, but the full version of the lesson plans and their accompanying materials can be found in the appendices section.

The six tasks based lessons below show how a tasked based unit can be created based on grammar and include a variety of writing, speaking, listening, and reading activities to supplement the lessons effectiveness. The student six student products that follow explore how students responded to the future tense task-based lesson and completed the task to meet the learning objectives. Similarly, the student evaluation completed by the entire class was a way for all students to be heard in this project and discuss their perspectives about the future tense task-based lesson. Additionally, the student interviews completed by six participants from the INGL 3101 class covered questions about the future task-based lesson and a variety of other topics pertaining to taking an English course and using only English to complete assignments, activities, and discussions.

Part One: Task-based Lesson Plans

The six task based lesson plans were designed and implemented to help students reach the objectives of INGL 3101 outlined at the end of the previous chapter. The intense or main focus of the lesson plans are grammar focused, but include a variety of ways to improve written and spoken grammar correctness. All the materials used to implement the lessons are included in the appendices to clearly illustrate how additional resources guided lessons and helped students meet course objectives.

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Lesson Title: *Lesson One: My Life and Daily Experiences through a Present Tense Task*	
Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.	
Audience: Post-Secondary Adults	
Level: Basic English	
Duration: Two consecutive 50-minute class sessions	
Skills: listening, speaking, reading, and writing	
Purpose/Goals: The purpose of this task-based lesson is to engage students in task to strengthen their understanding of the present tense. Students will understand the variety of ways and reasons to use the present tense.	
Outcomes: By the end of this lesson, students will be able to: ➢ identify and use the simple present tense when writing and speaking in English. ➢ monitor their own speaking and writing in English. ➢ deliver a 2-3-minute formal presentation to the class using notes.	
Procedure	

Teacher Role	**Student Role**
First 50-minute class session The instructor will: 1. ask students when the present tense is used in speaking or writing. 2. read the My Life and Daily Experiences through a Present Tense Task Instructions (Document A). 3. instruct students to start drafting the written portion of the task. 4. instruct students to transfer the written portion to the google drive document, add the four pictures, and submit the completed document through our google classroom account before the next class session. **Second 50-minute class session** The instructor will: 1. tell students they will come up one-by-one to present their present tense task. 2. listen to students' task presentations and facilitate the presentations to make sure all students present.	**First 50-minute class session** The students will: 1. listen to question and provide answers. 2. listen to the instructions. 3. begin drafting written portion of task. 4. write down instructions. **Second 50-minute class session** The students will: 1. listen to presentation directions. 2. present task.

| **Timing**
 First 50-minute class session
 1. Present Tense usage discussion (5 minutes)
 2. My Life and Daily Experiences through a Present Tense Task Instructions (Document A) (10 minutes)
 3. Drafting the written portion of the task (30 minutes) ||

Second 50-minute class session	
1. Presentation Instructions (5 minutes)	
2. Task Presentations (45 minutes)	

Materials	**Technology**
First 50-minute class session	First 50-minute class session
➢ My Life and Daily Experiences through a Present Tense Task Instructions (Document A)	➢ A projector attached to a computer
	Second 50-minute class session
Second 50-minute class session	➢ A projector attached to a computer
➢ Electronic copy of students' task	

Assessment

The completion of the task will act as a formative assessment. This will aid in preparing students for the summative assessment (Partial Exam #1), which includes the present tense.

Lesson Title: *Lesson Two:* Writing a Narrative Essay about a Past Event (Part 1): Pre-writing Tasks
Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.
Audience: Post-Secondary Adults
Level: Basic English
Duration: Two consecutive 50-minute class sessions
Skills: listening, speaking, reading, and writing
Purpose/Goals: The purpose of this lesson is to engage students in pre-writing tasks that will strengthen their understanding of the narrative essay genre of writing. First, students will create and present a five-panel comic-strip. Next, students will match their five-panel comic-strips with the five elements of narrative writing (setting, rising action, climax, falling action, and resolution). Finally, students will brain storm about a past event that changed their life and break their story down into five paragraphs that align with the five elements of narrative writing.
Outcomes: By the end of this lesson, students will be able to:
➢ use pre-writing strategies to organize essay ideas.
➢ recognize and use narrative rhetorical modes of writing.
➢ write a paragraph with a topic sentence and supporting details.
➢ write coherent paragraphs.
Procedure

Teacher Role	**Student Role**
First 50-minute class session	**First 50-minute class session**
The instructor will:	The students will:
1. ask students what they know about comic-strips.	1. discuss what they know about comic-strips.
2. project the comic-strip example on the board (Document A) and pick volunteers to read the comic-strip panels aloud, while the rest of the class reads along with them.	2. read and listen to the comic-strip example.
	3. discuss their interpretation of the comic-strips.
	4. choose a partner and sit next to him or

3. ask students to discuss their interpretation of the comic strips.
4. prompt students to choose a partner and sit next to him or her.
5. project the wordless comic-strip task (Document B) on the board and instruct students to fill-in the word-bubbles with language that matches their interpretation of the pictures.
6. hand-out a copy of the wordless comic-strip task (Document B) to each pair of students.

Second 50-minute class session
The instructor will:
1. Instruct pairs to present their comic strip tasks.
2. Ask students to provide the instructor with the five elements of a narrative essay and write them on the board.
3. Instruct students to match the five elements of narrative essay (setting, rising action, climax, falling action, and resolution) to the five-panels on the comic-strip they created.
4. Instruct students to discuss the reason why they matched panels with specific elements of narrative essay.
5. instruct students to brain-storm about a past event that changed their lives and match each part of their story to the five narrative essay elements.
6. instruct students to write a five-paragraph narrative essay about a past event that changed their lives. Remind them to keep the comic-strip and 5 elements of a narrative essay in mind as they create their essays. Students will turn-in two copies of their essay two weeks from the day of this lesson.

her.
5. students will listen to the wordless comic-strip task instructions
6. confirm that they have received the wordless comic-strip task.

Second 50-minute class session
The students will:
1. present their comic strip tasks.
2. provide the instructor with the five elements of a narrative essay.
3. match the narrative essay elements with the comic-strip elements.
4. discuss the reason(s) they matched comic-strip panels with specific narrative essay elements.
5. brainstorm about a past event that changed their lives and match each part of their story to the five elements of narrative essay writing.
6. listen to the instructions and due date regarding the narrative essay.

Timing
First 50-minute class session
1. Comic-strip discussion (5 minutes)
2. Reading and interpreting the comic strip example (Document A) (10 minutes)
3. Comic-strip task (30 minutes)
Second 50-minute class session
1. Presentation of comic-strip task (30 minutes)
2. Five elements of a narrative essay discussion and matching (5 minutes)
3. Brainstorming and matching ideas to the five elements of a narrative essay (10 minutes)
4. Narrative essay assignment discussion (5 minutes)

Materials	Technology

First 50-minute class session
➢ Comic-strip examples (Document A)
➢ Wordless comic-strip task (Document B)
Second 50-minute class session
   ➢ Students' completed wordless comic-
     strip task (Document B
Comic-strip examples:
http://www.thecomicstrips.com/subject/TheR
ole+Model-Comic-Strips.php
Cartoonist: Rick Kirkman and Jerry Scott /
Comic-Cartoon: Baby Blues Word-less
comic-strip retrieved from: Dover
Publications
Site:
https://www.pinterest.com/doverpublishing/
Tense Consistency Handout Retrieved from:
University of Hawaii English
website:http://www2.hawaii.edu/~sford/exam
ples/esl100inclass_verb_tense.pdf
	First 50-minute class session
	   ➢ A projector attached to a computer
	Second 50-minute class session
	   ➢ A projector attached to a computer

Assessment
The completion of the oral presentation and brainstorming tasks will act as a formative assessment. This will be considered when the summative assessment (final essay) is completed and turned in.

Lesson Title: *Lesson Three:* Speaking Myself Future-Self into Existence Task
Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.
Audience: Post-Secondary Adults
Level: Basic English
Duration: Two consecutive 50-minute class sessions
Skills: listening, speaking, reading, and writing
Purpose/Goals: The purpose of this task is to engage students in reading, writing, listening, and speaking task about the future. Students will create a dialogue, which is a conversation between their current and future selves. The dialogue conversation focuses on students' future-selves asking questions about their current actions and how their actions will help their current selves reach future goals. Students' current selves will respond and persuade their future selves that they will reach their goals by using affirmative future tense verbs, such as: will and going to.

Outcomes: By the end of this lesson, students will be able to:
   ➢ identify the main idea in a text
   ➢ identify and use future tense verbs when writing, speaking, listening, and reading in English.
   ➢ identify and use Wh and How questions in writing and speaking
   ➢ monitor their own writing and speaking in English

Procedure	
give 1-3 minutes informal presentations in English to classmates based on prompts	
Teacher Role	**Student Role**
First 50-minute class session The instructor will: 1. hand out the reading, introduce the reading, The Law of Attraction and Other Secrets of Visualization (Document A), and ask if students' have any prior knowledge about the subject. 2. choose students to read paragraphs aloud to the whole class, while the rest of the class reads along with him or her. 3. present the visualization of future-self dialogue task (Document B) and demonstrate an example for clarity (Document C). Before reading the dialogue example, the instructor will draw a line down the middle of the white board and one side will be labeled current self and the other side will be labeled future self. The divided board will let the students (listeners) know when dialogue the current self or future self is talking. 4. act as a facilitator while students begin to create the dialogue between their current and future selves. **Second 50-minute class session** The instructor will: 1. The teacher will listen to students as they present their writing dialogue tasks.	**First 50-minute class session** The students will: 1. listen to the introduction and respond to the teacher's questions. 2. read the section of the text. 3. watch and listen to the teacher's task example. 4. begin working on the dialogue task and finish until the end of class. If students are not finished at the end of the class session, they will finish the task at home. **Second 50-minute class session** The students will: 1. orally present their dialogue task creations between their current and future selves. For clarity during dialogue reading, the white board will have a line drawn down the middle of it; one side will be labeled current self and the other side will be labeled future self.

Timing

First 50-minute class session
1. Introduction (5 minutes)
2. Reading The Law of Attraction and Other Secrets of Visualization (15 minutes)
3. Introducing the task and demonstrating an example (5 minutes)
4. Time for students to work on task (25 minutes). If students do not finish after the 25-minute time frame given, they can finish at home.

Second 50-minute class session
3. Task Presentations (50 minutes)

Materials	**Technology**
First and Second 50-minute class session ➤ Reading: The Law of Attraction and Other Secrets of Visualization by Dr. Laurel Clark (Document A) ➤ Task Directions (Document B)	First and Second 50-minute class session ➤ A projector attached to a computer ➤ Whiteboard ➤ Markers

➤ Example of a dialogue between ones current and future selves (Document C)	

Assessment
The completion of the writing prompt and oral presentation will act as a formative assessment and help the teacher understand the strengths and weaknesses of the student population, in regards to students' ability to use future tense verbs. This information will help the instructor develop materials for follow-up lessons before administering a summative assessment, partial exam #3.

Lesson Title: *Lesson Four:* Writing a Narrative Essay about a Past Event (Part 2): Post-writing Tasks

Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.

Audience: Post-Secondary Adults

Level: Basic English

Duration: One 50-minute class sessions

Skills: listening, speaking, reading, and writing

Purpose/Goals: The purpose of this lesson is to engage student in a post-writing task that will strengthen their understanding of how to edit their own writing by identifying and correcting verb tense errors.

Outcomes: By the end of this lesson, students will be able to:
  ➤ identify and use the following verb tenses when writing in English:
    o Simple present
    o Simple past
    o Future using will/be going to
  ➤ choose appropriate verb tenses and lexicon when writing simple and complex sentences in English.
  ➤ monitor their own writing in English.

Procedure

Teacher Role	**Student Role**
First 50-minute class session	**First 50-minute class session**
The instructor will:	The students will:
1. give each student a copy of the consistent verb tense handout (Document A) and project the electronic copy on the white board.	1. confirm that they received the consistent verb tense handout.
2. go over the consistent verb tense handout (Document A) with students by monitoring and guiding them through the examples as a class.	2. students will complete the consistent verb tense handout.
3. the instructor will hand back the student copy of the narrative essay, which includes the number of tense errors, but doesn't specifically point	3. students will confirm that they received their narrative essay.
	4. students will revise their essays and turn in the final copy.

out the errors. 4. instruct students to revise their essay for verb tense errors and inform students that they will turn in revisions during the next class meeting for a final grade.	

Timing

First 50-minute class session
1. Consistent verb tense handout (Document A) (30 minutes)
2. Handout students' essays (5 minutes)
3. Explain revision process and answer students' questions (10 minutes)

Materials	**Technology**

First 50-minute class session
  ➢ Tense consistency exercises
  ➢ Students' essays
	First 50-minute class session
	  ➢ A projector attached to a computer

Assessment

The completion of the tense consistency task will act as a formative assessment. This will be considered when the summative assessment (final essay) is completed and turned in.

Lesson Title: *Lesson Five:* Asking and Answering "WH", How, and Yes/No Questions Task
Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.
Audience: Post-Secondary Adults
Level: Basic English
Duration: One 50-minute class sessions
Skills: listening and speaking
Purpose/Goals: The purpose of this task is to engage students in listening and speaking task by having them randomly ask and answer "wh", how, and yes/no questions. Students cannot repeat questions that were already asked by others, which will force them to avoid question repetition.

Outcomes: By the end of this lesson, students will be able to:
  ➢ ask and answer informal questions in English.
  ➢ identify and use "wh", how, and yes/no questions in speaking.
  ➢ monitor their own speaking in English.

Procedure

Teacher Role	**Student Role**
50-minute class session The instructor will: 1. write "wh" and how question starters on the board and ask students what they remember about the question starters. 2. instruct students to move their desks into a circle. 3. tell students that they will answer a	**50-minute class session** The students will: 1. read the question starters written on the board and tell the instructor what they remember about question starters. 2. move their desks into a circle. 3. listen to the task instructions. 4. answer and ask questions and listen

question when a rubber iguana is thrown to them and then throw the rubber iguana to someone else and ask another question. No one can repeat a question that has already been asked. 4. start the question/answer task by throwing the rubber iguana to a student and asking a question. This pattern will continue until all students have answered and asked two questions.	to the questions being asked and answered by other classmates.

Timing

First 50-minute class session
1. Writing question starters on the whiteboard (5 minutes)
2. Moving desks and explaining the answering and asking task (10 minutes)
3. Asking and answering questions task (30 minutes)

Materials	Technology
First 50-minute class session ➥ Rubber iguana (or any rubber item) ➥ Whiteboard ➥ Markers	

Assessment

The completion of the answering and asking questions task will serve as a formative assessment. This information will help the instructor develop materials for follow-up lessons before administering a summative assessment, partial exam #3.

Lesson Title: *Lesson Six:* Comparative and Superlative Listening Tasks
Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.
Audience: Post-Secondary Adults
Level: Basic English
Duration: Two consecutive 50-minute class sessions
Skills: listening, speaking, reading, and writing
Purpose/Goals: Although students will read, write, speak, and listen during this lesson, the main purpose of this task-based lesson is to engage students in interactive listening tasks. The listening tasks will incorporate comparative and superlative adjectives, which will help students solve tasks in class as they listen.
Outcomes: By the end of this lesson, students will be able to: ➥ use and understand comparative and superlative forms of the adjectives in listening, speaking, reading, and writing by completing three tasks: Coachella festival task, Detective line-up task, and Tourist ranking task. ➥ monitor their own speaking in English.

