

Critical Thinking for Promoting Oral Participation Through Task Based Learning

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NOTE OF ACCEPTANCE

Signature

Signature

Signature

AGRADECIMIENTOS

En primer lugar, agradezco a Dios por permitirme llegar hasta este punto y ser mi fuerza en este
largo y duro camino.

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Abstract

This research is a proposal aimed at developing critical thinking for promoting oral participation by using the task-based learning approach. The study was conducted in Bogotá D.C. at Liceo Femenino Mercedes Nariño with eleventh-grade students. During the first moments of observation, the students demonstrated good proficiency in English on different tests; however, they showed low participation in English classes. To address that issue, the model of Willis, D. & Willis, J. (2007) was implemented, involving three tasks-based lesson plans designed to develop critical thinking and, consequently, foster oral participation. As a result, the students were able not only to gather information but also to analyze, assess and reconstruct their perspectives. In that way, this approach motivated the students to speak and use the language both spontaneously and in planned scenarios.

Key words: Oral participation, critical thinking, task-based learning approach, motivation.

Critical Thinking for promoting Oral Participation through Task Based Learning

Approach

Chapter I Contextualization and Problem Statement

This chapter registers a general description of the internal and external context of the institution. Moreover, there are considerations about the population that provide the statement of the problem, the research question and the objectives. In addition, the rationale of the research is laid out in this section.

Local Context

Liceo Femenino de Cundinamarca Mercedes Nariño School (LFMN) is located in San José Sur neighborhood in the locality of Rafael Uribe Uribe. This locality is the number 18th in the Colombian capital city, Bogotá D.C. It is located between two important avenues: Primera de Mayo Avenue and Caracas Avenue. Both of them are essential streets in terms of mobility because they connect the east with the west and the south with the north.

On the other hand, the current economy is developed in the minoritarian bussiness sector. It is common to see bakeries, vegetable markets, mini markets, auto repair shops, and spare parts shops. Also, there are other kind of services such as a public library, twenty-eight schools, a theater, two hospitals, nineteen parks, a mall, and catholic and protestant churches. Still those economical activities in the sector, most of this zone is residential and the social stratum is an average from one to three.

Institutional Context

LFMN was founded on October 5th, 1916. Currently, the school has two headquarters. In 1941 the school moved to the current campus on Caracas Avenue. There, some buildings are assigned for high school because the classrooms are bigger. On the other hand, the primary is in

the part of the campus in smaller buildings of one floor. Even if there is a distance between primary and high school, there is no division, and they share the same space. In addition, the school is equipped with classrooms for special areas such as laboratories of biology, physics, and chemistry; rooms of technology, a music room, an art room, an interactive classroom, and two immersive classrooms for English and French classes. Furthermore, on the campus, it is possible to find a big chapel, a restaurant, a gym, a sports center, and three big green zones. Two blocks east it is located the second headquarters where students from tenth and eleventh grade take special classes different from the regular school day. This is a six-floor building, not too big, without leisure areas for the students.

In that sense, for more than a hundred years, the institution has constantly developed in the ladies the values of honesty, liberty, responsibility, solidarity, and respect for the being and the environment. Furthermore, the institution raises three principles. First, the epistemological principle explains that the human is an active agent, and its actions depend largely on the representations or internal processes that he has developed as a product of previous relationships in his physical and social environment. The second one is the principle of the pedagogical act that has as its goal the exercise of freedom, equity, justice, respect and solidarity. Each pedagogical space must promote the development of culture, respect for life, non-violence and the recognition and exercise of otherness. Finally, the philosophy principle sets that human reflects what he thinks and what he knows through his actions, and he is in a continuous process of change.

Therefore, according to the Institutional Educative Project (PEI), the school works in a collective construction, resulting from active participation in general by the educational community: the school's principal, coordinators, school counselors, teachers, students, parents, and the educational community. The main aim is to form critical, reflexive, and autonomous students that transform their context for social cohabitation. Also, the Liceista Institutional

System of Evaluation SIEL (2019) claims that “you do not learn to evaluate but you evaluate to learn” (p. 1). Consequently, the school has developed different institutional projects to achieve the goal proposed in the PEI. One of those projects is the three hotbeds of research related to astronomy, robotics, and interaction and communication through digital content. Additionally, LFMN is the first public school in Bogota that has a program only for the victims of the historical conflict in Colombia and has already graduated its first prom of women who are reborn to forgive and dream.

According to that, the school proposes in its mission to promote integral education in its students by promoting the values of respect, honesty, identity, solidarity, and autonomy. Those values favor the construction of the life project of the students, orienting them towards the transformation of the contexts in which they interact. In the same way, for 2025 the vision is that the institution will be recognized all over the world for three reasons. First, its quality of service, and second the excellence of its graduates in mastering the necessary knowledge for society and social cohabitation. Thirdly, the use of English and French as foreign languages, basic sciences, arts, and information and communication technologies as builders of a society that respects oneself and other. Moreover, the Institution relies on more than seven hundred students who are studying and participating in the programs of the school in the morning, afternoon, and night school day. The students also have basic access to psychology and a school counselor who supports them in their daily and common activities.

During 2023, supported by the Mayor of Bogota, the school is developing an International Baccalaureate program. For that reason, the school is starting a process of adaptation to some standards where media students (from tenth and eleventh grade) are involved.

Description of the population

The population of this research consists of twenty-five girls in eleventh grade between fifteen and eighteen years old. Forty percent (40%) of the students live both in Rafael Uribe Uribe locality, where the school is located, and in San Cristobal locality. Forty-four percent (44%) of them reside in the south and just sixteen percent (16%) live in the west and in the north of the city. According to the Sociodemographic Survey implemented with the students, sixty percent (60%) of them belong to social strata two, thirty six percent (36%) to social strata three, and the rest of the average do not know. In addition, the whole course has basic services in their homes. On the other hand, most of the students live with their mothers but just half of them live with their fathers. Some of the ladies also live with different relatives such as cousins, aunts, uncles, and grandparents, and 64% of students live with their siblings.

Related to their learning process the media students have the possibility of taking additional classes of their interest in the school. The program is called Strengthened Media (Media Fortalecida in Spanish). The main aim is the strengthening of science, English, or French. Moreover, as participation in the programs is voluntary, at the beginning of the year the students have the opportunity to choose a subject that they are going to work on the whole scholar year on the opposite scholar day of the ladies. In that sense, their common schedule is from noon to eighteen but their participation in the program is from six a.m. to noon, two days per week.

At the beginning of the 2023 period, the school implemented an exam that classified eleventh-grade students of English who chose that language in the program Strengthened Media. As a result, the eleventh C grade was composed of the students who obtained the highest scores on the exam. According to some answers in the sociodemographic survey, some of the ladies chose English because they feel a personal affinity with the language and also because they think that speaking English could bring new opportunities in their lives In that sense, students are hard

workers and they are interested in the language. Although just a few of them studied in courses or institutes, they have developed different language skills thanks to the school and to themselves.

Problem Statement

In Colombia, there is an evident reality: the country has a low level of English proficiency compared to other nations in the region. This fact is supported by the latest study EF English Proficiency Index (EPI) developed by the private education institution English First in 2022. According to this study Colombia has one of the lowest levels of English proficiency in Latin America, ranking 17th out of 20 countries measured. However, over the past few decades, the National Ministry of Education (MEN) in Colombia, along with international organizations like The British Council, have worked collaboratively on new strategies to improve bilingualism from pre-primary to high school education. To achieve this, national standards, policies and programs have been implemented with the aim of increasing English proficiency levels, although despite some improvement in the results last year, Colombia's English proficiency level remains relatively low compared to other countries.

Now, despite the implementation of various strategies over the years, the question is: why have not we seen significant changes in the landscape of English proficiency? Extensive research suggests that a potential cause can be traced back to the school stage, specifically the decontextualized content in English as a Foreign Language classrooms (EFL) that fails to establish a connection between students' real-life experiences and the contexts presented to them. For example, textbooks, which are widely used in Colombian schools, are a prime example of this. According to Núñez (2020), these materials lack relevance to the student's context and lack critical interculturality. The problem lies not with the material itself, but with the content that primarily focuses on American or foreign practices and lifestyles, instead of incorporating local

Colombian contexts that are more relatable to the students. Of course, it is necessary to explore ideas of a globalized world and different customs and practices in other countries within English classes. However, this does not imply that local practices and contexts important to the students should be excluded from discussions. On the contrary, it is important to incorporate and discuss local practices and contexts in English classes using materials in the English language.

In this regard, the challenges in improving English skills and fostering interest among students extend beyond the overall proficiency statistics. Within the school system, certain practices further hinder the progress in English language learning. Unfortunately, these resources and methodologies often fall short in capturing the students' attention and catching their motivation to actively develop their English skills, especially oral participation. Instead of fostering a genuine interest in the language, this material may fail to resonate with students, leading to disengagement and limited progress. Consequently, a critical reassessment of the materials and approaches used in English language instruction is necessary to cultivate an environment that sparks students' curiosity and enthusiasm for English learning and use.

In that sense, if it is necessary to establish a connection between students' real-life experiences and the contexts presented to them, it is necessary to incorporate critical thinking, one of the essential 21st-century skills. Although there are some instances in the classroom where students are encouraged to think critically about certain topics, it has been observed that this critical thinking is often limited to specific tasks, such as preparing for the national exam of the state (Saber 11). That kind of task does not take oral production into account, which means that the motivation of the students to have greater oral participation is even less evident. Therefore, it becomes crucial to actively promote the use of critical thinking among students. By doing so, students not only develop into critical individuals who can actively contribute to society, but also enhance their oral participation in activities and their use of English.

This leads to the conclusion that one of the major issues is the lack of oral participation in English among students. This lack of oral participation stems from certain classroom practices such as grammar-focused methodologies, the use of materials that are disconnected from students' reality, and tasks that fail to generate interest for greater classroom participation. Consequently, this problem escalates to a much larger scale, evident in international tests that position Colombia as a country with low English proficiency compared to other countries in the region. For that reason, it is also necessary to implement the skill of critical thinking since, although oral participation can be improved through various means. According to Echeverri and McNulty (2010), it is a strategy that makes students feel more comfortable when expressing their own opinions and viewpoints.

Delimitation of the problem

In that sense, the observation made in the class suggests that students who lack critical thinking skills are often motivated to participate in oral discussions. It can be argued that students who lack critical thinking skills may feel more comfortable in participating in discussions where they can rely on their personal opinions and perspectives, rather than being required to engage in rigorous analysis and evaluation of information. This is because oral discussions often encourage the sharing of personal experiences and viewpoints and may not require the same level of critical thinking as written assignments or tests.

Diagnosis

The diagnosis was conducted during the first meeting, and it consisted of an eight-point Diagnostic Test. Each student had to answer the questions individually. The test was structured into four sections. In general terms, the diagnostic focused on obtaining results about the critical

thinking skills of the students, as well as their perceptions of English and their proficiency in this language.

The main section was focused to inquire about the student's English skills and their feelings towards the language. The first question aimed to assess their previous knowledge, whether they had studied English before in institutes or academies. Additionally, there were questions about the students' strengths and weaknesses in English. Lastly, was asked for their opinions on what they believed was necessary to improve in the English class.

The second section was composed of two questions that were aimed at assessing their comprehension. They were given two readings on the same topic, but from different points of view. The first reading was titled "Invasion of student's privacy," and the second one was titled "Making our schools safer". They were then required to answer questions such as who the conflict was between, what the conflict was about, and so on. Additionally, there was a question that asked about the "who, what, where, when, and why" of the dispute.

In the Diagnostic Test, the third section assessed the students' writing skills. They were required to write a paragraph as if it was from a newspaper article, focusing on a conflict or dispute that had occurred at school or in the neighborhood. The purpose of this exercise was not only to evaluate their writing abilities but also to gauge their critical thinking skills and how effectively they could express their thoughts through written text.

Finally, the last section of the diagnostic test involved group discussions with three to four girls. They were given questions related to the last readings, such as "Do you think that cameras are a good idea or an invasion of privacy?" The main objective was to encourage sharing different points of view and observe their behaviors and communicative skills in English. I paid attention to the length of their speeches, their argumentative level, whether they displayed critical

thinking about their own context, the importance of their environment to them, and other relevant factors.

Perceptions about attitudes, competences, etc.

Based on the observations and the Diagnostic Test, I noticed various aspects. Initially, the results regarding their feelings about strengths in English were focused on reading and speaking, as almost all the students expressed feeling more confident in these skills. I could verify this when I evaluated the tests and also when I listened to the students' conversations.

Through the Diagnostic Test, it became evident that a portion of the students possessed a natural affinity for English, attributed to their previous exposure through school, academies, or courses. Their strengths predominantly lay in reading and speaking, where they displayed comfort and confidence. However, grammar emerged as the most challenging aspect for them, leading to a perceived need for improved didactics and more conversational opportunities. While writing posed fewer difficulties, some students did face challenges, though it wasn't a widespread issue.

During conversations, a significant majority (over sixty percent) showcased commendable proficiency, exhibiting clear pronunciation and mutual understanding with their partners. Although some grammar mistakes were present, they did not hinder communication. However, when in close proximity, I observed a change in their expressiveness compared to their interactions with peers. Students seemed to exhibit self-consciousness when asked questions, often reverting to Spanish out of concern for grammar mistakes. This revealed a lack of self-confidence, as they were capable of conveying ideas in English but were hindered by certain factors.

Moreover, some of the students admitted being intimidated by their peers who were more confident in English than they were themselves, consequently developing their shy feeling in English. English language learners brooded about pronunciations and fear of making mistakes in their language usage. These findings, clearly, point to the fact that we must try to commit to build a positive and productive atmosphere that allows students to get rid of any inhibitions. As a result, students will both feel more self-reliant and acquire self-assurance. Finally, the Diagnostic Test shone the light on the communication perspectives and modes. Assessment has shown the hot spots that need to be tackled and the way to do that, which is to implement approaches that boost the student's English competence and their confidence.

Research Question

How to develop critical thinking for promoting oral participation by using the task-based learning approach?

Objectives

General Objective

To develop critical thinking for promoting oral participation by using the task-based learning approach.

Specific objectives

- To integrate critical thinking through experiences by using comments and reflections as a result from a task-based approach.
- To increase the oral participation of the students by using oral activities related to topics of the student's interests and current problematics.

Rationale

Based on the above, the aim of this study is to implement a strategy that focuses on developing critical skills to promote oral participation in English among eleventh-grade students at LFMN. This study is relevant for two main reasons. Firstly, it aligns with the policies in Colombia and the mission of the institution, which emphasize the enhancement of critical skills in eleventh grade to improve social interaction and academic achievement of students. Secondly, it is important for the social construction of the students' environment.

To provide evidence of the inclusion of critical thinking in the national and institutional policies, it is important to refer to the normative guidelines proposed by MEN (Ministry of National Education) and the Basic Standards of Competence in the Foreign Language: English (2006). For instance, one of the standards for eleventh-grade students states: "I learn in my own general knowledge of the world for participating in a conversation" (EBA, 2006, p. 24). This implies that students are expected to engage in conversations based on their own general knowledge. However, what if this general knowledge is problematized to promote and enhance student participation?

Therefore, it is evident that the national norm mandates schools to implement oral participation supported by general knowledge. LFMN, in alignment with this, mentions in its institutional mission that students should receive integral orientation focused on transforming the context in which they interact. Consequently, students should be able to express critical opinions in English about topics that capture their attention, as mandated by national and institutional goals.

Secondly, the implementation of critical skills has the potential to improve the social interaction and academic level of students. Murawski (2014) suggests that students who possess critical thinking skills approach course materials in a thoughtful and effective manner, ask more

challenging questions, and participate more actively in the learning process. Therefore, considering that critical skills are not commonly implemented in regular or immersive classrooms, it becomes necessary to incorporate them due to the benefits they can bring to students' academic progress.

Moreover, the lack of student participation often hinders the development of classroom dynamics. In this context, the implementation of critical skills can be a viable alternative, as students are likely to continue utilizing these skills throughout their lives. As Murawski (2014) also highlights, students tend to broaden their perspectives and enhance their decision-making abilities in both learning and real-life situations through the development of critical thinking skills.

Consequently, by utilizing the Task-Based Learning Approach TBLA, it is intended that students can gradually develop their initial approach to critical thinking. By designing tasks that are relevant to the students' context and interests, oral participation can be fostered, and students can be encouraged to provide critical opinions on various topics.

All in all, it is crucial to promote participation through the application of critical thinking, as it offers social and academic advantages to eleventh-grade students that can be utilized in various contexts. For instance, the development of critical speech can equip students with skills applicable in scenarios such as debates, political discourse, and critical analysis of societal issues. In such cases, students can engage in reflection on the problems in their own context, which may be characterized by challenges such as drug trafficking, insecurity, poverty, and other socio-economic issues. Through critical thinking, students can gain a better understanding of reality and form informed positions with respect to these issues, facilitating a more discerning perspective.

In conclusion, promoting critical thinking is deemed important at LFMN, as it contributes to the fulfillment of the school's mission. The MEN has also established standards aimed at improving English skills in schools, but it is crucial to implement them effectively in the classrooms. When these standards of critical thinking are well-integrated into the classroom instruction, students can develop a clear stance on the problems in their environment. Through active participation in the classroom, students can not only contribute to the school but also to society at large.

By fostering the proper development of critical thinking skills, oral participation can help shape students into critical individuals and responsible citizens. Tasks and activities can serve as effective tools to incentivize the use of critical skills in the classroom. Once students have acquired the foundations of critical thinking, they can apply these skills to participate and intervene in various scenarios where oral communication is required.

Chapter II Literature review and theoretical framework

The following chapter includes the description and recollection of the literature review based on previous research with the purpose of understanding this pedagogical proposal. These studies were organized to provide foreign, national and the institutional perception about the use of critical thinking for improving oral participation in the English classroom through TBLA. Additionally, a theoretical framework is presented where concepts such as 21st century skills, oral participation, and task-based learning approach are explained.

Literature Review

Foreign Review

With the aim of gaining a comprehensive understanding of the significance and impact of critical thinking in promoting oral participation, various foreign research studies will be considered.

First, a study was conducted by Care et al (2018) titled "Education System Alignment for 21st-century Skills Focus on Assessment" which involved a population from different countries around the world, including Colombian students, with the purpose of assessing the English language proficiency level in each country. This study proposes that current educational systems worldwide should provide relevant educational experiences that prepare youth for the challenges of the 21st century. The article explains that in order to achieve this goal, it is necessary to introduce new learning domains that emphasize transferable skills and competencies. The article also critiques the current educational systems in the United States and in some other countries for not adequately incorporating these types of experiences.

Likewise, Care et al. (2018) mention in their report to the Brookings Institution that despite globalization, technology, and demographic shifts transforming various aspects of

society, many countries have not yet implemented new policies. While previous generations relied on skills such as memorization of facts, the 21st century demands the development of critical thinking, collaboration, problem-solving, and social skills. However, the article notes “numerous education systems still employ 20th-century teaching methods and assessments to teach 21st-century skills, hindering the learning progress of millions of children worldwide” (p.13).

Thus, this study contributes to the current research in two key ways. Firstly, it provides insights into the English language proficiency level of the population and the role of English in Colombian society, in comparison to other countries. Secondly, it highlights the importance of implementing 21st-century skills in classrooms to improve English language proficiency in the country, as the research underscores the need for relevant experiences in schools that foster critical thinking skills, particularly considering that the current youth generation learns in a different way. Therefore, incorporating this report into the research is relevant, as it underscores the need to understand that new generations require innovative learning strategies to develop skills and abilities that are relevant to society. Consequently, recognizing the significance of 21st-century skills necessitates changing methods and approaches in the English classroom.