Procedure

Teacher Role	Student Role
First 50-minute class session	**First 50-minute class session**

The instructor will:	The students will:
1. prompt students to discuss what they learned in the previous class and from their homework about comparative and superlative adjectives.	1. discuss their prior knowledge of comparatives and superlatives amongst peers and then with the whole class.
2. prompt students to pick a single partner. No more than two people in a pair, unless there is an uneven number.	2. choose a partner and sit next to him or her.
3. give students the Coachella map handout (Document A). One side of the paper has a map and the other side is blank.	3. confirm that they have received the Coachella map handout.
4. inform students that they are going to complete a series of listening tasks that incorporate comparative and superlative adjectives.	4. listen to directions and ask questions.
	5. listen to directions and ask questions.
5. go to the second slide on the PowerPoint, which describes the first task and what students will do and then go to slide three with the Coachella map on it.	6. listen to the passage for the first task and find the location based on the description provided by the teacher.
6. read the prompt passage for task #1 from the Task Directions Handout (Document B).	7. listen to directions and ask questions.
7. go to the fourth slide on the PowerPoint, which describes the second task and what students will do and then go to slide five with the criminal lineup on it.	8. listen to the passage for the second task and choose the criminal based on the description provided by the teacher.
8. read the prompt passage for task #2 from the Task Directions Handout (Document B).	9. listen to directions and ask questions.
9. go to the sixth slide, which describes the third task and what students will do and then go to slide seven with the restaurant names on it.	10. listen to the passage for the third task and rank the restaurants in Isabella based on the description provided by the teacher.
10. read the prompt passage for task #3 from the Task Directions Handout (Document B).	11. hand in Coachella map handout with answers.
11. collect Coachella map handout with students' answers, which should have answers for the first task on side one and answers for the second and third task on the side two.	12. review their answers and give reasons for choosing answers.
12. review answers for the three tasks with students.	
13. summarize and review the three comparative and superlative listening tasks and discuss the homework or	

materials needed for the next class.	

Timing
First 50-minute class session
1. Introduction/Review and handing out material (10 minutes)
2. Task #1: Coachella festival task (10 minutes)
3. Task #2: Detective line-up task (10 minutes)
4. Task #3: Tourist ranking task (10 minutes)
5. Review and summary (10 minutes)

Materials	**Technology**
First 50-minute class session ➢ Two sided Coachella Map Handout (Document A) ➢ Prompt passages (Document B)	First 50-minute class session ➢ A projector attached to a computer ➢ PowerPoint Presentation (includes pictures of the map, criminal line-up, and names of restaurants in Isabella, and prompt passages).

Assessment The completion of the three tasks will act as a formative assessment. This will aid in preparing students for the summative assessment (Partial Exam #3), which includes comparative and superlative adjectives.

Part Two: Student Products

      Six student products are included in this thesis to illustrate how students completed

the future tense (Speaking My Future-Self into Existence) TBLT lesson plan. One of the

student products can be found below and the others are located in the appendices. The six

products belong to the six interviewees to create consistency throughout the study. At the time of completion, the six participants had not been chosen, so being a part of the study would not affect the quality of the products or effort put forth by participants while completing the task.

Dear Future, 🐢1

C-S: By the time I'll be in your position, that's 10 years from now, I will have accomplished many goals.

F-S: What are your plans to complete your goals and how will you do it?

C-S: Well, the first thing that I'm focused on right now is to graduate from UPR Mayaguez and obtain my Bachelor's degree in Engineering. I will study even harder to have my Master's degree. After that, get a job that I'll love, a house somewhere beautiful and where I can find peace and a car. Have a beautiful wife, two kids, a boy and a girl, that they will be the reason for me to live, and travel the world with them and go to Canada and New Zealand. Buy a house for my parents so they can live peacefully without worrying that something will happen to them.

F-S: With all the bad things that are happening in Puerto Rico, it will be nearly possible.

C-S: Right now I don't have that in my mind, that situation, and I won't let it affect me. I'm set and focused to be a better person and make the most of my time studying and being a professional. I will make it happen in every way because that's just how I am.

F-S: Well then I guess you have work to do.

_____

Part Three: Students' Responses to the Basic English Classroom and TBLT

The six participants randomly chosen from the consent forms completed group interviews. The interviews were conducted in English, but each question was projected on a board in front of the participants during the interview. The interview focused on their

experiences in the English classroom, in regard to anxieties, strengths, perceptions, and misconception about the content and completing the course in English. Towards the end of the interview, a section focused on the task-based lessons was conducted to explore the role of the lessons in student's overall development in the INGL 3101 course. There were two participants in each interview, and the pairing was as follows: participants #1 and #2, participants #3 and #4, participants #5 and #6. The interviews were transcribed verbatim and the transcription is illustrated below.

Topic #1: Initial Reaction to a Classroom in which the Teacher used only English

Question #1: What was your initial reaction when you found out the entire class would be taught in English?

Participant #1M: I felt like I was going to fail. I know English, but I cannot express myself very well in English, so did not think you would understand me. Actually it's the other way around. It's easier, because you try to understand us and we understand you.

Participant #1F: Exactly (agreeing with participant #1M), I did not think I would be able to communicate with you. If I did, I thought it would be hard. In our language (English), we grow, because we don't have Spanish to rely on when communicating with you.

Participant #1M: Yes, other professors explain things in Spanish, but with you it's all English so we learn more terms, which helps us express ourselves in more ways.

Participant #2M: I was happy, because in high school my teachers' main language was Spanish, so it was hard for them to teach in English. You know English better than Spanish, so I think it's a good resource, because it may be complicated for us to understand, but we learn a lot.

Participant #2F: No response.

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Participant #3M: The first day I was like wow this is going to be hard, but it's better. If the teacher only speaks English, you can learn more. In other classes they teach English, but they use Spanish too, so some students don't learn more English than they have to learn.

Participant #3F: It was great, because all the teachers use Spanish so much. English class is not even English class, because it's all in Spanish.

Half of the respondents initially thought taking a class in English would be too difficult and may have resulted in failing the class. Students perceived that there might be a communication barrier when interacting with the instructor, but expressed that their initial perception were wrong and interacting with the instructor was easier than expected. The other half of the respondents were initially excited to find out that the course would be given in English, because they had never encountered an opportunity to take an English course in English. These respondents said having an instructor, who only speaks English in the classroom, was beneficial to their growth as English language learners. Additionally, the respondents were excited because Spanish had been relied on too heavily in their past English courses; they reported that the overuse of Spanish in the English classroom made English class feel like Spanish class.

Question #2: Do you think my lack of Spanish caused students to be uncomfortable or anxious in any way?

Participant #1M: No. Maybe for students that do not <u>understand</u> English well, but I was able to help them. Even though they may be uncomfortable, they are learning.

Participant #1F: No response.

Participant #2M: No, I don't think it was uncomfortable. It may have been difficult, but they always had other students, like myself, around to help them. When you let us teach during the exam reviews, it was a great opportunity, because we could clear up any doubts our classmates had.

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Participant #2F: For me, it did not cause the classroom to be uncomfortable. If it was ever uncomfortable for others, I and other students were always there to help.

Participant #3M: No, it did not.

Participant #3F: No, it did not.

All respondents reported that my lack of Spanish in the English classroom did not cause them to be uncomfortable or anxious. Respondents said that some of their classmates may have been uncomfortable when course work was difficult, but the difficult times was beneficial to their growth, especially since everyone in the class was willing to help each other when confusion or difficulty arose.

Topic #2: Difficulties in a Classroom in which the Teacher used only English

Question #3: What has been challenging for you as you worked to complete a class given in English only?

Participant #1F: Expressing myself and when you want me to answer question on the spot.

Participant #1M: The essay. I know how to say some words, but not a lot.

Participant #1F: Yeah, I don't feel that I know enough to make it (the essay) sound better. Sometimes I use the same words over and over.

Participant #1M: I want to use the words that sound more professional, like therefore.

Participant #2F: The information that they did not teach us in high school, because I had to study that information more.

Participant #2M: It was complicated when I had questions, but I did not know the exact words to say. We found another way to express ourselves by acting or using our hands and you understood us. I think everyone in this class learned a lot of English this semester. It was a great opportunity.

Participant #3F: For me, there was no difficulty.

Participant #3M: Same (referring to participant #6 answer).

One-third of the respondents felt that answering questions and communicating without having a lot of time to think was difficult for them. These students felt that they did not know enough words to properly convey their message, but said that through non-verbal and verbal communication they were able to communicate with me, the instructor. One-third of the respondents said that the essay was the difficult part for them. Again, respondents focused on vocabulary and said that their vocabulary was not extensive enough to properly convey the message that they intended to. These respondents wanted to incorporate more professional sounding words, like therefore, when writing their essays in English. The other one-third of respondents said that they did not experience difficulty as they completed a course given in English.

Question #4: Did you ever feel confused and unable to express your doubts to me?

Participant #1F: No, you are very understanding, so I knew that you would understand.

Participant #1M: You also take class at the university, so you know how we feel. You are pro-student.

Participant #1F: And you bring us confidence to complete or say the things we need to. There was confianza in our classroom.

Participant #1M: Yes, absolutely (agreeing with Participant #1F).

Participant #2M: No.

Participant #2F: No, because if I couldn't express myself in one way, I found another way.

Participant #3M: Sometimes other students did not know how to express themselves to you, but another student was always able to help them out.

Participant #3F: If a student does not know how to express themselves, we (other students) can talk to you. We have done this in your class.

All the respondents said that they were always able to express concerns, questions, and doubts to me. Some respondents focused on my understanding characteristics as an

instructor, which they reported gave them confidence to express themselves; furthermore, they said that my status as a graduate student and their instructor made them feel more at ease, because I understood how they felt as students, which they termed as being pro-student. Other respondents focused on their classmates and said that students who were confused and had difficulty expressing themselves were always able to ask classmates for help, since everyone frequently worked together to overcome difficulties in the course.

Topic #3: Easy Areas in a Classroom in which the Teacher used only English

Question #5: What was easier about completing a class in English than you imagined it would be?

Participant #1M: The grammar part. In high school, I was very bad at grammar. I thought the grammar here would be hard for me, but it's the opposite. It's easy for me.

Participant #1F: Learning how to express myself to you.

Participant #2F: Expression. I usually have difficulties expressing myself, but this semester it has been great. Grammar was also easy.

Participant #2M: The expression part. Talking to you, talking in class. The tests were also easy, but not too easy. They were in the middle. The questions made us think, but the words were understandable.

Participant #3M: No response.

Participant #3F: The speaking part. The people in Basic English may have some difficulties and some may not know how to speak English. Being oral is more important than writing, because if we go to another place it's easier (during the interview, I confirmed that easier meant easier to communicate). Being able to talk to you is easier than I thought it would be.

Half of the respondents focused on the grammar content in the course and said it was easier than they imagined it would be; they said that English grammar was hard for them in high school, so they imagined it would be the same. Additionally, they commented on the

grammar focused test questions and said that they had to think about them, but the questions were understandable and they could eventually figure it out. The other half of the respondents felt that communication and expressing themselves in English was easier than they imagined it would be; they had difficulty with expression in past English courses, but while taking class with me they felt it was easy to talk to me and to their peers in English.

Question #6: Did I do anything different than other teachers that made it easier than you expected?

Participant #1M: The class we had in a circle with the iguana. That's something that a lot of professors may not do to teach, but you use that and I see myself and my classmates growing and learning. It forced us to think about ways we could communicate better than we already can.

Participant #1F: Yes, we were forced to talk, which obligated us to learn more.

Participant #2M: Your way of teaching, because you could get to students. Some professors are a little mean and the learning process for the students is a little harder, because they are a little rough. You are kind and when we did not understand something you did not get mad at us. You explained it again and again. That's very important. That confianza in the classroom.

Participant #2F: Your <u>examples.</u> You taught us the right way. Other professors glance over information and don't explain information to us in the right way. If we did not understand something in your class, you explained the information again until we understood it.

Participant #3M: The examples that you gave. I have a confession. I signed up for another English class next semester, but when I found out you had an open spot I switched to your section.

Participant #3F: Your explanation. It is something different because some teachers give us the material, and we have to learn it ourselves.

Half of the respondents focused on my teaching approach and said that they could see their growth happening in class, because they were forced to think and communicate in ways that they had not before; they said that this obligated them to learn more than they already knew. These respondents focused on a particular lesson, which was the iguana lesson I implemented closer to the end of the semester: "The class we had in a circle with the iguana. That's something that a lot of professors may not do to teach, but you use that and I see myself and my classmates growing and learning. It forced us to think about ways we could communicate better than we already can". The iguana activity was a simple; students were instructed to sit in a circle. I told them that they were responsible for asking and answering one question per round. I started the asking by throwing a rubber iguana to one student and asking a question. The student answered my question and then created another question for the student they threw the iguana to. This answering and asking cycle continued until all students had participated or we ran out of time. The other half of respondents focused on my way of explaining material and the examples that accompanied my explanations; they said that many of their other professors do not give extensive explanations or examples, so material has to be learned independently. These respondents also focused on my kind characteristic and said that made the learning process easier and less intimidating for them: "Your way of teaching, because you could get to students. Some professors are a little mean and the learning process for the students is a little harder, because they are a little rough. You are kind and when we did not understand something you did not get mad at us. You explained it again and again. That's very important. That confianza in the classroom".

Topic #4: Benefits of a Classroom in which the Teacher used only English

Question #7: Do you believe that completing an English class in only English benefit(s) you or other students?

Participant #1F: Yes, very much, especially for me. If you want learn English but it's (the English class) taught in Spanish, you aren't learning. You may be writing in English, but you are not speaking it (English). The way to learn is to write and speak.

Participant #1M: Yes, that's like other lower level schools here. In high school and middle school, the teachers talk in Spanish (in the English classroom) and don't teach students how to talk and understand in English. Only using English is helpful. It prepares students for the university. I have a biology professor that only speaks English and taking this class has helped me feel comfortable and confident with him.

Participant #1F: Exactly, it is beneficial for us student athletes too, because if we are given a scholarship outside of Puerto Rico we must know how to learn and communicate in English. It's important for us to learn English here (in PR), so we can go out and be more successful. My friend was given a scholarship, but her lack of English held her back. Now, she has to learn English than hopefully accept the scholarship.

Participant #1M: There are more benefits in the entire world, if you know and can speak in more than one language.

Participant #2M: <u>Yes</u>, I think it is very beneficial, because we are forced to learn the language. It's crucial. In classrooms that use Spanish and English, a student may ask to go to the bathroom in Spanish, but here we don't have that opportunity. If a student does not know how to ask you to use the bathroom in English, he or she will ask someone else and then they will try to ask you. That new English phrase will get stuck in their heads and they will learn.

Participant #2F: Yes, because the first language in Puerto Rico is Spanish. When students are outside of the classroom, it's Spanish everywhere, but here it's English, unless we are talking to our classmates. This helps us improve our skills, because you explain ways to make our writing and speaking better in English.

Participant #3M: Yes. Sometimes when you speak English with a person who does not speak Spanish, you surprise yourself, because you think "Wow, I didn't think I could talk this way, but it's cool". Also, it benefits other students who don't speak as much English. They become more fluent, because everyone learns more here. I think it can help in and out of school, because science and humanities books are in English. It is important because there are people here (in PR) that only speak English. If you are from Puerto Rico, it is important that you speak Spanish and English, because you can talk with almost anyone. English is basically in the entire world. If you understand English, you will have more opportunities.

Participant #3F: Yes, because we get to understand the course work more. As Spanish speakers, we have to think about what we are going to say, and then say it in English. That is something we need to know in everyplace. This class is a good start.

All respondents said that completing an English class in English was beneficial to them and their classmates. They said that it provided them with the ability to learn how to use and understand English. They listed educational (i.e. field of study and athletic scholarships) and social opportunities (i.e. traveling outside of Puerto Rico) as motivation to become more fluent users of English. Respondents said that having an instructor who only uses English in the classroom forces them to use and learn more English while learning content and communicating requests, questions, and statements clearly; for example, one respondent discussed a request that students may have to appropriately convey to an instructor, which serves as a learning opportunity beyond the course content learned in class: "In classrooms that use Spanish and English, a student may ask to go to the bathroom in Spanish, but here we don't have that opportunity. If a student does not know how to ask you to use the bathroom in English, he or she will ask someone else and then they will try to ask you. That new English phrase will get stuck in their heads and they will learn". Additionally, another respondent said this forced output allowed him to see his own potential to speak English, which amazed him;

he believed that this improved students' fluency in the English language and that is important for students' educational and social opportunities in the future: "Sometimes when you speak English with a person who does not speak Spanish, you surprise yourself, because you think "Wow, I didn't think I could talk this way, but it's cool". Also, it benefits other students who don't speak as much English. They become more fluent, because everyone learns more here. I think it can help in and out of school, because science and humanities books are in English. It is important because there are people here (in PR) that only speak English. If you are from Puerto Rico, it is important that you speak Spanish and English, because you can talk with almost anyone. English is basically in the entire world. If you understand English, you will have more opportunities".