In the same year, an action research study was conducted by Echeverri and McNulty (2010) titled 'Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension'. The findings of this research revealed that students showed a keen interest in activities related to thinking skills. Specifically, English language skills such as reading and writing could be enhanced when thinking skills are incorporated. This highlights that the need for new strategies to acquire skills is not only evident in government policies, but also in the development of higher thinking skills, as it can naturally improve oral participation in the classroom without being imposed. Echeverri and McNulty's (2010) research emphasizes the

importance of establishing a relationship between critical thinking and oral participation, as students feel more comfortable discussing real-life experiences and expressing their own opinions. This action research supports the idea that critical thinking promotes student participation, as it enhances their confidence and motivation, leading to a change in their attitudes towards participation. Additionally, students feel that their opinions are valued in a safe space. Therefore, based on this research, it can be inferred that oral participation can be increased by effectively integrating critical thinking tasks into the classroom.

Furthermore, studies conducted by Rotherham and Daniel T. Willingham (2010) have identified that across 152 countries, national policy documents almost always include four of the 21st century skills. These skills are ranked in the following order: creativity, communication, problem solving, and critical thinking. However, despite the inclusion of these skills in policy documents, there is evidence to suggest that they have not been effectively implemented in practice. While curriculums may indicate an intention to develop and teach these skills, countries need to move beyond mere aspirations and intentions. They should instead focus on describing the learning trajectories of these skills throughout childhood and adolescence (Care et al., 2018). This goes beyond recognizing the importance of 21st century skills and requires a deeper understanding of how these skills evolve and progress over time.

Colombian Perspective

It is also necessary to analyze the stance of Colombian researchers and the type of research studies they have conducted in the field of education, and their contributions to society.

In line with the proposals put forth by foreign researchers, some Colombian authors also emphasize the need to promote 21st-century skills in education. For instance, Fandiño (2013) argues in his action research titled '21st Century Skills and the English Foreign Language

Classroom' that schools and EFL (English as a Foreign Language) classrooms should focus on providing students with opportunities to develop creativity, critical thinking, collaboration, social and cross-cultural skills, as well as media literacy, initiative, and self-direction.

Fandiño (2013) suggests that EFL classrooms should incorporate activities, practices, and processes that stimulate the acquisition of these skills. This includes creating an environment that encourages creativity and critical thinking through problem-solving tasks, group projects, and discussions. It also involves promoting collaboration and social skills through cooperative learning activities and cross-cultural exchanges. Additionally, the author emphasizes the importance of media literacy, initiative, and self-direction, which can be fostered through activities that involve digital media, independent research, and self-reflection.

Fandiño (2013) states that EFL classrooms need to be filled with meaningful and intellectually stimulating activities, practices, and processes that allow students to not just articulate thoughts and ideas effectively using oral, written, and nonverbal communication, but to also understand complex perspectives, using multiple media and technologies, making judgments and decisions, and working creatively with others.

In that sense, according to this perspective, there have been other kinds of studies related to the activities and strategies that allow students to develop 21st-century skills. It is for this reason that Buitrago (2016) from Antioquia University establishes in her article the Task-Based Learning Approach as a strategy for improving communicative competence and critical thinking. Buitrago (2016) claims that "The exposure to English and the frequent opportunities to use the target language through the different tasks and pre-tasks developed in class, contributed significantly to improving students' oral and written production" (p. 105). Likewise, she emphasizes the importance of proposing tasks that are coherent with students' interests, needs, and reality for the correct development of this idea.

Buitrago (2016) further elaborates on the idea that fear of speaking English in public or mispronouncing words can significantly impact students' participation in the classroom. She identifies that some students may feel anxious or intimidated when using English orally, which can result in reluctance to actively participate in class discussions or speaking activities. This fear of making mistakes or being judged by peers can create a barrier to meaningful engagement with the language and hinder the development of oral communication skills. Buitrago's (2016) research emphasizes the need for teachers to create a supportive and inclusive classroom environment that addresses students' anxieties and encourages them to take risks in using English, without fear of negative repercussions. This could involve creating a non-judgmental and encouraging atmosphere, providing opportunities for practice in a safe and supportive setting, and giving constructive feedback that focuses on improvement rather than criticism. By addressing the underlying causes of students' lack of oral participation, teachers can help students build confidence, overcome their fears, and actively participate in English language activities, ultimately enhancing their communicative competence.

Buitrago (2016) also claims in the conclusion and results that "an important aspect contributing to the improvement of students' English communicative competence was the emphasis on meaning and purpose over language form in the tasks developed (p. 115). This conclusion is relevant as it highlights the importance of students feeling comfortable during their oral participation in English, even if grammar mistakes are present.

In conclusion, the posture of Colombian researchers in the field of education, particularly in EFL classrooms, has highlighted the importance of promoting 21st-century skills for students' holistic development. Studies by authors such as Fandiño and Buitrago (2013) have emphasized the significance of incorporating tasks and strategies that foster critical thinking, communicative competence, and meaningful participation in English language learning. Fandiño's (2013)

perspective advocates for stimulating activities that develop creativity, collaboration, media literacy, and other essential skills, while Buitrago's research underscores the significance of task-based learning approach in improving oral and written production and addressing barriers such as fear of speaking in public or making mistakes. These findings underscore the importance of prioritizing two essential aspects: firstly, fostering critical thinking; secondly, developing effective communication skills. This is crucial for preparing students for success in the 21st century. Furthermore, these results also highlight the need to work on supporting students' process of overcoming emotional barriers, such as fear, which at times prevents them from engaging in fluent conversations and even participating minimally in English classes.

National Pedagogical University of Colombia's perspectives

To comprehend the relevance of this research in the Universidad Pedagógica Nacional, some documents are reviewed taking into account the variables of this research. Hence, those documents have similar objectives that contribute to the construction of this pedagogical proposal.

The first document reviewed is Background knowledge in English reading alongside visuals to promote critical thinking (2017) which states how visual literacy through a critical approach fosters background knowledge in EFL reading for third graders. In that way, the study concludes:

Students were able to reach three levels of thinking considering the Revised Bloom's Taxonomy as follows. The first level, Remember, took place when students recalled information regarding English, or the images saw at the beginning. The second level, Understand, occurred while reading by interpreting, summarizing and explaining the stories and finally, the fifth level, Evaluate, when they criticized the stories' characters' behavior. Students were able to assume a position and support their stance with good arguments. (Farfán, 2017, p.56).

In that sense, this study provides evidence about how 21st century skills, specifically critical thinking, could be developed in a proper way in the EFL classroom. Similarly, students in the classroom are available to assume positions about their reality and their own experiences by using English as a system of communication. In that instance, critical reading benefits not just the student but also his context and people around him. Hence, it is connected to what Fandiño (2010) mentioned about the need of classrooms filled of meaningful and intercultural activities for understanding complex perspectives.

On the other hand, with regard to the Task Based Learning Approach, there is another study carried out by Carranza (2021) that states that through the Task-based learning approach it is possible to develop inferential reading and logical thinking in fifth graders. In that way, the study is orientated to develop some of the 21st-century skills since primary by TBL because it may help tackling content and learners' interest. However, due to the pandemic of Covid-19, this pedagogical proposal suffered modifications at the end of the process. Some of them were related to the way Carranza (2021) applied the tasks for developing the skills of the proposal. Even so, the research confirms what Arias et al. (2013) conclude, "The implementation of a task-based approach is an innovative framework that is going to help a group of students to perform a given task, which is going to become effective in the development of their critical thinking and also language use." (Arias et al, 2013, p.203).

Theoretical Framework

21st Century Skills

During the last few decades, the term "21st-century skills" has gained importance due to economic, innovative, and digital advances. In this context, the term refers to the competencies that enable students to thrive in today's world. Some researchers have classified these skills into

twenty categories that students need to succeed in the digital era. Critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership initiative, productivity, and social skills are some of the abilities proposed in the concept of 21st-century skills.

The Framework for 21st Century Learning (2009) by the Partnership for 21st Century Skills, defines them as a collective vision of the skills, knowledge, and expertise necessary for learners to generally succeed in contemporary work and life. The framework is divided into several categories, including key subjects and 21st-century themes, learning and innovation skills, information, media, and technology skills, and life and career skills. Learning and innovation skills distinguish learners who are ready to face complex life and work experiences from those who are not. These skills include creativity and innovation, critical thinking and problem-solving, communication, and collaboration. The framework also identifies several 21st-century support systems aimed at making the learning experience relevant, engaging, and personalized (Partnership for 21st Century Skills, 2009).

In the same way, Gardner (2007), an educational psychologist and professor at Harvard University, has written extensively about the importance of 21st-century skills. In his book *Five Minds for the Future* (2007), Gardner argues that in order to thrive in the 21st century, individuals need to develop five specific types of thinking: the disciplined mind, the synthesizing mind, the creating mind, the respectful mind, and the ethical mind. Gardner believes that these five minds are essential for success in a rapidly changing world, and that they must be taught and cultivated in the classroom. He also emphasizes the importance of developing multiple intelligences, such as linguistic, logical-mathematical, and interpersonal skills, to prepare individuals for the demands of the 21st century.

The demands of the 21st century, which include rapid technological advances, globalization, and the constant need for innovation, require individuals with a set of skills that differ from those that were important in the past. 21st century skills such as critical thinking, creativity, collaboration, communication, and digital literacy are essential to navigate this new era. The ability to analyze and interpret information, solve complex problems, communicate effectively in diverse settings, and work collaboratively across cultures and time zones is becoming increasingly important for success in the workplace and in daily life. In short, 21st century skills are crucial to meet the demands of the present and future and ensure individuals can thrive in a rapidly changing world.

Critical Thinking

In this research, critical thinking is considered a crucial 21st-century skill. The concept of critical thinking has been defined in many ways. However, this study explains three primary ideas that define critical thinking.

Firstly, Murawski (2014) mentioned one idea proposed by Elder & Elder (2008) where they mention critical thinking as a thinking mode for analyzing any subject matter or problem. This approach emphasizes the role of the thinker in improving the quality of thinking by skillfully analyzing, assessing, and reconstructing it. Secondly, Ennis (1985) defined critical thinking as a process of deciding what to believe or do, which highlights the decision-making aspect of critical thinking. Finally, Facione (2006) defined critical thinking as a purposeful, self-regulatory judgment that involves interpretation, analysis, evaluation, inference, and explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.

The current research focuses on the first definition of Murawski (2014) as it is closer to the study's objectives. However, she highlights that the attempts to qualify critical thinking will continue for ages due to its complexity. Moreover, the application of critical thinking varies across contexts, disciplines, and cultures, making it even more challenging to define and evaluate. Therefore, the attempts to qualify critical thinking will continue for ages, as scholars and educators strive to gain a deeper understanding of its nature, processes, and outcomes.

To return to the topic in hand, Murawski (2014) highlights the critical thinking as the way of thinking to deal with any subject or problem. Such critical thinking approach is regarded as the core that highlights the role of the thinker in improving the quality of thinking. It's not just solving the right problem that are going to matter, but rather being able to critically evaluate supporting evidence, which will result in a well-thought-out answer. Critical thinking involves the ability to go beyond the surface judgements and challenge the preconceptions and biases to generate a more complex understanding of the topic. Applicable skills in the analysis, evaluation, and synthesis are crucial components in arriving at a conclusion that is based on a thorough and empirical support. According to Murawski (2014), critical thinking plays an important role in the life of today's person because it shapes their thinking pattern in such a way that they become the questioners of all preconceptions and eventually they are able to make an informed decision.

Oral participation

In this research, oral participation has a remarkable role. According to Honesty Trilal and Desvalini Anwar (2019), oral participation is a process that has high relevance in the classroom and in the process of learning with a student. Actually, students' classroom participation is related significantly to the improvement in language proficiency. Proof of that is behaviors or actions during the teaching and learning processes.

At the same time, oral participation has some difficulties to be carried out in a classroom. The first one is related to confidence. Some students do not have the ability to participate in English because of the fear produced by the environment affecting their process of learning. Thus, anxiety and nervousness take control of them and inhibit students from communicating. The second important factor that affects the students to participate actively orally is the logistics factor. Karp and Yoels (1976) found that courses that have more than forty students have fewer overall interactions per class period. Hence, the number of students, and other factors such as classroom size, sitting arrangement, and type of course influence the students. Finally, the grade and the role of faculty are the third and the fourth factors influencing students' oral classroom participation. Students are motivated by a grade, but it is also necessary for a goal that is proposed by the teacher.

Consequently, the term "oral participation" used in this study differs from other expressions such as "speaking" or "oral skills." This is because the research aims to distance itself from these terms, as students are not expected to deliver a well-structured speech. Instead, the focus is on encouraging students to actively engage in oral discussions and express their ideas independently in English. The lack of critical thinking skills among students may actually motivate them to participate more actively in such discussions, as they are less concerned with delivering a well-structured speech and more focused on communicating their ideas. Therefore, it is important to recognize and foster the development of critical thinking skills in students to ensure that they are able to effectively participate in oral discussions and communicate their ideas with confidence.

After all, oral participation has a really important role in the learning process of a student and at the same time in the development of skills in a foreign language. So, oral participation is

defined as a process where students practice and demonstrate their English abilities through a fluent-speaking intervention about a specific topic.

Task-Based Learning approach

According to Willis and Willis (2007), task is defined as piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form.

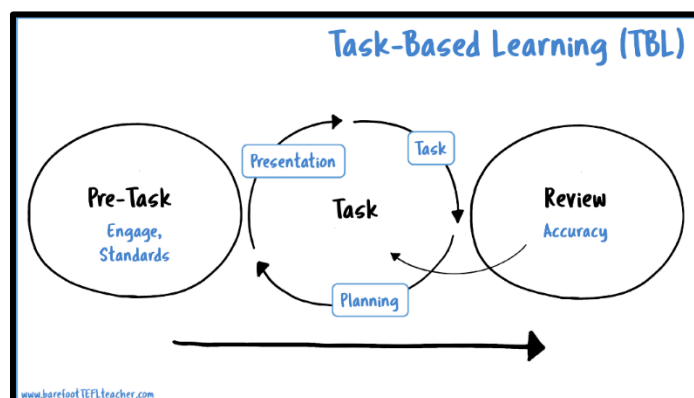
Hence, the task-based approach presents some advantages when it is included in the communicative process of the students. The main characteristics highlighted by Willis and Willis (2007) is that language is used for a genuine purpose meaning where a real conversation could be developed. Furthermore, TBLA helps students face situations where they must use the language as a tool to develop certain skills. Another quotation of Willis and Willis (2007) is that this approach provides students personal experiences with the foreign language.

Based on the studies made by Willis (1996), Task based learning is focused on three stages. Pre task is the first one where the teacher assigns a topic or an activity in order to be developed, and both students and teachers choose among a group of options how to work on the given assignment. The second stage is named task cycles which includes three substages: task, planning and report; these mechanisms are the basis of a lesson in order to promote in students inquires to think about and, this way to explore and share their own world's thoughts and perspectives, bearing in mind that their life experiences are different. Then, students carry out the assignment. Finally, the third is language focus or review, which is composed of analysis and practice. Analysis, in the sense of giving students spaces to think about the introduced language pattern, to be used during the time devoted for the lesson; and practice, taken as a fact of

language use repetition emerged through the development of the lesson. Arias G. et al (2013). (p. 193)

Figure 1

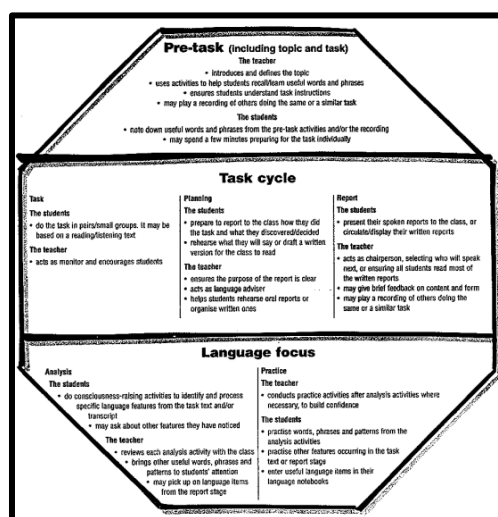
Task-Based Learning Approach cycle



[Task Based Learning (TBL)]. (2023). <https://listens.online/assignment/task-based-methodology>

Figure 2

Task-Based Learning Approach structure



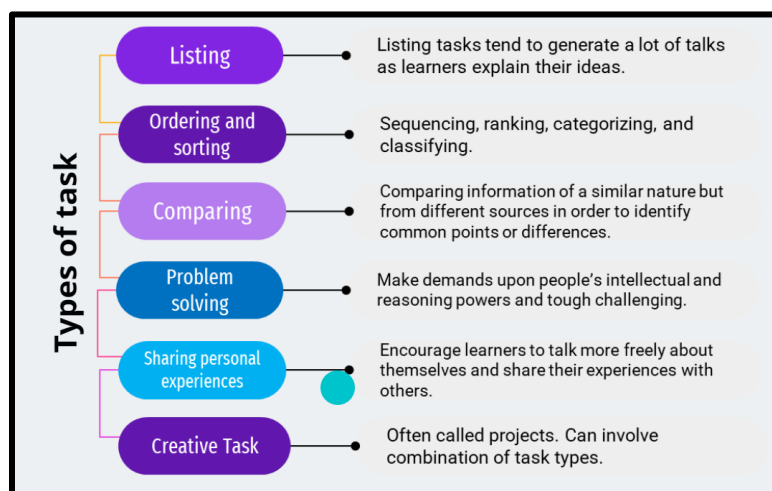
[Task Based Learning Approach Structure]. (2021).

Additionally, Task based learning approach is composed by different types of tasks. In this research some of them were used taking into account the objective to reach in every session.

In that sense, Willis & Willis (2007) proposed six examples of types of tasks. In the following figure they are presented

Figure 3

Types of tasks



[Types of Tasks]. (2007).

In conclusion, the task-based approach offers significant advantages in the communicative process of language learning. According to Willis and Willis (2007), this approach emphasizes the use of language for genuine purposes, fostering real conversations and providing students with personal experiences in the foreign language. By engaging learners in tasks that require comprehension, manipulation, production, and interaction in the target language, the focus is on conveying meaning rather than manipulating form.

By embracing the task-based approach, educators can create a dynamic learning environment that promotes meaningful language use, enhances student engagement, and supports the development of essential language skills. This pedagogical approach fosters active participation and empowers learners to apply their grammatical knowledge to express and comprehend meaning in authentic communicative contexts.

Chapter III Methodological design

In this chapter some aspects such as the type of research and the data collection instruments are presented to give an overview of the main characteristics and aspects of the research. In addition, here it is mentioned how ethical problems are avoided.