Question #8: Do you feel that our classroom was trusting and comfortable for all students? For example, do feel that you and your peers felt comfortable being wrong and overcoming certain fears they have with the English language?

Participant #1M: Maybe some people felt uncomfortable being wrong, but that's the way to grow. If they were too confused, they always had others, for example me, to help them.

Participant #1F: No response.

Participant #2M: I feel comfortable, because all the students are at the same level. Probably because it is a basic class. If someone made a mistake, well, we all worked to fix it. We didn't yell at each other or make fun of each other. I think it will be different in intermediate classes, because they may be at different levels, especially if someone enters directly into that course.

Participant #2F: I was very comfortable, because if I said something wrong you helped me. You showed me the right way to do it and did not make me feel bad. You taught in a kind way and showed us how to do it right.

Participant #3M: Sometimes I did not know how to say something right away, so I stayed quite, but eventually I figured it out.

Participant #3F: If I did something wrong, I felt okay. I am not perfect. This is Basic, so I know I am not perfect. I will learn if I make mistakes, because from mistakes you learn. So, in my case, I felt comfortable being wrong.

All respondents said they felt comfortable in the classroom and being wrong in the classroom, because being uncomfortable led to growth. Students said that others may have been uncomfortable, but they always had other classmates to help them when they were confused. Students expressed that the classroom community and having a similar English proficiency level made the classroom more comfortable for everyone: "I feel comfortable, because all the students are at the same level. Probably because it is a basic class. If someone made a mistake, well, we all worked to fix it. We didn't yell at each other or make fun of each other".

Topic #5: The Future in a Classroom in which the Teacher uses only English

Question #9: In the future, would you choose take an English course with a professor who only speaks English?

Participant #1M: Yes, why would you change from something good to something worse? Maybe you should keep with that teacher and learn what you need to learn to become better. In an English only class you are learning and getting better, so keep with that teacher, if you can, so you can keep learning and learning.

Participant #1F: Yes, exactly (agreeing with 1M) we are getting good so we have to get better. **Participant #2M:** Yes, I don't think there should be any Spanish in an English class. Sometimes we need to understand what the word is in Spanish, but it's better for us to be forced to look it up in the dictionary and on the internet.

Participant #2F: I would definitely take a course in only English, because it's an obligation to myself to speak in only English. It's of benefit for us, because outside the classroom someone may need our help, but if we don't know the meaning of words how can we help them? I need to know both English and Spanish fluently.

Participant #3M: I would say yes. Sometime I get scared with people who speak English fluently, because they talk very fast, but I would still say yes. It's an opportunity to learn. That's why I switched my registration. You only speak in English, but I feel comfortable with you and I understand you.

Participant #3F: I would say yes, because it's easier to learn English in English. The translation from Spanish to English is not always easy or exact. When the information is in English, we can internalize the information. If I could change my registration, I would choose an English teacher that only speaks English.

All respondents said they would take another English class with a professor who only speaks English in the classroom, because this provided them with the environment to learn more, the internal obligation to themselves to improve their skills, and to become more relent on themselves to negotiate with peers and solve problems that they encounter in the classroom. Half of the respondents said that they want to improve their skills even more, so they would highly prefer not to switch back to an instructor who uses Spanish and English in the English classroom: "why would you change from something good to something worse? Maybe you should keep with that teacher and learn what you need to learn to become better. In an English only class you are learning and getting better, so keep with that teacher, if you can, so you can keep learning and learning".

Question #10: In the future, would you choose take a course (i.e. Science) with a professor who only speaks English?

Participant #1M: I would do it if I had no choice. I would just have to study more and look up more unknown words.

Participant #1F: It is not preferable, because they have a lot of terms, but it's beneficial. Science is very important for what I am studying. If I need to complete an assignment with friends outside of Puerto Rico, it would be beneficial to communicate and know the science terms in English. It would be hard though, but not impossible.

Participant #2M: Yes, in the future but I need to refine my English first, because there are so many terms that would be difficult. I would have to think about it, but I think I would say yes, because it's a great opportunity to learn.

Participant #2F: I think I would choose it in English, because I am prepared and I could learn new terms in that field in English.

Participant #3M: In that case, no. Science has a lot of difficult terms. They are even hard to understand in Spanish, so I cannot even imagine those words being pronounced in English. If a professor talks about science in English fluently, their explanation would be too much. I don't know so many terms in English. When I become more fluent, I would.

Participant #3F: In that case, no. There is a benefit, because there are more opportunities, but I wouldn't personally take it in English.

Two-thirds of the respondents said they would not prefer to take a science class with an instructor who only speaks English, because the terminology would be difficult to understand. Respondents said that the difficult terminology would involve more studying outside of class to understand the course content. These students said the opportunity would be beneficial to their growth, but would be difficult: "It is not preferable, because they have a lot of terms, but it's beneficial. Science is very important for what I am studying. If I need to complete an assignment with friends outside of Puerto Rico, it would be beneficial to communicate and know the science terms in English. It would be hard though, but not

impossible". The other one-third of respondents said they would take a Science course with an instructor who only speaks English, because it was an opportunity to learn more.

Topic #6: Reaction to Task-based Teaching and Learning in a Classroom in which the Teacher uses only English

Question #11: Did completing the following tasks help you understand concepts?

   11a. *Speaking Myself Future-Self into Existence Task*

Participant #1M: Yes, before this assignment, I did not know how to use these words. The assignment helped me understand how to use it correctly.

Participant #1F: It helped me understand how to form different sentences and express myself in different ways, instead of using the same words.

Participant #2M: Yes, because it taught us the difference between past, present and future, because when I talked to my future self I would not say something in the present. I knew I had to say it in the future.

Participant #2F: It was helpful, because I used to mix up the tenses and I did not know how and when to use them correctly.

Participant #3M: No response.

Participant #3F: Yes, because I get very confused with the past, present, and future, but now I know how to use them.

   All respondents said that the future tense task helped them understand how to correctly use the future, specifically how to distinguish it from the other English tenses, like past and present. Students said they typically have problems with understanding how to and when to use the past, present, and future tenses; this task helped with that problem, because they had to use it correctly for the conversation between their current and future-self to flow correctly: "It taught us the difference between past, present and future, because when I talked

to my future self I would not say something in the present. I knew I had to say it in the future".

11b. Comparative and Superlative Listening Tasks

Participant #1M: No response.

Participant #1F: This assignment helped me listen better in English, because I had to really listen to what you were saying to get the right answer. After this assignment, I would feel comfortable getting directions or discussing something over the phone in English. I will just have to pay close attention, because you have to remember the places and terms while also listening to directions.

Participant #2M: That part was important for conversation, because it wasn't all writing. We had to listen and talk with you. We learned about directions, physical appearance, and ranking terms. This helped us with the final exam material.

Participant #2F: It was a great activity, because we could understand how and when to use it. The map helped us understand the difference, because we could see what we were doing while listening to you. In the future, we will know how to use those words correctly and not confuse people when we talk to.

Participant #3M: Yes, it helped a lot. The examples were easy to understand and helped me out a lot. After these examples, I would feel comfortable listening to directions given on the phone.

Participant #3F: Yes, it helped me understand how to say and use those words (comparative and superlative adjectives).

All respondents said that the task focused on the use of comparative and superlative adjectives helped them in several ways: listening, speaking, and usage of the adjectives in the correct context. Respondents that focused on listening said that the activity tested their listening skills and made them more confident in their ability to listen to English speakers

give directions, descriptions, and rank items without feeling confused. Respondents that focused on speaking said that listening to the teacher use the comparative and superlative adjectives during the task helped them understand how to say the adjectives correctly. Respondents that focused on usage said that the comparative and superlative task helped them understand when to use these types of adjectives.

11c. Writing a Narrative Essay about a Past Event (Part 1 and Part 2)

Participant #1M: The comic strip was helpful. It helped me understand the different parts of the essay. When you gave us the comic strip, it was a little hard, because we can't always write in beautiful words and explain it right. Sometimes people may read our writing, but they don't understand it in the way that we want them to. When you gave us the showing and telling lesson, it helped me see what I could do to help the reader understand the essay. I felt confident in my ability to fix the mistakes, because you made us write the essay then you gave us lessons. We now know how to fix the problems that we probably have been making all of our lives. We got to your class and we are more comfortable, because we have learned and we know what to do to make it (errors) right in an essay. Helping other students is easier, because I know what I learned and how to show them what they are doing wrong.

Participant #1F: No response.

Participant #2M: Yes, because it was a creative way to make us see how different words can be placed on the same image. There were many possibilities. This helped create the essay, because it helped us create an image in our mind of our story before we began writing. When you imagine, you feel like you are in that moment again. It helped that we broke it down in the different parts. I understood what to say. I felt confident at the end of the semester when I had to fix my essay errors. I even tried to help others too. You gave it back to us at the end of the class when we learned everything. It showed us our progress in the class. When we started the class and completed the essay, we did not know all the English we learned with

you. It was a great idea for you to correct the essay and give it to us at the end, because we knew where we failed and how we could fix it.

Participant #2F: No response.

Participant #3M: No response.

Participant #3F: Yes, the comic-strip activity was helpful, because it was easy to see the different stages of a narrative essay. Fixing the errors at the end helped me see what mistakes I have in the grammar area. I felt confident about fixing the errors at the end.

Respondents said that completing part one and two of the narrative essay helped them understand how to create an essay and revise it. All respondents focused on how the comic-strip task in part one helped them understand how to build a narrative essay, because they could imagine the parts from the example and think of better words to use as they began to write about their own narrative. Respondents said that completing part two of the narrative task helped them feel more confident in the ability to use past, present, and future tense when revising their essay; respondents said that waiting until they learned all the tenses to correct the essay they wrote at the beginning of the semester helped them see their own growth and boosted their confidence in their confidence, since they already had to use the tenses in other activities: "I felt confident in my ability to fix the mistakes, because you made us write the essay then you gave us lessons. We now know how to fix the problems that we probably have been making all of our lives. We got to your class and we are more comfortable, because we have learned and we know what to do to make it (errors) right in an essay. Helping other students is easier, because I know what I learned and how to show them what they are doing wrong".

***Part Four: Student Evaluations of TBLT in the Basic English Classroom***

All eighty students, who consented to participation in the study, completed an evaluation about the future tense lesson. The evaluations explore how most students enrolled

in INGL 3101 believe the future tense lesson helped them reach course objectives, how

effective the materials were, and their general comments about the lessons and

implementation style. The evaluations, student products, and interview questions about the

future tense lesson present a triangulated view of task-based lessons and how students

enrolled in INGL 3101 perceive task-based lessons.

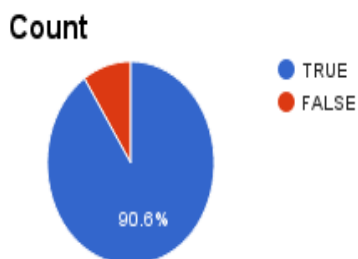**Part 1:** Place an **X** in the true or false blank.
1. I learned how to use the future tense verb/verb phrase "will" and "going to".
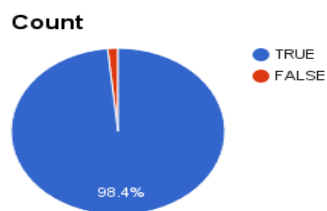
2. Completing the conversation between my current-self and future-self helped me
    understand how to use "will" and "going to".
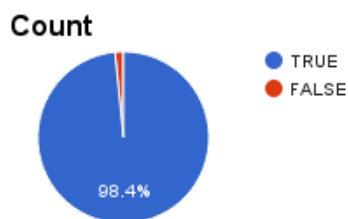
3. I enjoyed the law of attraction reading.

4. The reading helped me understand how to use the future tense.
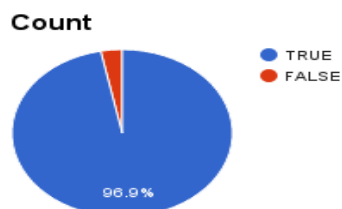
5. The teacher's example (conversation between CS and FS) helped me understand how to complete the task.

Count

● TRUE

100%

6. While presenting my conversation in front of my peers, I felt confident about my ability to complete the task correctly.

Count

● TRUE
● FALSE

95.3%

7. In the future, I will be able to use "will" and "going to" confidently while speaking in English.

Count

● TRUE

100%
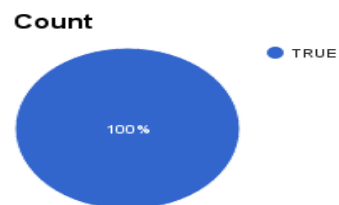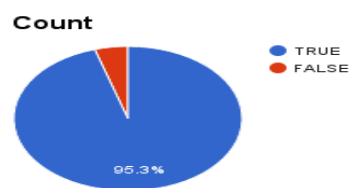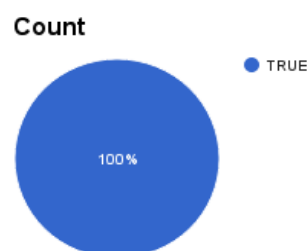
Part 2: Write out your answers for the following questions.

1. What did you like most about the future tense lesson

Count

- conversation b/w CS and FS
- teacher's example
- the ability to imagine my future slef
- EVERYTHING
- PRESENTING IN FRONT OF THE CLASS
- expressing myself comfortably
- the power to express myself in the future tense
- the teacher presented it in a creative form
- talking in English
- the classroom dynamic
- the use of technology
- it was easy

2. What did you like least about the future tense lesson?

Count

- nothing
- nervousness
- obligation to use it the form
- not understanding everything
- amount of time to present
- the activity
- my conversation
- talking in front of the class
- complication
- the form
- preparation time
- the beginning, but I got into it later
- it was confusing, but I managed to understand it

3. What would you change about this lesson?

Count

- nothing
- create a new one
- the verbs
- dynamic

4. If you were a teacher, what grade would you give this lesson?

Count

A
B
D

89.5%
8.8%

Part 3: Write out your answers for the following question.

Below or on the back of this paper, tell me anything else you want about this lesson?

Count

- I want more confidence. This lesson is funny and interesting
- Talking more with classmates
- More practice, so that I can use it well
- its perfect
- I like to make sentences
- I like that we got to write about aspirations and future. Its important.
- more practice, so that I can use it well
- it's the first time I comprehended this theme
- is very important
- the teacher doesn't understand our language so it obligates us to speak in English
- I like this class. I am learning while having fun. I wish the best for you teacher, because you are the best.

Chapter 5: Discussion

Part One: The Elements of the Task-based Language Teaching Unit Design

The task-based unit that I developed and implemented in Basic English: INGL 3101 at the University of Puerto Rico at Mayagüez was a unit focused on grammar content, writing, reading, speaking, and listening. The unit consists of six task-based lesson plans. Each lesson plan contains the following sections: lesson title, description of audience, audience, level, duration, skills, purpose/goal(s), outcomes, procedure, timing, materials, and assessment. All documents that are necessary to complete tasks are included. The grammar content of the unit plan follows a sequence outlined by the English department. For example, present, past, and future tense content is taught in that sequence, so all students taking Basic English: INGL 3101 cover the same content. The tasks that I created for the lessons are connected to each other and support students' continued growth and understanding of the material throughout the entire semester. For example, lesson plan #4 is connected to the content in lesson plans #1, #2, and #3, because students must apply their knowledge of the present, past, and future tenses to complete the task in lesson plan #4 correctly. These lesson plans were taught during a regular sixteen-week semester, but were not taught consecutively; there were approximately two weeks between each of the lesson plans. During the two weeks between the lesson plans, I worked with students on other course requirements.

Lesson Plan #1 focused on the various uses of present tense verbs in English and had three objectives: 1) to identify and use the simple present tense when writing and speaking in English, 2) to monitor their own speaking and writing in English, and 3) deliver a 2-3-minute formal presentation to the class using notes. Students created a document that included four pictures and words that illustrated daily habits and actions, facts, and directions, which aimed to assess their understanding of the material and expose them to contextualized uses of the present tense.

Lesson Plan #2 focused on the use of the past tense when writing a narrative essay about a past event and had four objectives: 1) to use pre-writing strategies to organize essay ideas, 2) to recognize and use narrative rhetorical modes of writing, 3) to write a paragraph with a topic sentence and supporting details, and 4) to write coherent paragraphs. Students created a five-panel comic strip to strengthen their understanding of the five elements of narrative story and then applied that knowledge as they began to draft and complete a narrative essay about a past event that changed their lives.