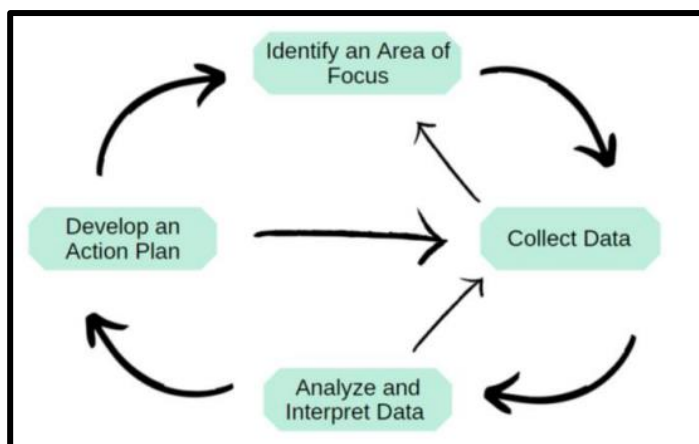
Type of research

In relation to the objectives proposed for developing the investigation, an action research method was chosen. According to Kemmis, McTaggart & Nixon (2014), Action Research can be defined as a method that requires critical attitudes from participants in order to achieve a meaningful change in social practices. Also, it is pointed out that action research is a transformation process of the understanding of practices, what is done by people and how the relationships among individuals and the context are carried out (Kemmis, McTaggart & Nixon, 2014). In that sense, action research has a reliable use in the educational field due to the closeness that it generates with the people. Additionally, action research enhances the understanding of how certain processes can impact the development of a community through a participatory process.

For a better understanding about action research, Mills (2018) proposed four steps that he presents as the dialectic action research spiral.

Figure 4

The dialectic action research spiral.



Note. From Action Research: A Guide for the Teacher Researcher (6th ed., p.26), by G. Mills, 2018, Pearson. Copyright 2018, 2014, 2011 by Pearson Education, Inc.

This process is focused on the research steps with educational purposes. The first step is to identify an area of focus, which means that it is necessary to consider the question or problem. In this research, the problem is related to the oral participation of eleventh grade students. The second step contemplated is the collection of data and for that purpose, it is necessary to create a plan and follow it as the research is performed. Hence, some of the instruments used are observation, audio recordings, surveys, and interviews. Then, the analysis of the data helps to reflect on what has happened and also to refine the action plan. Analysis of the data also helps to identify attitudes and performances to look for during coming observations. In the case of this research, the categorization of the data was useful to develop the analysis. Finally, it is developed an action plan to build on the environment where the research is carried out with the purpose of finding new actions and strategies to propose.

Paradigm research

This project is conducted through qualitative research. Hancock, Ockleford, and Windridge (2009) emphasize that this approach delves into comprehending how individuals interpret reality both psychologically and socially. Given the project's aim of cultivating critical thinking and encouraging oral participation via a task-based learning strategy, the adoption of this

method becomes crucial. It entails considering students' beliefs, experiences, behaviors, attitudes, and interactions, providing a thorough understanding of viewpoints and data collection methods. Furthermore, qualitative research is acknowledged for its adaptable yet systematic process, considering the complexity resulting from the integration of real-world contexts, thereby accommodating diverse perspectives. This research approach, dedicated to unraveling social phenomena (Hancock et al. 2009), necessitates a structured approach to address queries surrounding human behavior, opinion and attitude formation, the impact of external events, and the development of cultures and practices.

Finally, once the data is obtained, it can be evaluated by descriptions and interpretations that need to be supported by theory. It is important that this process be trustworthy and reliable. In this way, selecting this paradigm benefits the objective of the research as it focuses on influences and responses in the social interactions of the students in their English learning process.

Data collection

In order to collect all the information needed for implementing the research, the data collection instruments were surveys, interviews, and audio recordings. Additionally, observation as an instrument of data collection is also explained in this section.

Field notes

Birmingham & Wilkinson (2003) mention that field notes are a component of a research method known as observation. This type of research is distinguished by an extended period of deep social interaction between the researcher and the subjects, within the subjects' environment. Throughout this duration, data in the form of field notes are discreetly and systematically collected. In this context, they assert that "a research diary is a complete historical record of the

data-collection phase of your observational research project; something that will be invaluable when you eventually proceed to write up your research." (p. 128)

In that sense, the field diary serves as a crucial instrument for collecting data in this investigation. It captures detailed records of the sessions conducted with eleventh grade students. These entries document various aspects of the class, including organizational matters, classroom management, and interactions between different participants such as students and teachers, as well as among students themselves. Additionally, the field diary provides a comprehensive account of the activities undertaken, the materials and resources utilized, and the assessment methods employed. By faithfully recording these observations, the field diary offers valuable insights into the dynamics of the classroom, facilitating a deeper understanding of the teaching and learning processes.

Survey

The second tool for collecting the data information will be the survey. According to Burns (1999) survey has "predetermined questions presented in written form" (p.127) and focuses on the collection of specific information that can be received in a more precise and individual way. So, with the purpose of investigating in more detail some data of the students, a survey is going to be conducted to look for relevant information about students' context and reality.

Interview

The interview is seen as qualitative research with the main purpose of collecting some data. There are two main types of interviews; structured and unstructured. The first one is often closed-ended and the second one is where none of the questions are predetermined. In that case, the research implements an unstructured interview with the teacher of the class. The main

purpose is to recollect information about the process, the program and the difficulties that are common in the classroom.

Audio recording

Burns (1999) defines it as a “technique for capturing in detail naturalistic interactions and verbatim utterances. (...) they are, thus, valuable sources of accurate information on patterns or interactional behavior” (p.92). Recordings were employed as a tool in the classroom during various activities. Some audio records were implemented while students participate in the class. Along the process some records of student’s oral participation were taken in mind for recollecting necessary data.

The recollecting of data through audio recordings occurred in two phases. The first phase was related around recording different classes to analyze oral interactions between students. This technique also facilitated the examination of how students engage in English and identify participants in each session. This information was later utilized for result analysis. Furthermore, recordings aided in preserving details about students that might not have been documented in the field notes.

The second phase of audio recording was employed during specific activities, such as podcast recording. This activity was predominantly centered around speaking, allowing for the analysis of conversation dynamics, pronunciation, fluency, grammar, and critical thinking aspects.

Ethical issues

With the purpose of collecting the appropriate data for this research, the participation and process of the students is informed. In that sense, an informed consent (annex A) was sent, read, and signed by the students’ legal tutor because the population is under eighteen years old. In that

informed consent information is described carefully. The integrity of the people in this research is saved. The information collected along this research and the obtained results are destined and used just with academical and pedagogical purposes.

Chapter IV Pedagogical intervention

In this chapter, an explanation will be provided regarding the construction of each task-based lesson plan model for the classes and their objectives in each session. For this research project, a pedagogical intervention was conducted by using the Task-Based Learning Approach, as proposed by Willis (1996). Consequently, each task-based lesson plan crafted for the eleventh-grade students was added to this model, following Willis's guidelines and instructions.

Throughout the intervention period, three distinct task-based lesson plans were designed and implemented. These plans were centered around topics of interest to the students, which they had selected during the Diagnostic Test (annex B) at the beginning of the intervention at the school.

According to Willis (1996), there are six types of tasks, each with a different focus. Individual topics can be explored in various ways to generate diverse tasks. Furthermore, each lesson plan was formulated with the objective of fostering critical thinking skills among the students and then working on their oral participation in classes. Additionally, in terms of structure, every task-based lesson plan was divided in three stages: a pre-task, a task cycle, and a language focus section as proposed by Willis (1996).

Task-based lesson plan 1

For the first session's development, a task-based lesson plan was created centered on the topic of Animal Testing. This topic was among the most preferred by the students, suggesting that it was of mutual interest and would capture their attention. In the initial fifteen minutes, a pre-task activity was conducted. During this phase, a viral internet video called "Save Ralph" by Taika Waititi (2022) was presented to introduce the topic, both in terms of vocabulary and by

stimulating their critical thinking about the subject. After watching the video, students were tasked with the creation of three sentences, assuming the role of journalists. Subsequently, they exchanged their responses and assigned in groups.

The second part of the task was divided into three moments: task, planning, and report. It followed a strategy mentioned by Willis (1996) called problem-solving, where he suggests that "students can compare (and list) strategies for solving the problem; justify or evaluate solutions; vote on the best solution; and recommend a solution" (p. 57). Hence, at this point, students had to plan a debate about the pros and cons of animal testing. They worked in groups, and each student was assigned to either the pro or cons team via papers distributed to them. Concurrently, it is presented the rubric (annex C) to each group, which contained the criteria and factors to be considered for evaluating the task.

The next stage of the Task Cycle was the planning phase. In this stage, the teacher assumes the role of a facilitator with students as they prepare their ideas and develop various arguments and examples to support their positions. Over the next forty minutes, students had the opportunity to search for examples and information on the internet, including real cases where animal testing had both pros and cons. At the conclusion of the class, students were informed that their homework assignment was to prepare for the reporting session in the next class. Furthermore, they were encouraged to bring along any images, statistics, or visual materials that could be useful in supporting their arguments during the report.

In the next class, it was proceeded with the final phase of the Task Cycle: the report. During this stage, the classroom was divided into two opposing sides, facing each other. The teacher acted as a moderator, posing questions that the students had formulated in the previous class. Furthermore, students were encouraged to use some of the questions they had generated during the initial session. The debate was recorded and can be accessed following the link in

annex D. Following the conclusion of the debate, each student was requested to complete the self-evaluation form.

Furthermore, the final part of the task-based lesson plan included a language focus segment, consisting of two sections. The first section, named analysis, involved the teacher writing a concluding statement on the board. The language focus in the beginning has everything to do with prepositions as it aligns with the topic of what the lead teacher was covering in her class. However, as the project progressed, it became apparent that it would be more beneficial to incorporate instruction on creating questions in English. During the initial session, students had encountered difficulties in formulating questions in the past tense and utilizing the auxiliary verbs do, does, and did. Thus, a set of questions written by students themselves was put on the board, and following the explanation of the right way of writing questions in English, students had a chance to correct the sentences and point out any of their mistakes.

Lastly, the second segment of the language focus was implemented through a strategy, as suggested by Willis (1996), known as the "exit card." Each group was provided with an envelope containing mixed letters. Their task was to organize these letters to form words related to the last topic of animal abuse. They put in order the letters to the board using adhesive tape, completing the exercise.