Lesson Plan #3 focused on the use of the future tense when writing and speaking in English and had five objectives: 1) to identify the main idea in a text, 2) to identify and use future tense verbs when writing, speaking, listening, and reading in English 3) to identify and use "wh" and how questions in writing and speaking, 4) to monitor their own writing and speaking in English, and 5) and give a 1-3 minute informal presentations in English to classmates based on prompts. Students read an excerpt from *The Law of Attraction and Other Secrets of Visualization* by Dr. Laurel Clark, which discusses how to make dreams reality through positive self-talk. Then, students created and presented dialogue between their current and future selves task to demonstrate their understanding of how to use the future tense correctly when writing and speaking in English.

Lesson Plan #4 focused on students understanding of present, past, and future verb tenses when writing and applying that knowledge when revising their own essays, which is an extension of Lesson Plan #2. This lesson had three objectives: 1) to identify and use the following verb tenses when writing in English, 2) to choose appropriate verb tenses and lexicon when writing simple and complex sentences in English, and 3) to monitor their own writing in English. Students completed verb tense consistency examples to remind them that verbs change tense based on context. Students then proofread their narrative essays about a past event that changed their lives to identify and fix any verb tense errors.

Lesson Plan #5 focused on the use of the use of comparative and superlative adjectives through the completion of listening tasks and had two objectives: 1) use and understand comparative and superlative forms of the adjectives in listening, speaking, reading, and writing by completing three tasks: Coachella festival task, detective line-up task, and a ranking task. Students listened to directions, physical descriptions, and ranking terms that included comparatives and superlative adjectives and 2) to monitor their own writing and speaking in English. Listening to the comparative and superlative adjective terms helped students complete the three tasks.

Lesson Plan #6 focused on asking and answering "wh", how, and yes/no questions and had three objectives: 1) to ask and answer informal questions in English, 2) identify and use "wh", how, and yes/no questions in speaking, and 3) to monitor their own speaking in English. Students participated in a question, answer task, which was made interesting by throwing a rubber iguana around until each student had answered and asked two questions.

The task-based lessons presented in this thesis were designed to meet course objectives outlined by the English Department at UPRM, while helping to foster SLA processes discussed by Robinson (2011). I was able to create lessons that met departmental objectives by clearly understanding and documenting the lessons objectives, before integration activities were built for the students to complete. When there is a clear objective, an instructor can assess how successful students are at using a verb form. As the semester progressed, the complexity and sequence of the task-based lessons changed, which Robinson (2011) and Long (2015) argued to be a crucial factor in the continuously promoting interlanguage development. At the beginning, I allowed students to complete more rehearsed and written integration activities during the task-based lesson; towards the end, the task-based lessons included integration activities that were unrehearsed and involved spontaneous use of students listening and speaking skills.

Part Two: Students Task-based Lesson Products

Coding Protocol:

To code the six student products from the future tense task-based lesson, I completed the following steps:

1. Frequency: I counted the number of times students used the affirmative future tense verb *will* and verb phase *"be" going to.* I used bracket signs to code **[will]** and parentheses to code **(**be + going + to**)**. Additionally, the negative version of the verb and verb phrase were counted by placing a negative sign (-) by the brackets and parentheses. Additionally, I counted the number of times students used the informal version of the verb phrase *be going to (gonna)* by marking an asterisk (*) next to the word.

2. Formal Written Code: I counted the number of times students use contracted forms of the future tense verb and verb phase. I coded contractions by marking an *(x)* by the word.

3. Correctness: The number of times the future tense verb [will], verb phrase (be+going+to), and their negative forms were used correctly. I coded correct usage by marking a checkmark (✓) next to the brackets or parentheses the verb or verb phrase is in.

Data:

The data for the student products is as follows:

1. ***Frequency***

   a. *# of [will]=21*

   b. *# of -[will not]=2*

   c. *# of (be+going+to)=5*

   d. *# of -(be+not+going+to)=3*

2. *Formal Written Code*

    a. *# of contractions (x) =13*

    b. *# of informal uses of (be+going+to)*=2*

3. *Correctness*

    a. *# of correct (be+going+to/be+not+going+to) ✓=8*

    b. *# of correct [will/will not] ✓=21*

Discussion:

The frequency data reveals that learners used the verb *will* more than the verb phrase *be going to.* The verb and verb phrase were equally discussed and integrated into classroom activities, and both forms are acceptable when making future predictions. Students may have opted to use the single verb instead of the verb phrase more frequently due to the avoidance of confusion or attention it may take to change the *be* verb in the future tense verb phrase *be going to*.

The formal written code data reveals that most students were aware of the non-use of contractions in formal written assignments. Although thirteen seems like a large number for six students, the number is skewed by the overuse of contractions by one of the participants. Product #6 contained seven contractions. Additionally, product number six contained two informal uses of the verb phrase *be going to, gonna,* which skewed the formal written code category even more. Overall, students were aware of the writing conventions when using the future tense verb and verb phrase discussed for this task-based lesson.

The correctness data reveals that students were able to understand and correctly use the future verb and verb phrase more than ninety percent of the time while completing this task-based lesson. This illustrates that task-based lessons are an effective way to teach and learn INGL 3101: Basic English content and meet course objectives that are outlined by the English Department at UPRM.

Part Three: Students' Responses to the Basic English Classroom and TBLT

Coding Protocol:

The coding of the student interviews was a six-step process. First, I transcribed the student interviews. Second, I read the transcripts several times to get an overall sense of what students had to say. Third, as I read the transcripts, I created SLA topic areas that emerged from the transcripts. Fourth, I color-coded the data based on the twelve topic SLA topic areas that emerged from the data. Fifth, I reviewed the SLA literature and transcripts again to consolidate topic areas based on the main SLA points reviewed in the literature for this study; I narrowed the topic areas down from twelve to seven. Sixth, I returned to the transcripts and color-coded the data by topic area. The seven categories that remain are color-coded throughout the transcript to highlight the major SLA findings from this study. The colors throughout the documents represent the following portions of the SLA literature:

1. Blue: Interaction

2. Green: Automaticity

3. Red: Input

4. Yellow: Vocabulary

5. Orange: Output

6. Purple: Memory

7. Gray: Integration

Discussion

Topic #1: Initial Reaction to a Classroom in which the Teacher used only English

Question #1: What was your initial reaction when you found out the entire class would be taught in English?

Participant #1M: I felt like I was going to fail. I know English, but I cannot express myself very well in English, so did not think you would understand me. Actually it's the other way around. It's easier, because you try to understand us and we understand you.

Participant #1F: Exactly (agreeing with participant #1M), I did not think I would be able to communicate with you. If I did, I thought it would be hard. In our language (English), we grow, because we don't have Spanish to rely on when communicating with you.

Participant #1M: Yes, other professors explain things in Spanish, but with you it's all English so we learn more terms, which helps us express ourselves in more ways.

Participant #2M: I was happy, because in high school my teachers' main language was Spanish, so it was hard for them to teach in English. You know English better than Spanish, so I think it's a good resource, because it may be complicated for us to understand, but we learn a lot.

Participant #2F: No response.

Participant #3M: The first day I was like wow this is going to be hard, but it's better. If the teacher only speaks English, you can learn more. In other classes they teach English, but they use Spanish too, so some students don't learn more English than they have to learn.

Participant #3F: It was great, because all the teachers use Spanish so much. English class is not even English class, because it's all in Spanish.

In regard to the SLA literature, the coding of the transcripts for question number one reveals two major findings. The first, which is coded in blue and green, points to the importance of English interaction in the classroom; interaction allows learners to assess their comprehension of the input and test their hypotheses about language by producing output, which increases the fluency of their production skills. The second finding, which is coded in red, orange, yellow, and purple, points to the importance of English input in the classroom; English input whether it is in the form of explanations, conversations, or directions affords

learners access to more English vocabulary words in context and overtime leads to learning or integration of those words and their various contexts.

The first finding can be linked to Gass' (1998) Integrated Model of SLA. Participants discussed their initial fear of interacting in English, which was linked to their perception of not comprehending input and the listener's inability to understand their output. Participants discussed how there was not a communication barrier, because they were able to understand and use English while interacting written and verbally in the classroom. Participants said that interacting in English without the ability to rely on Spanish helped them develop better communication skills. In a classroom that uses English as the language of instruction, students are provided with input that will be used to complete class objectives and interactions in written and spoken forms, which is a way to afford learners with more opportunities to integrate English input and drive forth interlanguage development. Integration of input is a process that requires learners to pay attention to their comprehension or lack thereof and test hypotheses about their current comprehension through output productions.

The perception of growth from receiving English input in the classroom can be linked to Ortega's (2009) discussion of memory. For example, in the classroom, the use of English by the instructor helps to increase the strength, size, and depth of students' vocabulary, because students constantly test their hypotheses about what they heard and understood against the actually message being conveyed with English vocabulary. If students have already learned vocabulary that can be recognized passively, the constant input from instructor provides them with the opportunity to understand how those previously learned vocabulary words can be used when producing output in spoken and written forms. Once form-meaning connections have been stored in long-term memory and students start to use the words during output productions, their use of vocabulary words becomes a more

automatic process. Thus, the input that learners apperceive and comprehend affects their output productions and how accessible information is from their long-term memory storage, especially new or infrequent vocabulary words.

Question #2: Do you think my lack of Spanish caused students to be uncomfortable or anxious in any way?

Participant #1M: No. Maybe for students that do not <u>understand</u> English well, but I was able to help them. Even though they may be uncomfortable, they are learning.

Participant #1F: No response.

Participant #2M: No, I don't think it was uncomfortable. It may have been difficult, but they always had other students, like myself, around to help them. When you let us teach during the exam reviews, it was a great opportunity, because we could clear up any doubts our classmates had.

Participant #2F: For me, it did not cause the classroom to be uncomfortable. If it was ever uncomfortable for others, I and other students were always there to help.

Participant #3M: No, it did not.

Participant #3F: No, it did not.

The response for question number two reveals two major findings. One, students said that my lack of Spanish use in the English classroom did not make them feel uncomfortable or anxious, and other students that felt uncomfortable were learning. Two, my lack of Spanish use in the classroom allowed students to take on leadership roles and help other students when questions or confusion arose.

The literature that was reviewed from the UPRM included a study on creating a *confianza* environment in the Basic English classroom (Soto-Santiago, Rivera, and Mazak, 2015). *Confianza* is a Spanish word and the English equivalent is trust. The authors highlighted four main factors that contributed to creating a trusting and productive language-

learning environment: relationship building, fluid physical space, emphasis on bilingualism, and instructor availability and rapport. One of the main factors was emphasis on bilingualism, which was a focus on having students use Spanish in the English classroom to dialogue with their peers and with the instructor. For the purposes of this thesis, it was of interest to understand how students responded to me, their instructor, not using Spanish to dialogue with them and if a lack of bilingual emphasis would cause students to be uncomfortable.

The students' responses from above illustrate that students did not feel uncomfortable or anxious in an environment where the instructor only speaks English, although they were students categorized as having a low English proficiency. Students reported that their classmates, who did feel uncomfortable, always had their peers to help them, which was a learning experience and could help them grow as English language learners. My lack Spanish did not inhibit my ability to create a comfortable and low anxiety classroom, which could be attributed to my focus on making sure other classroom characteristics, such as relationship building amongst students, were a priority starting on the first day of class.

Topic #2: Difficulties in a Classroom in which the Teacher used only English

Question #3: What has been challenging for you as you worked to complete a class given in English only?

Participant #1F: Expressing myself and when you want me to answer question on the spot.

Participant #1M: The essay. I know how to say some words, but not a lot.

Participant #1F: Yeah, I don't feel that I know enough to make it (the essay) sound better. Sometimes I use the same words over and over.

Participant #1M: I want to use the words that sound more professional, like therefore.

Participant #2F: The information that they did not teach us in high school, because I had to study that information more.

Participant #2M: It was complicated when I had questions, but I did not know the exact words to say. We found another way to express ourselves by acting or using our hands and you understood us. I think everyone in this class learned a lot of English this semester. It was a great opportunity.

Participant #3F: For me, there was no difficulty.

Participant #3M: Same (referring to participant #6 answer).

The responses for question number three reveals one major finding. The general difficulty that students faced was expressing themselves in written and spoken forms. Students attributed their spoken and written output difficulties to their vocabulary size, depth, and strength. They knew the message that they wanted to convey, but not knowing what words to use or how to use them were their major problems.

As I reviewed in the literature (Rodríguez-Bou, 1966; Maldonado, 2000; Gonzalez-Rivera, 2008; Schmidt, 2014), in the context of Puerto Rico there are many ways that English is integrated into the school curriculum and society. Most students entering Basic English have never been in an education context in Puerto Rico where they were forced to use English as a means of understanding conversations and negotiating through interactions. Participants, who said expressing themselves was the challenging portion of the course, may feel this way because they have used English to write and speak infrequently. For example, a participant said that he did not know enough vocabulary to make the essay as precise as he wanted to and other participants felt a similar way. Although they did not use the technical SLA terms, students were aware that the size, depth, and strength of their vocabulary knowledge was in need of improvement (Ortega, 2009). To increase the size, depth, and strength of one's vocabulary, the learner must encounter new or unfamiliar words more frequently in a variety of contexts. Overtime, encountering vocabulary words through output

and input will give language learners the opportunity to make hypotheses about different ways to use vocabulary words and their appropriate contexts.

Question #4: Did you ever feel confused and unable to express your doubts to me?

Participant #1F: No, you are very understanding, so I knew that you would understand.

Participant #1M: You also take class at the university, so you know how we feel. You are pro-student.

Participant #1F: And you bring us confidence to complete or say the things we need to. There was confianza in our classroom.

Participant #1M: Yes, absolutely (agreeing with Participant #1F).

Participant #2M: No.

Participant #2F: No, because if I couldn't express myself in one way, I found another way.

Participant #3M: Sometimes other students did not know how to express themselves to you, but another student was always able to help them out.

Participant #3F: If a student does not know how to express themselves, we (other students) can talk to you. We have done this in your class.

The responses for question number four point to one major finding. Students said that there was never a time they were confused and unable to express doubts to me, even though they had to express themselves in English.

This finding further illustrates how *confianza* or trust in the classroom is not affected by the language used to teach to and interact with students. When it came to building trust in the classroom, students said that my understanding, pro-student, and supportive characteristics helped to eliminate social distance between student and teacher. Social distance, in this sense, is how approachable or understanding students perceive a teacher to be. Although the students' native language is not used as the medium of instruction or to

mediate discussion about course content, their ability to fully participate in a lesson is not affected.

Similar to Morales' and Blau's (2009) perspective, students' responses illustrate how trust and classroom community can built by a teacher who considers the sensitivity of language development by analyzing their own unique language-learning experience. As an African American who has lived in primarily African American and primarily Caucasian neighborhoods, I understand the social and educational aspect of language-learning. At a very young age, I was trained to become sensitive to the way I pronounced, spelt, and used my words and tones in certain social contexts. Standard American English or Academic English was a spoken and written variety of English I had to gradually acquire through exposure and study of that specific variety. When a teacher understands the language-learning process, their experiences and knowledge will help guide the language teaching practice they engage in with students.

Topic #3: Easy Areas in a Classroom in which the Teacher used only English

Question #5: What was easier about completing a class in English than you imagined it would be?

Participant #1M: The grammar part. In high school, I was very bad at grammar. I thought the grammar here would be hard for me, but it's the opposite. It's easy for me.

Participant #1F: Learning how to express myself to you.

Participant #2F: Expression. I usually have difficulties expressing myself, but this semester it has been great. Grammar was also easy.

Participant #2M: The expression part. Talking to you, talking in class. The tests were also easy, but not too easy. They were in the middle. The questions made us think, but the words were understandable.

Participant 3M: No response.

Participant #3F: The speaking part. The people in Basic English may have some difficulties and some may not know how to speak English. Being oral is more important than writing, because if we go to another place it's easier (during the interview, I confirmed that easier meant easier to communicate). Being able to talk to you is easier than I thought it would be.