Task-based lesson plan 2

The second task-based lesson plan (annex E) also centered around the topic of animals, specifically focusing on animals used in spectacles. The objective of this lesson was to encourage students' self-confidence in discussing their personal experiences related to zoos, bullfighting, or circuses. Furthermore, the lesson aimed to foster critical thinking as students engaged in discussions about their experiences.

During the pre-task stage, the brainstorming strategy, as suggested by Willis (1969), was employed to introduce and define the topic of animals in spectacles. Three images, each associated with bullfighting, zoos, and animal circuses, were showed on the board. Students were instructed to choose an event they had attended before and write one word or sentence that the picture evoked in them. Afterward, they shared why they had chosen those words, with some students briefly explaining their reasons and perspectives. This stage had a duration of fifteen minutes.

Next, the task cycle was developed, lasting eighty minutes and divided into the Task, Planning, and Report Stages. Following Willis's (1996) task types, the research was focused on type five, Sharing Personal Experiences. Students were organized into groups of three, and each group was given a paper with one of three events: bullfighting, zoos, and animal circuses. They engaged in discussions about their personal experiences, exchanging questions and answers such as 'Have you attended that event?' 'What do you remember about it?' 'When did it happen?' 'What did you like or dislike about it?' 'Who did you go with?' 'What do you think about that practice?' After addressing these questions, they gathered the details of their discussion and formulated a descriptive opinion about the assigned event and they created an oral presentation with their opinion.

Following this, the Planning stage was introduced, where students were tasked with preparing their oral presentations based on their personal experiences. They were encouraged to gather pictures, images, vocabulary, and any supporting materials to enrich their opinions and reactions. The teacher took on the role of a monitor to ensure all groups were actively engaged in planning their presentations. However, some students seemed less interested, mentioning that they had not attended some of these events and thus lacked experiences to share. The teacher advised them that they could invent a fictional story if needed. Towards the end, the teacher

provided a clear explanation of the evaluation criteria for their upcoming presentations in the next class.

In the Report section, students organized themselves in a round table and played 'duck, duck, goose.' The selected student then shared their story while the others listened attentively. However, during this activity, it was noted in the field notes number four that “they shared their experience as a formal presentation. They shared their experiences as a scholar exposition and not as a personal experience'. Consequently, the oral presentations were relatively brief, and each student was able to present swiftly. To conclude the class, the group gathered general impressions for each event.

Finally, during the language focus segment, the plan was to analyze grammar mistakes, word spellings, or sentence coherence. However, the students observed that grammar mistakes were not prevalent. Instead, the teacher highlighted some mistakes they made during the oral presentation, and they collectively analyzed and corrected them. Additionally, the class arrived at a general conclusion as a group, marking the conclusion of the second task-based lesson.

Task-based lesson plan 3

The last lesson plan was the most extensive, spending two weeks. The objectives were to foster critical thinking by discussing women's empowerment, a topic of great interest to them (annex F). Additionally, the aim was to motivate the students to conduct research and prepare to articulate their thoughts orally. Similar to the previous task-based lesson plans, this one comprised the same stages, with the only difference being the implementation of two task cycles (figure 1). The primary task involved creating a podcast centered around that topic.

Next, a pre-task language activity called 'Matching Phrases to Pictures,' as suggested by Willis (1996), was introduced. The teacher explained that the upcoming podcast would be the

main task of the lesson in the following classes. To begin the class, a YouTube video featuring Michelle Obama was shown. Once the video concluded, the students shared their thoughts and reflections on the video's topic. Following this, the students formed groups of three, tasked with matching phrases to pictures. Images were displayed on the board, and each group received an envelope containing disorganized letters forming a word. They had to determine the word in the envelope and place it under the picture they believed was the correct match. After completing this task, they shared their definitions with the rest of the class and engaged in a discussion about the concepts. Later, in their groups, they selected an article to read and discuss. The articles covered various topics: 'Canada: Women in Equality Fight for the Long Haul,' 'From Where I Stand: When We Sing, We Feel Free,' 'Feminism in Times of War and Peace,' and 'Women's Empowerment in Colombia: Exciting Progress.' The students worked to relate their previous definitions to the text and contextualize them within the articles. At the end, students were assigned the task of brainstorming potential questions to address in their upcoming podcast.

In the following class, the first part of Task Cycle 1 was implemented. Students had twenty minutes to formulate a question they intended to explore in the podcast. Subsequently, they had a brief period to discuss and conduct research on their smartphones regarding their respective questions. The Planning stage ensued, where students were instructed on how to present the questions they had developed within their groups. This stage aimed to encourage investigative skills among the students. They were tasked with arranging their research using graphic organizers, presenting their ideas on poster boards. These included the topic, their question, key words, main ideas, potential podcast titles, and sources.

In the next class, each group presented their graphic organizer to their partners. They received feedback in pairs to gather diverse ideas on potential improvements for their podcast. Each pair provided at least one constructive recommendation, critically evaluating the topic. For

this activity, students were assigned a number from one to three within their original groups. Then, those with the number one formed a new group, and so on. This arrangement allowed students from different original groups to come together, exchange topics, and offer insightful recommendations. They also realized that some had similar topics and attempted to present the information differently to avoid repetition. Moreover, during this class, the podcast's name and the titles for each chapter were finalized. Towards the end, the original groups reconvened, discussed the comments and recommendations received from individuals in other groups, and further refined their plans.

With clearer ideas, the students were ready to craft the script for their podcast and at this point the Task Cycle 2 started. So, in the following class, they received a concise explanation of what a podcast script is, its different components, and a possible structure to serve as a guideline. Various models were presented, allowing them to choose the most suitable model based on their topic and what they intended to convey in their podcast. Then, the students started creating their podcast script, paying attention to intricate details. Some students even practiced recording themselves and rehearsing for the actual recording. Towards the end of the class, they were instructed to submit the final version of the script in either a physical copy or a Word document for review by the teacher, to be recorded in the upcoming class.

In the next class, the Report stage was carried out. Initially, some students finalized the remaining details in their scripts, which were then reviewed by the lead teacher. Meanwhile, in a separate classroom, the podcast recording took place group by group. Utilizing their scripts, each group engaged in a discussion about the topic they had been diligently working on over the past few weeks. The recording process spent two class sessions. Afterward, I the podcast recordings were collected all, and independently organized, edited, and published all the episodes. The podcast can be found following link in annex G.

During the subsequent week, the final segment, the Language Focus, was addressed. Collaborating with the students and the head teacher, we delved into the effective articulation of personal opinions. Employing a mind map, the students attentively participated, as they were later tasked with expressing an opinion on a chapter from their peer's podcast. The class entailed listening to one episode of the podcast, followed by a group discussion where opinions and feedback were exchanged and shared.

The implementation of these task-based lesson plans was well-organized both in design and execution. This chapter provides relevant information that helps explain how the interventions were carried out. With clarity about the development and process, the next chapter will explore into the analysis of the presented data.

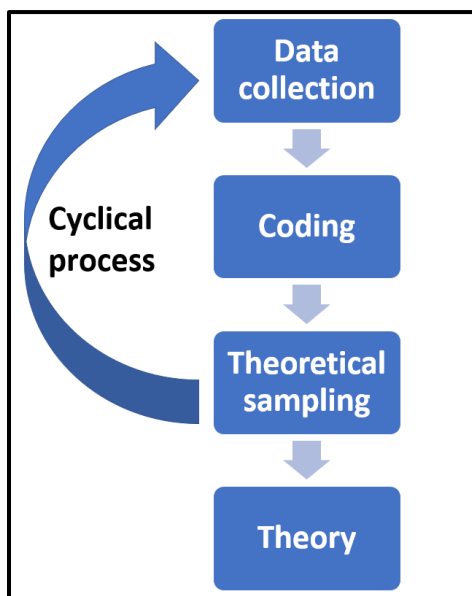
Chapter V Data analysis

In the following chapter it is explained the process of analysis of the results obtained from the pedagogical intervention with the aim of giving an answer to the research question: How to develop critical thinking for promoting oral participation by using the task-based learning approach.

In that sense the analysis of the data was guided by the qualitative research method of the grounded theory approach. The grounded theory approach is a qualitative research method proposed by Barney Glaser and Anselm Strauss (1967) that seeks to uncover the meanings behind individuals' interactions, social behaviors, and experiences. Essentially, the explanations are based on the participants' own interpretations and understandings. Hence, the main steps to analyze qualitative data based on the grounded theory methodology are: coding the data, customizing the Code System, category building, and constructing theories. These steps enable an analysis process that allows the researcher to develop new theories rather than merely gathering data to evaluate the applicability of an existing theory to the social phenomena under investigation.

Figure 5

Grounded approach



Grounded approach (2021)

In that sense, the present chapter introduces two categories of analysis, each one for every specific objective with the aim of providing an explanation of the analysis. Additionally, the structure for the data analysis was designed considering the three task-based lesson plans implemented during the intervention with the students of eleventh grade. The data analysis is conducted taking into account the following table.

Table 1

Categories of analysis chart

RESEARCH QUESTION	GENERAL OBJECTIVE	SPECIFIC OBJECTIVES	CATEGORIES OF ANALYSIS	SUB-CATEGORIES	INDICATORS
How to develop critical thinking for promoting oral participation by using the task-based learning approach?	To develop critical thinking for promoting oral participation by using the task-based learning approach	To integrate critical thinking through experiences by using comments and reflections as a result from a task-based approach	Critical thinking	Analyzing	Opinions
				Assessing	Points of view
				Reconstructing	Postures
	To increase the oral participation of	To increase the oral participation of	Oral participation	Preparation	Searching
					Organization

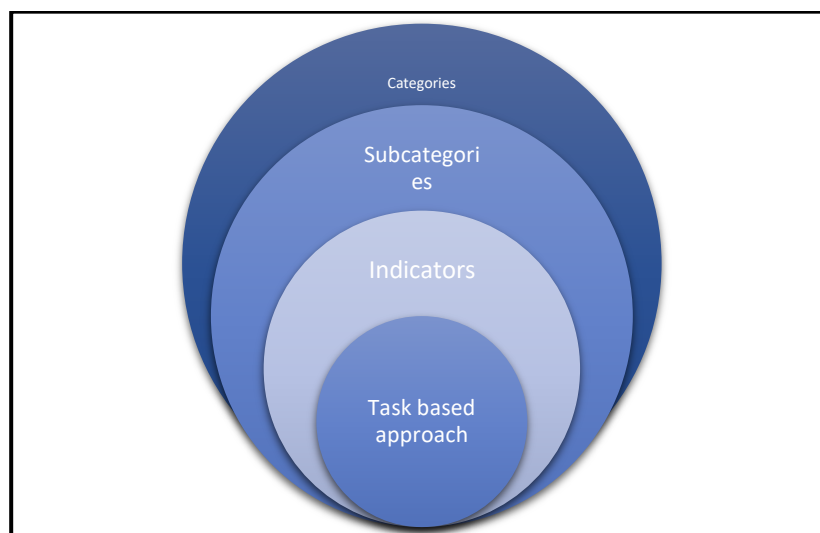
		the students by using oral activities related to topics of the student's interests and current problematics.			Sharing
				Participation	Opinions and points of view
					Questions
					Experiences
				Conclusion	-

Categories of analysis

The categories and subcategories presented here are closely tied to the research question as well as the general and specific objectives. As there are two categories, in each one of them the subcategories are considered for the description and the analysis. In the same way, the indicators are a guide that allow the interpretation of the results. Simultaneously, each task-based lesson plan implemented during the intervention stage is examined to demonstrate the results and analysis under the same category. In the following diagram it is evident the structure of this chapter.

Figure 6

Categories of analysis structure



Therefore, the next section will offer a more specific, detailed description, and discussion of each category and subcategory based on the process of data collection during the pedagogical intervention.

I. Critical thinking through the student's experiences

The first category considers Murawski's (2014) perspective on critical thinking as a mode of thought for analyzing any subject matter or problem. Consequently, and according to her, analyzing, assessing, and reconstructing are treated as subcategories based on his insights. In this case, the experiences of the students were considered, allowing for a more accessible connection between their memories and their context during the stages of analyzing, assessing, and reconstructing. In this regard, it can be demonstrated that throughout the development of the research project, each student could go through these three stages.

In the project, the task-based approach was implemented. Actually, in the task-based lessons plans it is evident that each of the sub-categories — analyzing, assessing, and reconstructing — were incorporated. This implementation not only underscores the practical application of critical thinking but also highlights the intentional incorporation of these distinct cognitive processes throughout the instructional design. The Task-Based Approach, by its nature, fosters an environment where students engage in meaningful tasks that intrinsically involve the analytical, evaluative, and reconstructive facets of critical thinking

Analyzing

In this sub-category, the students demonstrate their ability to carefully examine information or situations, especially when it is presented with diverse scenarios closer to their environment. On many moments, students were exposed to a range of content, such as readings, stories, speeches, videos, and questions, requiring them to analyze the information. The primary

objective here was to cultivate the students' attitude to go beyond provided data and explore further. The opinion was an indicator considered for showing that one student can analyze different situations.

For the first ***Task based lesson plan: Animal testing***, during one of the activities proposed, the students' opinions and points of view regarding the presented topic were clearly evident. The context is that before the debate, it was proposed to divide the class into two groups: one group representing the owners of companies that test on animals, and the other group people opposing this process. In the following extract, a student in pro of animal testing presents her arguments on the necessity of this practice in modern times. Suddenly, a student from the opposing group interrupts her classmate and expresses her ideas through a question, sparking discussion around the topic.

S1: The animals are used for scientific investigations and I know that it's not correct but for example Covid vaccine contributed to the people and maybe too to the same animals...

S2: Would you like to scarify an entire specie just fur us? Is killing a life for other life. It's not ethical and is contradictory.

(Audiotape recording: Animal testing debate. 6:40, March 24th)

In this instance, the students were able to analyze the situations they were discussing, which became evident in two instances. Firstly, the girl who interrupted with a question did it in an euphoric attitude, unable to wait until her partner finished. It demonstrated that she needed to shared her argument urgently, for that reason she lacked control, leading her to interrupt with a question that demonstrated her discontent with the other student's position. This moment, is evidence of the analyzing skill of the student because she is making a connection between the topic of animal testing and her own opinion created from the debate.

In fact, the answer of the other students is also evidence of the analysis they could developed. Some opinions are evident in the following extract that is the continue and the answer for the question proposed by the S2:

S3: But this process does not affect the trophic change, for example: cats kill five million rats weekly.

S4: That is a natural process that is normal, but we are interrupting the nature using animals for our benefit.

S2: So, you say this animal is not important to you.

S3: This process cannot be applied in humans because not all of them have the same genetical abilities, so for the moment the only one way is tried to experiment with rats because it does not affect the trophic change.

(Audiotape recording: Animal testing debate. 6:55, March 24th)

On the other hand, the question posed by the student sparked a process that led the others to enter the analysis stage. In this case, this exercise worked so that the students who were both in favor and against could reflect on the situation and demonstrate through their opinion that an analysis was carried out. For example, the student who tries to contrast with figures regarding how many mice are hunted by cats is evidence that she made a quick analysis of the situation bringing her own opinion. Hence, this question not only provided the students with an opportunity to analyze, but it also allowed other students to contemplate the situation and then think about it, generating well-thought-out answer.

This active engagement in the analytical process fostered a dynamic exchange of ideas within the group, creating an intellectually stimulating environment, allowing other girls to make an initial evaluation of the situation before and during crafting their opinions. In that way, the role of interest becomes crucial in shaping student's responses.

Afterwards, in the second *Task-Based Lesson Plan*, titled *Spectacle Animals*, there were other notable situations. In fact, it was introduced one task that delved deeper into the topic of the

animals taking a different but related way compared to the previous Task-Based lesson plan on animal testing. During the development of this task, the students demonstrated a low level of interest. Although they participated, their attitude was different. For example, it was noticeable that sometimes they only spoke when required by the teacher. These situations were documented in the field diary tool.

Today I could see that the topic of animal abuse was not enough to call the attention of the students and also, because of that they were less interested in talking in English and start natural and free opinions. As it was not interesting to them, they were limited just to talk the necessary and do not participate more.

(Field diary number 4. April 14th 2023)

The last evidence highlights the importance of motivation in terms of analyzing in a critical way. In this instance, motivation and analysis work with the aim of generating awareness. For that reason, during the development of the task number two, the students were less inclined to delve deeper into the subject matter, the questions, assumption and even exploring alternative perspectives. This suggests a potential correlation between motivation levels and the depth of critical analysis undertaken by students.

However, the relation between them cannot be separated from experiences. Actually, during the pre-task stage, some questions were focused on asking about the events that they had lived before and some of them could answer taking their experience into account. Some of them could not create a clear analysis about a specific situation, however other students could do it. For that reason, student's participation dismissed, because their interest was not enough. In the following extract, it is also highlighted another important fact.

I could see that not all of them had assisted or participated on the events I presented to them. For example, bullfighting was an event where only two students had assisted, so, it was difficult to talk about experiences there.

(Field Diary #3. April 12th)

As a result, the students' opinions were affected by their lack of motivation and led to a degraded analysis stage. Critical thinking, according to Murawsky (2014), is not just a matter of superficial examination, but concerns going deeper, questioning initial assumptions and detecting biases that cognitively lead to a deeper and deeper understanding of the issue. Yet, in this case, these attributes also weren't recognizable since the students primarily only talked when asked, instead of taking charge of the whole thing themselves. Thus, their abilities of analysis and contemplation were to be distributed rather than to engage in continuous focus on the task.

Finally, in the last *Task-Based Lesson Plan focused on Women's Empowerment*, the students were engaged in the analysis of various information they had gathered. The central activity involved the creation of a podcast where they discussed the role of women in society. As this task was the lengthiest among the three, they needed extensive preparation. Consequently, the analysis was a crucial component at various stages throughout the task.

One significant moment of analysis occurred during the preparation phase for the podcast topic. Students were tasked with contemplating a question that would guide them in crafting their episode and determining the subject they wished to address. While they were provided with readings and videos to assist them in this process, the current analysis was developed on their individual efforts. This analytical phase was documented in a field diary, highlighting their active engagement in the process. Furthermore, the completed podcast, the final product, clearly demonstrates that the students successfully executed the analysis stage.

Today, while the students were watching the video, one student pointed out a specific part that Michelle Obama mentioned. She shared that she received the message that someone like her wasn't supposed to have big dreams. This sparked curiosity in a student, who then asked her classmates, "What does it mean to have a big dream?"

She posed the question but didn't provide an answer. However, some other students were contemplating the question she raised.

(Field Diary 6. April 21st, 2023)

The last evidence demonstrates that the stage of analysis was developed among the students. First, because the question made by the girls piqued the curiosity of the others, prompting her to inquire of her peers. In this case, although she left the question open-ended without offering her own interpretation, it started contemplation among other students.

As a result, this stage of analysis enabled the students to take the initial step in searching for the question and the topic they wanted to address in the podcast. For this reason, in almost every Task-Based Lesson Plan, during the pre-task stage, analysis played a significant role. In this instance, the students had the opportunity to be prepared for the task and organize everything for its development. Some evidence is presented here when the students recorded episodes in groups about specific topics related to the women's role in society. For example, one of them demonstrated a process of analysis through questions for the development of their arguments.

S1: What do you think about today?

S2: I think that I appreciate that I am here and I am expressing myself in this podcast because it is important to express ourselves and our opinion about this topic. Thank you.

(Podcast episode 3: Internalized masculinity 9:25)

This interaction signifies the impact of the topic, as it not only resonated with a student but also stimulated thoughtful reflection and analysis within the class. The question posed by the students in the podcast is evidence of analysis, as the student who answers the question takes a moment to analyze the situation before emphasizing the importance of communicating ideas and opinions.