The results for question number five point to one major finding. Students were able to assess their strengths and areas of improvement by completing an English class in English. Students responses illustrate that they perceived speaking to be a difficult English skill, which turned out to be easier than they expected when learning and discussing course content in English. Students also perceived grammar to be hard, but said it was easier while receiving the grammar content in English.

As illustrated by (Rodríguez-Bou, 1966; Maldonado, 2000; Gonzalez-Rivera, 2008; Schmidt, 2014), the English education students receive in Puerto Rico is determined by access. Students discussed their past experiences in English language classrooms and how they were not able to routinely explore their strengths and weaknesses with the language, because they did not have access to a teacher that only used English to instruct or communicate. Affording students the opportunity to fully immerse themselves into an environment that is sensitive to their needs as language learners at developmental stages and continually challenges students to enhance their reading, writing, speaking, and listening skills is an effective way to promote interlanguage development. In this way, a language teacher that uses the target language to instruct and discuss course content gives the learner an opportunity to assess their areas that are in need of improvement and the language environment to improve in those areas. Additionally, the pedagogical practice one engages in factors into the instructor's sensitivity about the language-learning process. Task-based language teaching was the pedagogical practice I decided to use to teach grammar, which

students perceived to be an unexpectedly easy area of English to complete during the INGL 3101: Basic English course.

Question #6: Did I do anything different than other teachers that made it easier than you expected?

Participant #1M: The class we had in a circle with the iguana. That's something that a lot of professors may not do to teach, but you use that and I see myself and my classmates growing and learning. It forced us to think about ways we could communicate better than we already can.

Participant #1F: Yes, we were forced to talk, which obligated us to learn more.

Participant #2M: Your way of teaching, because you could get to students. Some professors are a little mean and the learning process for the students is a little harder, because they are a little rough. You are kind and when we did not understand something you did not get mad at us. You explained it again and again. That's very important. That confianza in the classroom.

Participant #2F: Your examples. You taught us the right way. Other professors glance over information and don't explain information to us in the right way. If we did not understand something in your class, you explained the information again until we understood it.

Participant #3M: The examples that you gave. I have a confession. I signed up for another English class next semester, but when I found out you had an open spot I switched to your section.

Participant #3F: Your explanation. It is something different because some teachers give us the material, and we have to learn it ourselves.

The student responses for question number six point to two major findings. One, the pedagogical approach an instructor takes affects how students perceive the difficulty of content. If pedagogical practices are tailored to help learners negotiate through course content independently with the option of receiving support from the instructor, students perceive

course content to be easier. Two, using the target language to instruct and discuss course content with students was a pedagogical practice that made learning English easier for students.

The pedagogical practice I used this semester, task-based language teaching, is a practice that considers the objective of second language acquisition, which is interlanguage development, and affords learners the opportunity to engage in authentic and engaging language-learning lessons. For example, students were given the opportunity to test their hypotheses about forming and answering questions in English by completing the iguana lesson that participant #1M mentioned above. The lesson was structured and had clear objectives, but students had authentic freedom to test their hypotheses about the English language by using it to complete the lesson's task, which afforded learners the opportunity to assess their strengths and areas of improvement, in regard to the English skill area of forming and answering questions. If students are not constantly forced to produce spoken and written output products in the target language, they are not being afforded access to an optimal language-learning environment. Thus, the overall goal of task based language teaching is to help learners determine whether the classroom instruction or input has been comprehended or not by supplementing the instruction with various language integration activities and opportunities to produce spoken and written output products about course content, which were crucial elements of Gass' (1998) Integrated Model of SLA.

Topic #4: Benefits of a Classroom in which the Teacher used only English

Question #7: Do you believe that completing an English class in only English benefit(s) you or other students?

Participant #1F: Yes, very much, especially for me. If you want learn English but it's (the English class) taught in Spanish, you aren't learning. You may be writing in English, but you are not speaking it (English). The way to learn is to write and speak.

Participant #1M: Yes, that's like other lower level schools here. In high school and middle school, the teachers talk in Spanish (in the English classroom) and don't teach students how to talk and understand in English. Only using English is helpful. It prepares students for the university. I have a biology professor that only speaks English and taking this class has helped me feel comfortable and confident with him.

Participant #1F: Exactly, it is beneficial for us student athletes too, because if we are given a scholarship outside of Puerto Rico we must know how to learn and communicate in English. It's important for us to learn English here (in PR), so we can go out and be more successful. My friend was given a scholarship, but her lack of English held her back. Now, she has to learn English than hopefully accept the scholarship.

Participant #1M: There are more benefits in the entire world, if you know and can speak in more than one language.

Participant #2M: Yes, I think it is very beneficial, because we are forced to learn the language. It's crucial. In classrooms that use Spanish and English, a student may ask to go to the bathroom in Spanish, but here we don't have that opportunity. If a student does not know how to ask you to use the bathroom in English, he or she will ask someone else and then they will try to ask you. That new English phrase will get stuck in their heads and they will learn.

Participant #2F: Yes, because the first language in Puerto Rico is Spanish. When students are outside of the classroom, it's Spanish everywhere, but here it's English, unless we are talking to our classmates. This helps us improve our skills, because you explain ways to make our writing and speaking better in English.

Participant #3M: Yes. Sometimes when you speak English with a person who does not speak Spanish, you surprise yourself, because you think "Wow, I didn't think I could talk this way, but it's cool". Also, it benefits other students who don't speak as much English. They become more fluent, because everyone learns more here. I think it can help in and out of

school, because science and humanities books are in English. It is important because there are people here (in PR) that only speak English. If you are from Puerto Rico, it is important that you speak Spanish and English, because you can talk with almost anyone. English is basically in the entire world. If you understand English, you will have more opportunities.

Participant #3F: Yes, because we get to understand the course work more. As Spanish speakers, we have to think about what we are going to say, and then say it in English. That is something we need to know in everyplace. This class is a good start.

The responses for question number seven point to two major findings. One, learning the target language in a classroom environment where students are required to receive input and produce output in the target language is beneficial to students. Two, helping students develop their listening, speaking, reading, and writing skills in English provides learners with social, educational, and personal opportunities to engage with other English speakers and learners inside and outside Puerto Rico.

In the context of Puerto Rico, students are rarely forced to use English outside or inside the classroom to convey spoken and written messages. Students involved in this study demonstrate that they understand the importance of understanding and using English in the classroom. As Gass' (1998) model illustrates, students must apperceive input, comprehend input, intake input, integrate input, and produce output to begin the process of acquiring language skills in an instructed learning context. Affording students the opportunity to go through the cognitive process of making hypotheses and attending to a certain skill area until it becomes less controlled and more automatic is the goal in instructed SLA contexts (Ortega, 2009). Fostering second language learners' growth by challenging students to use the target language in the classroom is beneficial to their interlanguage development, because they are continually going through the process of using new and old information to form hypotheses

about input and output. Attending to information is the initial process involved in encoding information into long-term memory.

Although Morales' and Blau's (2009) students perceived taking and completing English courses as a graduation obstacle and job requirement, students who participated in this study discussed the benefits of knowing English outside the classroom. Students from this study perceived English as a tool to progress academically and in their career fields, but also as an opportunity to travel internationally and engage in interactions with other English speakers. In the INGL 3101: Basic English course students completed, they were given the opportunity to interact with a fluent-speaker of the language, which help them recognize gaps in knowledge, such as vocabulary, grammar, and spoken and written cues that helps one convey a message clearly.

Question #8: Do you feel that our classroom was trusting and comfortable for all students? For example, do feel that you and your peers felt comfortable being wrong and overcoming certain fears they have with the English language?

Participant #1M: Maybe some people felt uncomfortable being wrong, but that's the way to grow. If they were too confused, they always had others, for example me, to help them.

Participant #1F: No response.

Participant #2M: I feel comfortable, because all the students are at the same level. Probably because it is a basic class. If someone made a mistake, well, we all worked to fix it. We didn't yell at each other or make fun of each other. I think it will be different in intermediate classes, because they may be at different levels, especially if someone enters directly into that course.

Participant #2F: I was very comfortable, because if I said something wrong you helped me. You showed me the right way to do it and did not make me feel bad. You taught in a kind way and showed us how to do it right.

Participant #3M: Sometimes I did not know how to say something right away, so I stayed quite, but eventually I figured it out.

Participant #3F: If I did something wrong, I felt okay. I am not perfect. This is Basic, so I know I am not perfect. I will learn if I make mistakes, because from mistakes you learn. So, in my case, I felt comfortable being wrong.

The responses for question number eight point to one major finding. A trusting and comfortable classroom environment can be fostered by an instructor who does not speak students' native language.

As earlier results revealed, trust and classroom community was an essential part of students' success in the INGL 3101: Basic English classroom and it was maintained by students and instructors working together to meet course objectives. In this classroom environment, students were comfortable going through the necessary cognitive SLA processes Ortega (2009) outlined, especially the process of forming spoken and written hypotheses about content being attended to by short-term memory. Students understood that their hypotheses would not always be correct and were comfortable going through that cognitive learning process in front of their peers and I. This process was crucial to their success, because learners that were willing to attend to information in short-term memory had an increased chance at encoding it into long-term memory. Thus, this is another example of how *confianza* or trust was fostered in a language classroom and helped students decrease their fears of attempting and failing at some point during the learning process.

Topic #5: The Future in a Classroom in which the Teacher uses only English

Question #9: In the future, would you choose take an English course with a professor who only speaks English?

Participant #1M: Yes, why would you change from something good to something worse? Maybe you should keep with that teacher and learn what you need to learn to become better.

In an English only class you are learning and getting better, so keep with that teacher, if you can, so you can keep learning and learning.

Participant #1F: Yes, exactly (agreeing with 1M) we are getting good so we have to get better. **Participant #2M:** Yes, I don't think there should be any Spanish in an English class. Sometimes we need to understand what the word is in Spanish, but it's better for us to be forced to look it up in the dictionary and on the internet.

Participant #2F: I would definitely take a course in only English, because it's an obligation to myself to speak in only English. It's of benefit for us, because outside the classroom someone may need our help, but if we don't know the meaning of words how can we help them? I need to know both English and Spanish fluently.

Participant #3M: I would say yes. Sometime I get scared with people who speak English fluently, because they talk very fast, but I would still say yes. It's an opportunity to learn. That's why I switched my registration. You only speak in English, but I feel comfortable with you and I understand you.

Participant #3F: I would say yes, because it's easier to learn English in English. The translation from Spanish to English is not always easy or exact. When the information is in English, we can internalize the information. If I could change my registration, I would choose an English teacher that only speaks English.

The responses for question number nine point to one major result. Students prefer to take English class in English, because they are able to constantly assess their growth as user of the English language.

The five stages of Gass' (1998) model are apperceived input, comprehended input, intake, integration, and output which were the five ways students could assess their progression in English. Students' assessed whether they comprehend spoken and written input, if they were able to use the input during integration activities, and if their spoken and

written output clearly conveyed their intended message. If the input students received and the output they produced were not in English, students would not have been given the optimal language-learning environment to progress through the second language acquisition processes Gass outlined. Additionally, completing an English course in English with learners at this level gives them the opportunity to overcome reading, writing, speaking, and listening fears that they entered the course with.

Question #10: In the future, would you choose take a course (i.e. Science) with a professor who only speaks English?

Participant #1M: I would do it if I had no choice. I would just have to study more and look up more unknown words.

Participant #1F: It is not preferable, because they have a lot of terms, but it's beneficial. Science is very important for what I am studying. If I need to complete an assignment with friends outside of Puerto Rico, it would be beneficial to communicate and know the science terms in English. It would be hard though, but not impossible.

Participant #2M: Yes, in the future but I need to refine my English first, because there are so many terms that would be difficult. I would have to think about it, but I think I would say yes, because it's a great opportunity to learn.

Participant #2F: I think I would choose it in English, because I am prepared and I could learn new terms in that field in English.

Participant #3M: In that case, no. Science has a lot of difficult terms. They are even hard to understand in Spanish, so I cannot even imagine those words being pronounced in English. If a professor talks about science in English fluently, their explanation would be too much. I don't know so many terms in English. When I become more fluent, I would.

Participant #3F: In that case, no. There is a benefit, because there are more opportunities, but I wouldn't personally take it in English.

The responses for question number ten point to one major finding. Most of the participants would not prefer to take a content course in English at UPRM.

The preference to take content courses in Spanish is linked to vocabulary, because students said their English vocabulary was not sufficient enough to understand difficult content and explanations. Ortega (2009) made the claim that one's ability to comprehend input is based on the size, depth, and strength of their vocabulary knowledge. While students may have enough vocabulary comprehension to complete lessons and discussions in an English classroom, students' cognitive abilities to process and attend to vocabulary and course material could be overwhelming. Many science instructors at UPRM in the Mazak and Herbas-Donoso (2014) study used English materials (i.e. books, PowerPoints), but lectured and completed discussions in Spanish. This was done to meet the language needs of the population at UPRM, which was reflected by the needs students expressed in this study. Thus, learning English in English is beneficial, because the input and output processes eventually trigger big or small interlanguage developments, but the same development is not crucial to one's success in content area courses, like science.

Topic #6: Reaction to Task-based Teaching and Learning in a Classroom in which the Teacher uses only English

Question #11: Did completing the following tasks help you understand concepts?

11a. Speaking Myself Future-Self into Existence Task

Participant #1M: Yes, before this assignment, I did not know how to use these words. The assignment helped me understand how to use it correctly.

Participant #1F: It helped me understand how to form different sentences and express myself in different ways, instead of using the same words.

Participant #2M: Yes, because it taught us the difference between past, present and future, because when I talked to my future self I would not say something in the present. I knew I had to say it in the future.

Participant #2F: It was helpful, because I used to mix up the tenses and I did not know how and when to use them correctly.

Participant #3M: No response.

Participant #3F: Yes, because I get very confused with the past, present, and future, but now I know how to use them.

11b. Comparative and Superlative Listening Tasks

Participant #1M: No response.

Participant #1F: This assignment helped me listen better in English, because I had to really listen to what you were saying to get the right answer. After this assignment, I would feel comfortable getting directions or discussing something over the phone in English. I will just have to pay close attention, because you have to remember the places and terms while also listening to directions.

Participant #2M: That part was important for conversation, because it wasn't all writing. We had to listen and talk with you. We learned about directions, physical appearance, and ranking terms. This helped us with the final exam material.

Participant #2F: It was a great activity, because we could understand how and when to use it. The map helped us understand the difference, because we could see what we were doing while listening to you. In the future, we will know how to use those words correctly and not confuse people when we talk to.

Participant #3M: Yes, it helped a lot. The examples were easy to understand and helped me out a lot. After these examples, I would feel comfortable listening to directions given on the phone.

Participant #3F: Yes, it helped me understand how to say and use those words (comparative and superlative adjectives).

11c. Writing a Narrative Essay about a Past Event (Part 1 and Part 2)

Participant #1M: The comic strip was helpful. It helped me understand the different parts of the essay. When you gave us the comic strip, it was a little hard, because we can't always write in beautiful words and explain it right. Sometimes people may read our writing, but they don't understand it in the way that we want them to. When you gave us the showing and telling lesson, it helped me see what I could do to help the reader understand the essay. I felt confident in my ability to fix the mistakes, because you made us write the essay then you gave us lessons. We now know how to fix the problems that we probably have been making all of our lives. We got to your class and we are more comfortable, because we have learned and we know what to do to make it (errors) right in an essay. Helping other students is easier, because I know what I learned and how to show them what they are doing wrong.

Participant #1F: No response.

Participant #2M: Yes, because it was a creative way to make us see how different words can be placed on the same image. There were many possibilities. This helped create the essay, because it helped us create an image in our mind of our story before we began writing. When you imagine, you feel like you are in that moment again. It helped that we broke it down in the different parts. I understood what to say. I felt confident at the end of the semester when I had to fix my essay errors. I even tried to help others too. You gave it back to us at the end of the class when we learned everything. It showed us our progress in the class. When we started the class and completed the essay, we did not know all the English we learned with you. It was a great idea for you to correct the essay and give it to us at the end, because we knew where we failed and how we could fix it.

Participant #2F: No response.

Participant #3M: No response.

Participant #3F: Yes, the comic-strip activity was helpful, because it was easy to see the different stages of a narrative essay. Fixing the errors at the end helped me see what mistakes I have in the grammar area. I felt confident about fixing the errors at the end.

The responses for question number eleven point to one major finding. Task-based lessons designed and implemented for this study promoted second language acquisition. Acquisition is promoted by giving students the opportunity to go through cognitive and interactive processes necessary to learn an additional language.

The complexity and sequence of the task-based lessons increased as the semester continued based on the criteria set forth by Robinson (2011) and Long (2015), which helped to facilitate the ten second language acquisition processes outlined by Robinson (2011). Additionally, students' interactions with the instructor and their classmates remained a central part of making sure everyone met the objective of the course. Languaging as described by Ellis and Shintani (2014) is a way for learners to develop their interlanguage by going through the cognitive processes when faced with language related problems. The task-based lesson used for this thesis aimed to meet course objective while promoting interlanguage development. Thus, the student responses for question number eleven illustrate that both of those aims were met.

Part Four: Student Evaluations of TBLT in the Basic English Classroom

The evaluation questionnaire was given to all students (n=80) after they completed the Speaking Myself Future-Self into Existence Task. The evaluation questionnaire was administered to gather a larger picture of how task-based lessons were perceived by students beyond the ones who volunteered complete the interviews. The evaluation questionnaire had three components to it: students answered true and false questions about the tasks and materials helping them understand the grammar content, open-ended questions about what

they liked most and least about the tasks, and open-ended question that allowed them to provide any further commentary that they wished to.

I used a reading during this lesson, which was a way to draw students into the concept of future tense and provide a context. The reading primarily focused on the law of attraction through affirmations, and the affirmation include the use of *will* and *be going to* verbs that students need to learn to master the future tense. Ninety percent of the students enjoyed reading the text and found it useful when completing the dialogue task for this lesson. Additionally, students reported that my dialogue example helped them understand how to use *will* and *be going to.* My dialogue was created to be authentic and tailored to my life, so they could understand how I cope with persuading myself to reach goals and feelings of limitlessness. I had to objectives for this lesson: 1) implement and activity to clarify the correct use of *will* and *be going to* and 2) inspire students to evaluate their own goals and aspirations for the future. When students were asked to answer an open-ended question about what they liked best, fifteen percent reported that the creative example was the best portion of the lesson. Overall, the questionnaire evaluations students completed report that the task-based grammar lessons helped them understand content, the material used during the lessons were appropriate and effective in regard to helping them complete the task, students will be able to use and understand the content in the future, and they enjoyed the lessons.

Chapter 6: Conclusion

In this study, I sought to answer three important questions regarding the teaching and learning of English in the context of Puerto Rico at the post-secondary level. The first question looked at how task-based language teaching (TBLT) lessons could be designed and implemented in INGL 3101: Basic English course at the University of Puerto Rico at Mayagüez. To answer this question, I designed a task-based unit with six grammar focused lessons that aimed to meet course objectives outlined by the Department of English while also fostering interlanguage development amongst low-proficiency English language learners. Interlanguage development was fostered through the use of TBLT, because this pedagogical approach to language teaching has been described by several second language acquisition theorist to be beneficial for all learners, but especially those with low-proficiencies in a language. To further answer question number one, learner products from one task-based lesson were analyzed to see if the grammar integration portion of the lesson exhibited students' understanding of how to use a grammar tense form in the context provided by the instructor. The student products illustrate that learners were able to understand and use the targeted tense in a given context.

The second question for this thesis sought to describe how second language acquisition theory underpins what learners do with TBLT. To answer this question, group interviews were conducted with two participants from each INGL 3101 course I taught during the Fall 2016 semester. The interviews were later transcribed and coded to highlight the SLA processes that learners go through as they complete TBLT lessons with an instructor who uses English to instruct and discuss course material. The results from the coded data illustrate that low-proficiency English language learners at the post-secondary level in Puerto Rico benefit from taking an English course with an instructor who only speaks English, because learners are afforded the opportunity to overcome talking, listening, and correctness

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fears. Additionally, the coded-transcripts revealed that learners were able to notice development in their abilities to speak, write, listen, and read in English from the beginning to the end of the INGL 3101 course. The cognitive SLA processes that underpin TBLT drive interlanguage development, if lessons are sequenced correctly and the complexity is gradually increased to provide an appropriate language challenge. Also, SLA interaction theories point to comprehended input, intake, integration, and output as crucial elements involved in the process of learning a second language. Overall, the coded-transcripts highlighted that learners and the instructor worked to create a trusting and comfortable classroom environment, which afforded learners the opportunity to go through vulnerable stages involved in the SLA process. The process was challenging, but students found learning English through the use of TBLT with an instructor who only speaks English to be the most effective way to learn their second language.

The third question analyzed how students evaluated TBLT. To answer this questions, students from all the INLG 3101 courses I taught completed an evaluation about one task-based lessons they completed; eighty students evaluated the lesson. The results from the evaluations matched what the six interviewees expressed about their experiences in the class. The eighty students reported that they were highly satisfied with the structure, materials, and grammar integration portions of the TBLT lesson. Student-evaluations also illustrated that TBLT lesson were an effective way to meet the course objectives of understanding and using English when talking, reading, writing, and speaking.

Pedagogical Implications

University of Puerto Rico at Mayagüez

This case study highlights how authentic, sequenced, and communicative based lessons facilitated interlanguage development in the basic English classroom over the course of one semester. In light of the results, longitudinal studies should be done with instructors

and students in environments that utilize translanguaging or the second language to analyze

students use and understanding of English over time. Since students in this study perceived

that their use and understanding of English increased over one semester, extending the study

would allow students and instructors to document the long-term benefits or limitations of

using translanguaging or the second language to teach English at the university level. Future

studies can strive to cultivate teaching practices that benefit student's academic, professional,

and social abilities to use and understand English.

The Teacher

As an instructor, who has acquired language sensitivity, creating a comfortable

environment helped me to use task-based language teaching effectively. When I refer to

language sensitivity, I am describing the learned ability to understand and communicate with

dialect, second language, and foreign language speakers of English. This communication is

accomplished through verbal and non-verbal modes of communication. With the use of tasks,

it is important for an instructor to be sensitive to language, well versed in the concepts

embedded in the tasks, and to have a thorough understanding of second language acquisition

processes and how multiple pedagogical frameworks build on each other. An instructor's

ability to incorporate those four elements into the design and implementation of their lessons

can yield a higher rate of interlanguage development. The design of lessons must be authentic

and tailored to a specific populations' needs, even if materials and parts of the lesson are

adapted from different sources. Each course, educational institution, and cultural context

requires an instructor to evaluate how to craft tasks to meet the objectives of their course and

the needs of their students. Additionally, this study highlights that an instructor does not need

to speak the students' native language to create a comfortable learning environment, because

general empathy and understanding about how individuals learn language was enough for

me, the instructor in this study, to create a comfortable and conducive language-learning environment.

The Student

As with each instructor, each student will be different in the way they approach the learning of the second language. As a result of this study, there are three main factors in the instructed second language acquisition environment that will increase students' abilities to push forth their individual language systems: attention, hypotheses forming, and interaction. It is necessary for students to attend to the vast amount of written, verbal, and non-verbal communications happening in a classroom. Without attention to the language in various forms, students cannot apperceive what they know and the gaps in their knowledge. When learners do attend to what they know and their gaps in knowledge, they can begin to form hypotheses about the second language, as they receive input and produce output. Students may test their hypotheses by interacting with the instructor or other learners to verify the correctness of their production. Learning a language is cognitive and interactive process, so students must actively engage in the tasks to go through these processes and push forth their interlanguage systems.

Policy Makers

In light of this study, policy makers should consider how English is taught around the island, especially in low-income and rural school districts. Many issues that arise in education are due to access, funding, and oversight. In light of this study, participants discussed the lack of access they had to instructors that spoke English fluently and how this impacted their ability to learn the language successfully before entering a post-secondary institution. Beyond speaking English fluently, instructors must have vast knowledge in the content area(s), a thorough understanding of second language acquisition processes, and a sensitivity to language learners needs and their interlanguage systems. If students receive access to such

instructors early in their academic journeys, it could equip them to test into more advanced courses at the post-secondary level, which saves time and money in the future. Additionally, students, who have more advanced English skills, are afforded more opportunities around the island and internationally, which can have far-reaching affects economically and socially.

In conclusion, the audience for this study is far-reaching, due to the many components it encompasses. Educators interested in materials for Teaching English as a Second Language can benefit from this study, because it provides readers with an approach that includes clear examples. These examples can be tailored to a variety of language-learning populations, which includes those other than the one I am working with in Puerto Rico (i.e. Arabic speakers, Mandarin Speakers). Additionally, educators and administrators interested in curriculum design at the macro and micro levels for language-learning will be an audience for this study, due to its focus on using students' second language as the only language of instruction in the language classroom. This is of particular interest for educators that work in language classrooms composed of second language learners that have various language backgrounds and who do not share the same first language as the instructor.

Language instructors focused on creating a classroom environment where the target language is another dialect can also benefit from this study, because the focus is on students using language to meet a specific task and later analyzing form. In this way, a teacher can teach dialect awareness through task-based language teaching in a naturalistic manner. This affords teachers with an alternative to rule transfer and analysis as the sole authority to teaching the standard dialect of English that is used education settings.

Limitations of Study

Although this research has reached its aim, there were some unavoidable limitations. First, this approach to teaching English to speakers of languages only focused on native-Spanish speakers. With access to students whose first language was not Spanish or English, I

could show the effectiveness of the TBLT approach with language learners with a variety of first languages. For example, this same study could be conducted in an English as a second language course in the United States, which would provide a greater understanding of using this approach in different educational settings. Second, this is not a longitudinal study, so students' success in INGL 3101: Basic English cannot be analyzed further to document their success and ability to complete future English courses at the University of Puerto Rico at Mayagüez. In light of these limitations, future research pertaining to English education at the university level or in other language-learning contexts can aim to fill in the current research gaps found in this study.

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Appendices

Appendix A: Student Consent Form

Task-based Language Teaching in a Basic English Classroom at the University of Puerto Rico at Mayagüez

Dear Students,

I am conducting a study titled "Task-based Language Teaching in a Basic English Classroom at the University of Puerto Rico at Mayagüez". It is a project for my Master of Arts in English Education (Teaching English as a Second Language). The data collection duration will be from 19 September to 8 December 2016. If you choose not to take part in this study, your grade for this course will not be impacted. Your participation is voluntary.

If you agree to join this project, you will:

• Turn in weekly activities (worksheets, journals, assignments) that we complete in class.

• Fill out a brief questionnaire about English and education. This questionnaire will take 10-15 minutes and will be completed in class.

• During the week of 14 to 18 November 2016, you may be selected to participate in a focus-group interview, which will last for 20-25 minutes.

The focus-group interview and class sessions will be audio-taped. However, you have the right to reviewing the recording or erase part of or entire recording, in regard to your remarks. All the data will be stored in my hard drive with password protected so it will be confidential. After 6 months all the data will be erased. The questionnaires will have not include personal identifiers. However, weekly assignments will include personal identifiers, but identifiers will not be used to discuss research or make any correlations. For any inquiries, please contact Ranesha Smith (ranesha.smith@upr.edu), her thesis supervisor Elizabeth Dayton (elizabethpine.dayton@upr.edu), or the Institutional Review Board by email (cpshirum@uprm.edu) or by phone at extension 6772 . Thank you for your support.

✓ **If you agree to take part in this project, please sign your name below.**

        Signature: _____

OR

✓ **If you do not agree to take part in this project, please sign your name below.**

        Signature: _____

Student Name: _____ Section: _____ Date: _____

Appendix B: Task-based Unit Plans and Materials

Lesson Title: *Lesson One: My Life and Daily Experiences through a Present Tense Task*
Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.
Audience: Post-Secondary Adults
Level: Basic English
Duration: Two consecutive 50-minute class sessions
Skills: listening, speaking, reading, and writing
Purpose/Goals: The purpose of this task-based lesson is to engage students in task to strengthen their understanding of the present tense. Students will understand the variety of ways and reasons to use the present tense.

Outcomes: By the end of this lesson, students will be able to:
   ➢ identify and use the simple present tense when writing and speaking in English.
   ➢ monitor their own speaking and writing in English.
   ➢ deliver a 2-3-minute formal presentation to the class using notes.

Procedure

Teacher Role	Student Role

First 50-minute class session
The instructor will:
  5. ask students when the present tense is used in speaking or writing.
  6. read the My Life and Daily Experiences through a Present Tense Task Instructions (Document A).
  7. instruct students to start drafting the written portion of the task.
  8. instruct students to transfer the written portion to the google drive document, add the four pictures, and submit the completed document through our google classroom account before the next class session.
Second 50-minute class session
The instructor will:
  3. tell students they will come up one-by-one to present their present tense task.
  4. listen to students' task presentations and facilitate the presentations to make sure all students present.
	First 50-minute class session
	The students will:
	  5. listen to question and provide answers.
	  6. listen to the instructions.
	  7. begin drafting written portion of task.
	  8. write down instructions.
	
	Second 50-minute class session
	The students will:
	  3. listen to presentation directions.
	  4. present task.

Timing
First 50-minute class session
  4. Present Tense usage discussion (5 minutes)
  5. My Life and Daily Experiences through a Present Tense Task Instructions

(Document A) (10 minutes) 6. Drafting the written portion of the task (30 minutes) Second 50-minute class session 4. Presentation Instructions (5 minutes) 5. Task Presentations (45 minutes)	
Materials	**Technology**
First 50-minute class session ➢ My Life and Daily Experiences through a Present Tense Task Instructions (Document A) Second 50-minute class session ➢ Electronic copy of students' task	First 50-minute class session ➢ A projector attached to a computer Second 50-minute class session ➢ A projector attached to a computer
Assessment	
The completion of the task will act as a formative assessment. This will aid in preparing students for the summative assessment (Partial Exam #1), which includes the present tense.	

My Life and Daily Experiences through a Present Tense Task Instructions (**Document A**):

Directions- You will find four pictures and describe them in the present tense. You will think of possible pictures and begin drafting the writing part in class. The pictures and writing will be in a google drive document and turned in before the next class session. The pictures and writing will be presented during the next class session.

1. Picture #1: A picture of one of your daily habits. Write what the daily habit is under the picture (i.e. I ride my bike everyday).
2. Picture #2: A picture of an action that happens in the world every day. Write the action is under the picture (i.e. The sun rises everyday).
3. Picture #3: A picture of your favorite family member or friend. Write their name, age, and location in sentence form under the picture (i.e. Her name is Sarah).
4. Picture #4: A picture of the first simple food you cooked/made as a child. Write the direction under the picture (i.e. First, you pour the egg in the bowl).
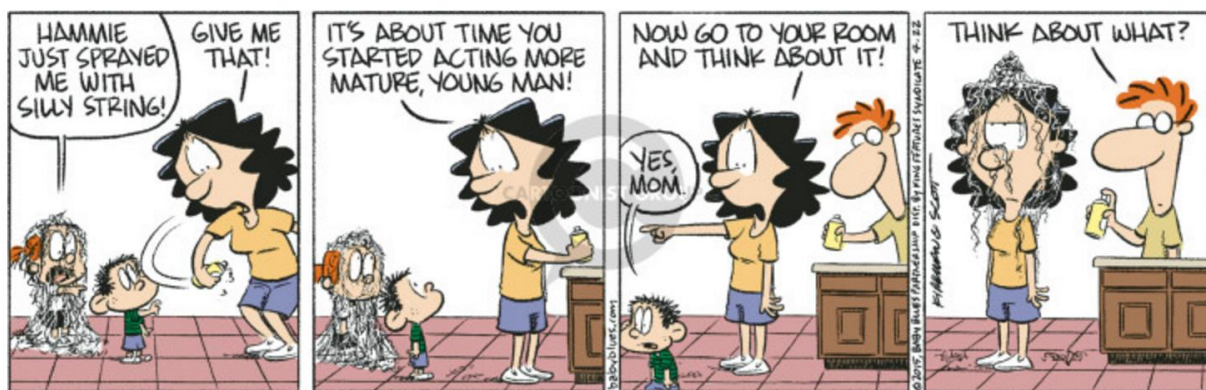
After you complete the assignment in a google drive document, submit it through our google classroom account.

Lesson Title: *Lesson Two:* Writing a Narrative Essay about a Past Event (Part 1): Pre-writing Tasks
Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.
Audience: Post-Secondary Adults
Level: Basic English
Duration: Two consecutive 50-minute class sessions
Skills: listening, speaking, reading, and writing
Purpose/Goals: The purpose of this lesson is to engage students in pre-writing tasks that will strengthen their understanding of the narrative essay genre of writing. First, students will create and present a five-panel comic-strip. Next, students will match their five-panel comic-strips with the five elements of narrative writing (setting, rising action, climax, falling action, and resolution). Finally, students will brain storm about a past event that changed their life and break their story down into five paragraphs that align with the five elements of narrative writing.
Outcomes: By the end of this lesson, students will be able to: ➢ use pre-writing strategies to organize essay ideas.   ➢ recognize and use narrative rhetorical modes of writing.   ➢ write a paragraph with a topic sentence and supporting details.   ➢ write coherent paragraphs.
Procedure

Teacher Role	**Student Role**
First 50-minute class session The instructor will: 7. ask students what they know about comic-strips. 8. project the comic-strip example on the board (Document A) and pick volunteers to read the comic-strip panels aloud, while the rest of the class reads along with them. 9. ask students to discuss their interpretation of the comic strips. 10. prompt students to choose a partner and sit next to him or her. 11. project the wordless comic-strip task (Document B) on the board and instruct students to fill-in the word-bubbles with language that matches their interpretation of the pictures. 12. hand-out a copy of the wordless comic-strip task (Document B) to each pair of students. **Second 50-minute class session** The instructor will:	**First 50-minute class session** The students will: 7. discuss what they know about comic-strips. 8. read and listen to the comic-strip example. 9. discuss their interpretation of the comic-strips. 10. choose a partner and sit next to him or her. 11. students will listen to the wordless comic-strip task instructions 12. confirm that they have received the wordless comic-strip task. **Second 50-minute class session** The students will: 7. present their comic strip tasks. 8. provide the instructor with the five elements of a narrative essay. 9. match the narrative essay elements with the comic-strip elements. 10. discuss the reason(s) they matched comic-strip panels with specific

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7. Instruct pairs to present their comic strip tasks.
8. Ask students to provide the instructor with the five elements of a narrative essay and write them on the board.
9. Instruct students to match the five elements of narrative essay (setting, rising action, climax, falling action, and resolution) to the five-panels on the comic-strip they created.
10. Instruct students to discuss the reason why they matched panels with specific elements of narrative essay.
11. instruct students to brain-storm about a past event that changed their lives and match each part of their story to the five narrative essay elements.
12. instruct students to write a five-paragraph narrative essay about a past event that changed their lives. Remind them to keep the comic-strip and 5 elements of a narrative essay in mind as they create their essays. Students will turn-in two copies of their essay two weeks from the day of this lesson.
</td>
<td>
narrative essay elements.
11. brainstorm about a past event that changed their lives and match each part of their story to the five elements of narrative essay writing.
12. listen to the instructions and due date regarding the narrative essay.
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Timing
First 50-minute class session
4. Comic-strip discussion (5 minutes)
5. Reading and interpreting the comic strip example (Document A) (10 minutes)
6. Comic-strip task (30 minutes)
Second 50-minute class session
5. Presentation of comic-strip task (30 minutes)
6. Five elements of a narrative essay discussion and matching (5 minutes)
7. Brainstorming and matching ideas to the five elements of a narrative essay (10 minutes)
8. Narrative essay assignment discussion (5 minutes)

<table>
<tr>
<td>Materials</td>
<td>Technology</td>
</tr>
<tr>
<td>
First 50-minute class session
➢ Comic-strip examples (Document A)
➢ Wordless comic-strip task (Document B)
Second 50-minute class session
➢ Students' completed wordless comic-strip task (Document B
Comic-strip examples:
http://www.thecomicstrips.com/subject/TheRole+Model-Comic-Strips.php
Cartoonist: Rick Kirkman and Jerry Scott / Comic-Cartoon: Baby Blues Word-less comic-strip retrieved from: Dover Publications
</td>
<td>
First 50-minute class session
➢ A projector attached to a computer
Second 50-minute class session
➢ A projector attached to a computer
</td>
</tr>
</table>

| Site: https://www.pinterest.com/doverpublishing/ Tense Consistency Handout Retrieved from: University of Hawaii English website:http://www2.hawaii.edu/~sford/examples/esl100inclass_verb_tense.pdf | |

Assessment

The completion of the oral presentation and brainstorming tasks will act as a formative assessment. This will be considered when the summative assessment (final essay) is completed and turned in.

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Lesson Title: *Lesson Three:* Speaking Myself Future-Self into Existence Task	

Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.

Audience: Post-Secondary Adults

Level: Basic English

Duration: Two consecutive 50-minute class sessions

Skills: listening, speaking, reading, and writing

Purpose/Goals: The purpose of this task is to engage students in reading, writing, listening, and speaking task about the future. Students will create a dialogue, which is a conversation between their current and future selves. The dialogue conversation focuses on students' future-selves asking questions about their current actions and how their actions will help their current selves reach future goals. Students' current selves will respond and persuade their future selves that they will reach their goals by using affirmative future tense verbs, such as: will and going to.

Outcomes: By the end of this lesson, students will be able to:
> - identify the main idea in a text
> - identify and use future tense verbs when writing, speaking, listening, and reading in English.
> - identify and use Wh and How questions in writing and speaking
> - monitor their own writing and speaking in English
> - give 1-3 minutes informal presentations in English to classmates based on prompts

Procedure

Teacher Role	Student Role
First 50-minute class session The instructor will: 5. hand out the reading, introduce the reading, The Law of Attraction and Other Secrets of Visualization (Document A), and ask if students' have any prior knowledge about the subject. 6. choose students to read paragraphs aloud to the whole class, while the rest of the class reads along with him or her. 7. present the visualization of future-self dialogue task (Document B) and demonstrate an example for clarity (Document C). Before reading the dialogue example, the instructor will draw a line down the middle of the white board and one side will be labeled current self and the other side will be labeled future self. The divided board will let the students (listeners) know when dialogue the current self or future self is talking. 8. act as a facilitator while students begin to create the dialogue between their	**First 50-minute class session** The students will: 5. listen to the introduction and respond to the teacher's questions. 6. read the section of the text. 7. watch and listen to the teacher's task example. 8. begin working on the dialogue task and finish until the end of class. If students are not finished at the end of the class session, they will finish the task at home. **Second 50-minute class session** The students will: 2. orally present their dialogue task creations between their current and future selves. For clarity during dialogue reading, the white board will have a line drawn down the middle of it; one side will be labeled current self and the other side will be labeled future self.

current and future selves. **Second 50-minute class session** The instructor will: 2. The teacher will listen to students as they present their writing dialogue tasks.	

Timing

First 50-minute class session
5. Introduction (5 minutes)
6. Reading The Law of Attraction and Other Secrets of Visualization (15 minutes)
7. Introducing the task and demonstrating an example (5 minutes)
8. Time for students to work on task (25 minutes). If students do not finish after the 25-minute time frame given, they can finish at home.

Second 50-minute class session
6. Task Presentations (50 minutes)

Materials	**Technology**

First and Second 50-minute class session
  ➤ Reading: The Law of Attraction and Other Secrets of Visualization by Dr. Laurel Clark (Document A)
  ➤ Task Directions (Document B)
  ➤ Example of a dialogue between ones current and future selves (Document C)
	First and Second 50-minute class session
	  ➤ A projector attached to a computer
	  ➤ Whiteboard
	  ➤ Markers

Assessment

The completion of the writing prompt and oral presentation will act as a formative assessment and help the teacher understand the strengths and weaknesses of the student population, in regards to students' ability to use future tense verbs. This information will help the instructor develop materials for follow-up lessons before administering a summative assessment, partial exam #3.

The Law of Attraction and Other Secrets of Visualization – Excerpt (Document A)

It is easier to think positive thoughts than negative thoughts, because the mind naturally moves forward toward productive ends. Therefore, when you create positive thoughts you are harmonizing with your mind. You have more energy. Negative thinking fights with the natural motion of your mind, and it causes fatigue. When you decide what you want and create the how to attitude, that is, when you think in terms of how to create your desire, you will be flooded with energy and inspiration!

For example, a child who is eagerly anticipating Christmas will stay up late and still jump out of bed early in the morning, animated with excitement. Even though the child may have only slept a few hours, his or her passionate desire fuels the body with limitless energy. Adults experience this, too. When a person has something positive to expect, his mind and body prepare for the best with zest and vigor. On the other hand, an adult who hates his job may go to bed early but find himself exhausted in the morning when he needs to arise. Although he has had plenty of sleep, dread and lack of enthusiasm leave him fatigued.

If you have been a negative thinker for a long time, it will require practice to learn to think in positive ways. A little bit of practice will reap tremendous results. A good way to create a positive attitude is to listen to the words you say. Listen particularly for the word "if." Do you say, "If I get this job I will be happy"? Or do you say, "When I get this job I will be happy"? Do you say, "I wonder if I will find the right dress for the wedding"? Or do you say, "I wonder where I will find my perfect dress"?

In small or large creations, the power of you expectation is crucial. Change the "if" to "when." Ask, when? where? how? what? to define what you want. This will create an attitude of positive expectation, one which indicates that you are the commander and ruler of your thoughts and your life.

Listen also for words like "can't," "I don't know," "maybe" "I'll see." These words indicate doubt and indecision, Every thought you think is like a seed that you plant in the fertile soil of your own mind. When you plant seed-thoughts of doubt and indecision, you reap like manifestations. Plant seed thoughts of security, authority, and definition! Say, and think, "I will," "I know," or "I will find out," or "I will commit myself to it." "I'll plan on it."

I know a woman who is afraid to commit herself to anything that she has not previously experienced, because she doubts the power of her imagination. Recently, this woman Lisa was talking about her desire to be married. Lisa's previous marriage ended in a divorce which left her somewhat cynical about relationships with men. Lisa is still afraid that if she marries she will find herself trapped in a unpleasant liaison, so she avoids relationships. I asked Lisa what kind of marriage she wants, and her response was, "Oh, there;'s no such thing as a good marriage. Men are all alike." Lisa's negative expectation keeps her from experiencing anything different!

Joyce, on the other hand, has also been divorced and wants to be married. When Joyce's marriage ended, she examined what was unsatisfying in the relationship. Then she started asking herself, "What if I had gone after the job I wanted rather than thinking it would interfere with being a mother? What if I had been more affectionate?" "What if I had voiced my desires instead of denying their importance?"

With each question, Joyce imagined herself being different. She began to perceive how she could experience marriage in a more productive way, When Joyce met a man who seemed like a potential husband, she was scared that the relationship might turn sour. She practiced the what if's that she had imaged and because she was different, she started to see that this relationship could be better than her failed marriage.

Then Joyce found a ring that she decided to wear on the ring finger of her left hand. She imagined what it would be like if she were married to Joe, her new beau. When problems arose in their association, instead of dropping the relationship she asked herself, " What if we were married, how would we handle this?"

Over time, Joyce discovered that she could commit herself to change and to causing the kind of union she desired. Wearing the ring was a physical prop that helped her to imagine being happily married. When she and Joe finally decided to tie the know, they were on their way to a fulfilling marriage, for which they had prepared using creative imagery.

Dr. Laurel Clark is the President of the School of Metaphysics,
a not-for-profit educational organization
with 16 branches in 10 states. The Cincinnati branch
teaches adults how to develop essential life skills
and to align with the Universal Laws. You can reach
them at 513-821-7353 (SELF).

Creative Visualization and Future-Selves Task (Document B)

Imagine it is 2026! How do you visualize your future-self in the next 10 years? What goals and dreams will you accomplish by then?

Create a dialogue conversation between your <u>current-self</u> and <u>future-self</u>. Your <u>current-self</u> needs to convince your <u>future-self</u> that you will reach your goals and dreams.

Current-Self (CS): By 2026, I am going to be the best version of myself and I have plenty of time to do it. That's 10 whole years from now, so of course I am going to be better.

Future-Self (FS): What do you mean you will be the best version, in what ways?

CS: I am going to obtain my doctorate, I am going to marry my fiancé, I am going to be in the best physical, mental, spiritual shape of my life, I am going have my dream job teaching world-wide, and I am going to have one son.

FS: How will you reach those goals?

CS: I am going to start planning now by understanding what I desire and writing down the way I will get there. I am already in school on the track to a doctorate, but I admit I need to be more focused on the process. I am engaged, I am currently looking for world-wide teaching opportunities, and I am going to pray about the whole son situation, because lord knows I cannot handle a small version of myself.

FS: But, didn't you say that you will be in the best physical, spiritual, and mental shape of your life by 2026?

CS: yes

FS: What will you do to reach this goal?

CS: I am going to take time out of every day to help develop these areas. I am going to exercise, pray, and work on my academic and professional career consistently.

FS: You have a lot to accomplish in 10 years. Remember, years move by quickly. Don't you feel like last year went by way to fast, and here you are in October 2016, which means we are only a little over 2 months away from 2017. What will you do when times get tough and your stressed?

CS: When it gets rough, I am going to pray to God for guidance. When it gets hard, I am just going to push harder, so I can accomplish what I set out to.

FS: What will you do when people doubt you or you doubt yourself?

CS: I am not obliged to worry about their doubts. I am going to focus on positive energy only, which will help me overcome my own doubts.

FS: If you stay focused and map out your future, you will reach these goals. Do you believe that? Will you live up to your own expectation?

CS: I am ready and I am not going to let you down future-self.

Lesson Title: *Lesson Four:* Writing a Narrative Essay about a Past Event (Part 2): Post-writing Tasks	
Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.	
Audience: Post-Secondary Adults	
Level: Basic English	
Duration: One 50-minute class sessions	
Skills: listening, speaking, reading, and writing	
Purpose/Goals: The purpose of this lesson is to engage student in a post-writing task that will strengthen their understanding of how to edit their own writing by identifying and correcting verb tense errors.	

Outcomes: By the end of this lesson, students will be able to:
  ➢ identify and use the following verb tenses when writing in English:
     ○ Simple present
     ○ Simple past
     ○ Future using will/be going to
  ➢ choose appropriate verb tenses and lexicon when writing simple and complex sentences in English.
  ➢ monitor their own writing in English.	

Procedure	
Teacher Role	**Student Role**

First 50-minute class session
The instructor will:
  5. give each student a copy of the consistent verb tense handout (Document A) and project the electronic copy on the white board.
  6. go over the consistent verb tense handout (Document A) with students by monitoring and guiding them through the examples as a class.
  7. the instructor will hand back the student copy of the narrative essay, which includes the number of tense errors, but doesn't specifically point out the errors.
  8. instruct students to revise their essay for verb tense errors and inform students that they will turn in revisions during the next class meeting for a final grade.
	First 50-minute class session
	The students will:
	  5. confirm that they received the consistent verb tense handout.
	  6. students will complete the consistent verb tense handout.
	  7. students will confirm that they received their narrative essay.
	  8. students will revise their essays and turn in the final copy.

Timing
First 50-minute class session
  4. Consistent verb tense handout (Document A) (30 minutes)
  5. Handout students' essays (5 minutes)
  6. Explain revision process and answer students' questions (10 minutes)	

Materials	**Technology**

First 50-minute class session
  ➢ Tense consistency exercises
	First 50-minute class session
	  ➢ A projector attached to a computer

➤ Students' essays	
Assessment	
The completion of the tense consistency task will act as a formative assessment. This will be considered when the summative assessment (final essay) is completed and turned in.	

INTRODUCTORY PROJECT

See if you can find and underline the three mistakes in verb tense in the following passage:

An only child, Jaime was a growing nine-year-old boy in my fourth-grade class. At home, his diet consisted of cold cereal and bologna sandwiches. His dad was a single parent who works the second shift in a local factory welding semi trailers. As I was going through the lunch line one day, I noticed Jaime requesting an additional portion of pizza for his school lunch which the cooks deny. When I asked the cooks about it, one of them said, "That kid is always hungry." That settled it. Without his knowing who furnished it, there was an extra lunch for Jaime every day for the rest of the year. I feel good knowing that Jaime wasn't going hungry, even though my meager beginning teacher's salary was barely enough for me to pay my bills and repay my college loans.

Now try to complete the following statement:

Verb tense should be consistent. In the previous passage, three verbs have to be changed because they are mistakenly in the (present, past) tense while all of the other verbs in the passage are in the (present, past) tense.

KEEPING TENSES CONSISTENT

Do not shift tenses unnecessarily. If you begin writing a paper in the present tense, do not shift suddenly to the past. If you begin in the past, do not shift without reason to the present. Notice the inconsistent verb tenses in the following selection:

As a teacher, I <u>knew</u> that Jaime <u>could</u> not <u>learn</u> with hunger foremost in his mind. For him, the purpose of school <u>is</u> not only to learn the three Rs of reading, writing, and arithmetic, but it <u>was</u> also to serve as a social function. Since Jaime <u>was</u> an only child, he <u>is</u> also starved for interaction with other children his age.

The verbs must be consistently in the present tense:

As a teacher, I <u>know</u> that Jaime <u>can</u> not <u>learn</u> with hunger foremost in his mind. For him, the purpose of school <u>is</u> not only to learn the three Rs of reading, writing, and arithmetic, but it <u>is</u> also to serve as a social function. Since Jaime <u>is</u> an only child, he is also starved for interaction with other children his age.

Or the verbs must be consistently in the past tense:

As a teacher, I <u>knew</u> that Jaime <u>could</u> not <u>learn</u> with hunger foremost in his mind. For him, the purpose of school <u>was</u> not only to learn the three Rs of reading, writing, and arithmetic, but it <u>was</u> also to serve as a social function. Since Jaime <u>was</u> an only child, he <u>was</u> also starved for interaction with other children his age.

PRACTICE 2

Change verbs where needed in the following selection so that they are consistently in the past tense. ~~Cross out~~, <u>underline</u>, or <mark>highlight</mark> each incorrect verb and write the correct verb tense form next to it, as shown in the example. You will need to make eight corrections.

For example, when thirteen-month-old Kurtis was playing peek-aboo, he believed that he

couldn't be seen whenever a blanket was placed over his head or that whenever his mother leaves

him at day care she completely "disappeared" until she picks him up later that same day. By the time Kurtis moved into the preoperational stage, he is aware that people and things existed even though they are out of his line of vision.

During the preoperational stage, Kurtis's vocabulary expanded more than any other time in his life. During this period he also spends a lot of time classifying things. He made pictures of race cars for a race car book and strong men for a protector of the universe book. Kurtis spent numerous hours placing baseball, basketball, and football cards in various categories he makes up – jets, Astros, and Supersonics in his "space" category; Cowboys, Broncos, Spurs, 49ers, and Rangers in his "cowboy" category; and Bears, Dolphins, Marlins, Seahawks, Lions, Timberwolves, Hornets, and Bulls in his "animals" category.

As Kurtis passed into the concrete operations stage, he still manipulates things, just as he had done during the previous two stages, but now he concentrated on the size, number, and weight of objects. Abstract thinking and cause-and-effect relationships, two aspects of critical thinking that he would use in the formal operations stage, are still too difficult.

APPLICATION:
Now, proofread and revise your narrative essay for inconsistent verb tense. Turn the revision in during our next class session.

Lesson Title: *Lesson Five:* Asking and Answering "WH", How, and Yes/No Questions Task

Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.

Audience: Post-Secondary Adults

Level: Basic English

Duration: One 50-minute class sessions

Skills: listening and speaking

Purpose/Goals: The purpose of this task is to engage students in listening and speaking task by having them randomly ask and answer "wh", how, and yes/no questions. Students cannot repeat questions that were already asked by others, which will force them to avoid question repetition.

Outcomes: By the end of this lesson, students will be able to:
- ➢ ask and answer informal questions in English.
- ➢ identify and use "wh", how, and yes/no questions in speaking.
- ➢ monitor their own speaking in English.

Procedure

Teacher Role	Student Role
50-minute class session The instructor will: 5. write "wh" and how question starters on the board and ask students what they remember about the question starters. 6. instruct students to move their desks into a circle. 7. tell students that they will answer a question when a rubber iguana is thrown to them and then throw the rubber iguana to someone else and ask another question. No one can repeat a question that has already been asked. 8. start the question/answer task by throwing the rubber iguana to a student and asking a question. This pattern will continue until all students have answered and asked two questions.	**50-minute class session** The students will: 5. read the question starters written on the board and tell the instructor what they remember about question starters. 6. move their desks into a circle. 7. listen to the task instructions. 8. answer and ask questions and listen to the questions being asked and answered by other classmates.

Timing

First 50-minute class session
- 4. Writing question starters on the whiteboard (5 minutes)
- 5. Moving desks and explaining the answering and asking task (10 minutes)
- 6. Asking and answering questions task (30 minutes)

Materials	Technology
First 50-minute class session ➢ Rubber iguana (or any rubber item) ➢ Whiteboard ➢ Markers	

Assessment
The completion of the answering and asking questions task will serve as a formative assessment. This information will help the instructor develop materials for follow-up lessons before administering a summative assessment, partial exam #3.

Lesson Title: *Lesson Six:* Comparative and Superlative Listening Tasks	
Description of Audience: The audience for this task-based lesson is a group of university students, who speak English as a second language, at the University of Puerto Rico at Mayagüez (UPRM) in a Basic English course. Students are placed in this course based on their English as a Second Language Achievement Test, which means that their basic skills in English need to be strengthened, before they can move forward to intermediate courses, which are required for the completion of a degree at UPRM.	
Audience: Post-Secondary Adults	
Level: Basic English	
Duration: Two consecutive 50-minute class sessions	
Skills: listening, speaking, reading, and writing	
Purpose/Goals: Although students will read, write, speak, and listen during this lesson, the main purpose of this task-based lesson is to engage students in interactive listening tasks. The listening tasks will incorporate comparative and superlative adjectives, which will help students solve tasks in class as they listen.	
Outcomes: By the end of this lesson, students will be able to: ➢ use and understand comparative and superlative forms of the adjectives in listening, speaking, reading, and writing by completing three tasks: Coachella festival task, Detective line-up task, and Tourist ranking task. ➢ monitor their own speaking in English.	
Procedure	
Teacher Role	**Student Role**
First 50-minute class session The instructor will: 14. prompt students to discuss what they learned in the previous class and from their homework about comparative and superlative adjectives. 15. prompt students to pick a single partner. No more than two people in a pair, unless there is an uneven number. 16. give students the Coachella map handout (Document A). One side of the paper has a map and the other side is blank. 17. inform students that they are going to complete a series of listening tasks that incorporate comparative and superlative adjectives. 18. go to the second slide on the PowerPoint, which describes the first task and what students will do and then go to slide three with the Coachella map on it. 19. read the prompt passage for task #1 from the Task Directions Handout (Document B). 20. go to the fourth slide on the PowerPoint, which describes the second task and what students will do and then go to slide five with the criminal lineup on it.	**First 50-minute class session** The students will: 13. discuss their prior knowledge of comparatives and superlatives amongst peers and then with the whole class. 14. choose a partner and sit next to him or her. 15. confirm that they have received the Coachella map handout. 16. listen to directions and ask questions. 17. listen to directions and ask questions. 18. listen to the passage for the first task and find the location based on the description provided by the teacher. 19. listen to directions and ask questions. 20. listen to the passage for the second task and choose the criminal based on the description provided by the teacher. 21. listen to directions and ask questions. 22. listen to the passage for the third task and rank the restaurants in Isabella based on the description provided by the teacher. 23. hand in Coachella map handout with answers. 24. review their answers and give reasons for choosing answers.

21. read the prompt passage for task #2 from the Task Directions Handout (Document B). 22. go to the sixth slide, which describes the third task and what students will do and then go to slide seven with the restaurant names on it. 23. read the prompt passage for task #3 from the Task Directions Handout (Document B). 24. collect Coachella map handout with students' answers, which should have answers for the first task on side one and answers for the second and third task on the side two. 25. review answers for the three tasks with students. 26. summarize and review the three comparative and superlative listening tasks and discuss the homework or materials needed for the next class.	

Timing

First 50-minute class session

6. Introduction/Review and handing out material (10 minutes)
7. Task #1: Coachella festival task (10 minutes)
8. Task #2: Detective line-up task (10 minutes)
9. Task #3: Tourist ranking task (10 minutes)
10. Review and summary (10 minutes)

Materials	**Technology**
First 50-minute class session ➢ Two sided Coachella Map Handout (Document A) ➢ Prompt passages (Document B)	First 50-minute class session ➢ A projector attached to a computer ➢ PowerPoint Presentation (includes pictures of the map, criminal line-up, and names of restaurants in Isabella, and prompt passages).

Assessment The completion of the three tasks will act as a formative assessment. This will aid in preparing students for the summative assessment (Partial Exam #3), which includes comparative and superlative adjectives.

Prompt Passages (Document B)

1. Task #1: Stay on the road closest to the campsite stage by the main gate. Next, follow the road that takes you closer to the converse truck. Next, find the trader tents closest to a water point and red bull bar. Next, stop look around to find the big tent in between the main stage and a bar. That's where Drake and your friends are. Once you find it circle it.

2. Task #2: The criminal is not the tallest or the shortest. The criminal is taller than 5 feet, but shorter than six feet. The criminal is shorter than most of the other suspects.

3. Task #3: Yia's is better than Olas y Arena's, but is not good as La Vista Smokehouse. El Anzuelo is better than La Vista Smokehouse. Which restaurant is the best out of the four?

Compare and Contrast Tasks

FALL 2016- INGL 3101

Task #1: Finding the tent at Coachella

1. You are meeting some friends at Coachella. They were suppose to be by the main gate, but they are not. You call them and it sounds like they are having a good time without you. You friend says: "Dude! We ran into Drake and he invited us to his camping site! Hurry up and get here"....

Task: I am the grounds manager so I will give you directions to Drake's tent. Let's see if you end up in the right spot.

Task #2: Identify the Suspect

2. One of these suspects broke into my house, stole my TV, jewelry, money, set my pet turtle on fire, and spray painted RIP Harambe on my car. I cannot point to the suspect or give you their exact name, but I will explain who it is by discussing their height.

Task: As the two head detectives, you have to figure out which suspect I have described to you.

Emma   Nancy   Drew   Ryan   Luis   Homer

Task #3: Identify the BEST restaurant

3. Let's pretend you are going to Jobos in Isabella for the day. After a long day of beach bumming, it's time to eat! I know all about the restaurants. I will discuss how the following restaurants are ranked.

Task: Rank them **one to four** based on the description you hear. Which is the best restaurant to visit?

- Yia's
- La Vista Smokehouse
- El Anzuelo Grill and Cantina
- Olas y Arena and Resturant

Dear Future,

C-S: By the time I'll be in your position, that's 10 years from now, I will have accomplished many goals.

F-S: What are your plans to complete your goals and how will you do it?

C-S: Well, the first thing that I'm focused on right now is to graduate from UPR Mayaguez and obtain my Bachelor's degree in Engineering. I will study even harder to have my Master's degree. After that, get a job that I'll love, a house somewhere beautiful and where I can find peace and a car. Have a beautiful wife, two kids, a boy and a girl, that they will be the reason for me to live, and travel the world with them and go to Canada and New Zealand. Buy a house for my parents so they can live peacefully without worrying that something will happen to them.

F-S: With all the bad things that are happening in Puerto Rico, it will be nearly possible.

C-S: Right now I don't have that in my mind, that situation, and I won't let it affect me. I'm set and focused to be a better person and make the most of my time studying and being a professional. I will make it happen in every way because that's just how I am.

F-S: Well then I guess you have work to do.

Fm- What will you do in 2026 with your doctor degree in oncology? **#2**

Pm- I am going to start making research in how can I improve an special treatment for cancer that help people suffer less.

Fm- How will you pay that? It's too expensive.

Pm- I will work hard to get the money to make that investigation. I don't like to see people suffer because cancer that why I want to study oncology.

Fm- And you think that you will end your study in the school of medicine?

Pm- Yes I am going to with determination and with the help of others that study this profession to help others not because they will win money.

Fm- And if in the road something happen and you have to change what you are studying?

Pm- I will end studying something that is in the same road of medicine I want to help people that's it I want to make a better world without people that suffers because cancer.

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Conversation about you and your future self in 10 years. #3

FS (Future Self)- Hey! What are your expecting your life to be in 10 years from now?

CS (Current Self)- Well, I will continue my studies and had entered to the Law school.

Maybe I will get married, but I will not have children; I don't like them. I prefer a cat!

FS- Cats are beautiful! but I will not change this conversation... What if things get difficult

on the way?

CS- I'm going to be patient and with the help of God I'm going to achieve everything that I

want.

FS- What if everything that you are expecting does not happens?

CS- Everything changes for our good and it is because we need it.

FS- Wow you are secure on your way! Always remember that you can change everything

on your future. You got that power!

CS- Yeah! I will work hard and make everything possible.

How do I see myself 10 years from now?

#4

Future Self: Hey! How are you?

Present Self: Hi, you know living the life.

Future Self: Cool. In 10 years from now, who do you see yourself?

Present Self: Well, let me think…

Future Self: You must know. Years past by very fast!

Present Self: Yeah, years pass very fast, that's why we need to approach everything in life.

Future Self: Well?

Present Self: Did you know that in 10 years from now you are going to have your Bachelor in Economics, a Minor in Psychology and a Master degree in Industrial Management. Also, if you can, you are going to travel the world and if your job permits to form a family, the form it.

Future Self: Why are you so sure? Life is very hard these days. Are you going to find a job in the career that what you want?

Present Self: Yes, that's what I really want. Life is very hard but nothing is impossible. I think so.

Future Self: I know that, but are you sure that's what you want. It seems it's going to take you a lot of time and sacrifice.

Present Self: Well, that's what I have in mind.

Future Self: Do you what to have kids?

Present Self: Well, I'm not pretty sure. If I have one it's going to be like when I'm 35years old.

Future Self: But why?

Present Self: First I will like to have my career and that kind of stuff.

Future Self: Where do you want to work?

Present Self: I want to manage a hospital.

Future Self: Why?

Present Self: Health is the most important thing in life and in these days the services are chaotic. I will like to make a better system, with more opportunities to the people living on the island.

Future Self: Cool, now we are talking. I hope you could reach everything in life.

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FS: what do you want to become in 2026?

✓ #5

CS: I will become a proffessional basketball player and graduate from a great agricultor.

FS: why do you want that? Not everyone gets to be in a professional basketball league?

CS: I will make it, I have the talent and I train alot.

FS: If you are so sure than I wish you the best of luck, and why an agricultor?

CS: I will do that because there is a need of food in this world and I wanna make it a better place.

FS: That's a good way of thinking, good luck with that.

- CS- In 2016, I'll be the best version of me. I have 10 years to change, prepare, and grow up.
- FS- You need to really be prepared mentally because the road is going to be really long, hard, and rough.
- CS- I know it's going to be hard and long but I have faith that I can do all things.
- FS- Yeah! That's the attitude!
- CS- Sure! I'm going to have a doctorate, I'm going to be married, kids, I'll give the best of me and I'm going to work where I want to.
- FS- True! You're going to be working where you want! And your life could be hard but stay positive. You just stay focus on what you do and what you want to do because you can.

Appendix D: Student Evaluation

Place an **X** in the true or false blank.

1. I learned how to use the future tense verb/verb phrase "will" and "going to".

   ____True   _____False

2. Completing the conversation between my current-self and future-self helped me understand how to use "will" and "going to".
   ____True   _____False

3. I enjoyed the law of attraction reading.
   ____True   _____False

4. The reading helped me understand how to use the future tense.
   ____True   _____False

5. The teacher's example (conversation between CS and FS) helped me understand how to complete the task.
   ____True   _____False

6. While presenting my conversation in front of my peers, I felt confident about my ability to complete the task correctly.
   ____True   _____False

7. In the future, I will be able to use "will" and "going to" confidently while speaking in English.
   ____True   _____False

Part 2: Write out your answers for the following questions.
5. What did you like most about the future tense lesson?

6. What did you like least about the future tense lesson?

7. What would you change about this lesson?

8. If you were a teacher, what grade would you give this lesson?

Part 3: Write out your answers for the following question.
Below or on the back of this paper, tell me anything else you want about this lesson?

Language of instruction: Language of instruction refers to the language an instructor uses during a lesson to lecture and interact with students.