Assessing:

On the other hand, for the construction of critical thinking, it is also necessary the stage of assessing. Hence, once the students had analyzed the information, now they have to evaluate it. When the students look for information, it is considered as an index for identifying the process of assessing. In this moment, their opinion turns into a point of view due to the information they recollected.

In that sense, as another sub-category, the assessing was also evident in different circumstances during the intervention. In the following excerpt from the interview, a student responds to the teacher's question regarding the debate conducted in *Task-Based Lesson Plan One, Animal Testing*. As previously mentioned in the analysis stage, the debate centered around the ethical practice of testing on animals prior to the launch of new products. Each student prepared individually and collaborated as a group to articulate their ideas and defend their assigned roles. Towards the end of the intervention with the eleventh-grade students at LFMN, during a final interview, one girl recalled her experience participating in the debates. She emphasized the significance of such discussions and how they provide opportunities for students to express themselves.

Entrevistador: ¿Ustedes creen o consideran que abordar el inglés desde temas que son de interés para uno facilita o ayuda a participar de forma oral?

Estudiante 3: sí, porque digamos que hablar de esos temas de interés, pues nos ayuda como a investigar un poco más, digamos los debates que hicimos, entonces eso como que nos ayudaba, o nos motiva para buscar vocabulario, aprender a pronunciar mejor.

(Interview 2, September 6th)

Entrevistador: ¿Y creen que la parte del pensamiento crítico, o sea, uno ser crítico, también ayudar a hablarnos más en inglés?

Estudiante 7: Yo por mi parte creo que sí, porque te ayuda a tener mucho más vocabulario referente a lo que tú quieres decir y hablar, es lo que tú pensamiento da. También en los debates y creó mucho como compartimiento de información, por así

decirlo, entre cada grupo o en cada una de nosotras. Que, aunque estuviéramos sí o no en contra, teníamos una forma de compartirnos información entre cada una y nosotras y aunque fuera poco el vocabulario nos hacíamos entender con lo que teníamos.

(Interview 4, September 6th)

The last evidence is focused on the role of participation that helps to search for information and go deeper with exploration. When the students say that they could share information during the debate, they show that they stopped and thought about the information. They can achieve this through making several viewpoints. This step involves not only seeking information but also reaching the depth of having own opinions. This is because they can reflect and evaluate on what they look for and what they hear from their classmates.

On the other hand, in the development of the second *Task-Based Lesson Plan on Spectacle Animals*, the assessment by the students was evident on fewer occasions. For instance, at the beginning of the task, various images related to bullfighting, zoo animals, and circus animals were presented on the board. Students were asked to write down one word that the picture evoked for them and write it next to the image. Some words they used included 'pain,' 'angry,' 'disagree,' 'disgust,' 'abuse,' and 'impotence' (Annex E). Later, when they were prompted to reflect on their experiences with these events and engage in discussions, they were able to analyze the situations again and provide different kinds of answers, which were more positive than the words they initially mentioned. In the following extracts, the information is supported with the register in the Field Notes diary.

12. The experiences they shared and the words they wrote on the board demonstrate their dissatisfaction with the events. The words they selected, such as 'totally disagree,' provide clear evidence of their disapproval of these events.

15. During the dialogue, some students expressed viewpoints that differed from what they initially wrote on the board at the beginning of class. For instance, Luna's group discussed the limitations that some zoos in the country have, noting that in certain cases, they contribute to the welfare of animals.

(Field Diary No. 3. Line 12 and 15. April 12th)

In this context, despite the relatively low participation and motivation of the students during the Task, an interesting discovery emerged: students sometimes have prejudices about certain events when they haven't engaged in discussions about them, as evidenced by their initial reactions on the board. However, once tasked with discussing these events with their classmates and sharing their experiences, they had the opportunity to either reaffirm their initial views or adopt a different perspective. Through discussion and assessment, they were able to discern the facts and explore alternative viewpoints, as seen in the group that identified benefits in the existence of certain zoos.

In the same way, during the *third Task based lesson plan on Women empowerment*, student group number seven produced a podcast as their final project of the task. In this podcast, they delved into the issue of the perceived 'superiority' of men in society, particularly concerning disparities in salary and opportunities compared to women, even when they possess equal or superior qualifications. At the end of the episode, they addressed this topic:

S1: What is the glass ceiling?

S2: Is the one who does not let women advance in the same way as many in the work place such a salary, promotion, respect, support and motivation among many other of things.

S1: There is a lot of evidence, even statistics that show that woman do not have same opportunities compare to men, so how can we break the glass ceiling?

S2: learning to be critical of ourselves as well as society in general.

(Podcast. Episode 7: The men and their 'superiority'. 2:10)

In that instance, this group was able to analyze complex topics in their surroundings. Right from the start of the task, they immersed themselves in the topic, delving deeper into the concept of the glass ceiling in society. Despite being unfamiliar with the term initially, they took the initiative to seek out more information and interpret it to form their own perspective. It is important to note that this perspective differs from a mere opinion; at this stage, the students had not only analyzed the information they had heard but also conducted research on the topic.

Consequently, after assessing it they were able to take an initial stance, understanding that it could evolve with further investigation.

Reconstructing:

In the final stage of critical thinking, reconstruction is important as students consolidate their perspectives on a given topic. Having analyzed many situations and gathered information, students delve deeper into their investigations, exploring different viewpoints. However, during the reconstruction phase, students go beyond merely forming opinions; they actively engage in discussions and assert well-founded ideas. These ideas are substantiated with evidence and arguments, allowing students to demonstrate strong postures on the topic at hand.

During the implementation of the *Task Based lesson plan 1: Animal Testing* a debate was conducted, as mentioned earlier. Towards the end of the debate, one student expressed her stance regarding the use of certain products currently in use. This sparked various reactions in the classroom; however, the girl who provided the example demonstrated her stance and thoughts clearly. The following extract illustrates the moment and the position presented by her:

S4: You have reason, we do this (animal testing) also for money. (...). But I'm not going to change the things that I know. For example, I use Colgate and most of the people here use Colgate. So, if I use Colgate, I'm not going to change something I already know that works just for saving a part that I'm not going to change in a huge portion.

(Audiotape recording: Animal testing debate. 42:27, March 24th)

In this context, the evidence points to the reconstruction ability that students can demonstrate at this stage. Critical thinking has progressed significantly, as students now showcase their inquiries, investigations, previous analyses, and earlier developmental stages. They are now integrating these aspects into their understanding, demonstrating a connection between their expressions and their lived experiences. For instance, S4 has contextualized the

discussion topic with her daily life, showcasing her reconstruction of the activity by taking a stance both as a student and as a human being. Additionally, it also demonstrates what Murawsky (2014) postulated, when she mentioned that critical thinking is about looking beyond surface-level information and questioning assumptions and biases to arrive at a more nuanced understanding of the subject matter.

Indeed, the example further validates Murawsky's (2014) assertion regarding critical thinking. It underscores the importance of going beyond superficial knowledge, challenging preconceived notions, and recognizing biases to arrive at a more nuanced understanding of the subject matter of the topic at hand. This process of critical analysis not only enhances learning but also cultivates the ability to think critically and independently.

In the same way, similar moment occurred during the development of the ***second Task-Based Lesson Plan - Spectacle Animals***. Here, there was an assignment where students were provided with pictures to analyze and discuss with the class. Each group received a different picture related to one of the class' topics (bullfighting, zoos, or animal circuses). During this task, an individual student shared a particular situation she recalled about bullfighting when she was younger.

8. When I was talking with one student, she told me about her experience in a bullfighting. She said that when she was younger, she had the opportunity to assist that kind of events. She said that she didn't like the experience because she thought that it was bad with the animals. She also told me about her experience at a zoo where she could also see that animals were sad so for that reason, she does not agree with animals that are used for spectacles because are used only for human entertainment.

(Field Diary 4. Line 8. April 14th, 2023)

The analysis of the last extract revealed that students' experiences prove valuable when inspiring them to analyze various topics or societal situations. In this instance, the

student's experience was recalled and analyzed in the context of the reading. She adeptly establishes intricate connections by seamlessly interweaving her personal memories with the information disseminated during class sessions. This skillful integration not only enhances her understanding of the subject matter but also showcases her ability to apply real-life experiences to academic concepts, fostering a deeper and more nuanced comprehension taking a posture about the situation.

It also demonstrates that sometimes it is not necessary to implement the whole Task-Based Approach because in this case, this student could reach that conclusion and formulate her own perspective even in the pre-task stage. However, the significance of this fact is not diminished. The student is reconstructing her own context even with memories she has lived, and as demonstrated, this topic evoked a memory with which she could connect.

In that sense, the third Task-Based Lesson Plan was also a moment where the students could experience and create similar instances of reconstruction through the positions they adopted. During this task, the students engaged in a podcast discussion about the concept of male superiority and the various factors contributing to its perception across different contexts. In the following excerpt from the podcast, they specifically address the treatment that women have received in many occupational contexts over time. However, they could connect a previous knowledge they had with the topic they were discussing:

S1: And this is another area in the workplace where if it is not through sexual means, a woman can't be promoted in the company or at least have a little respect because if she does not agree have something sexual, they treat fire her from the work. But if you agree and at some point, start to move on work you are treated like simple animal.

S2: And it is not only in this case, also in the case of a beautiful woman of a company. They (companies) pay more attention to her than those who are not so

much beautiful but intelligent. This is the case of the novel *Betty La Fea*. This is a very clear example of how a company can work.

(Podcast. Episode 7: The men and their ‘superiority’. 2:10)

Here, the student brought to mind the pictures of one of her favorite TV programs.

By using it, she is also establishing the connection between the topic of study and her likes of that kind of subject matter. In addition, this connection also added a certain depth to the conversation because they were able to associate the abstract points they were dealing through the series with her everyday life.

II. Student’s interests as a strategy for enhancing the oral participation

The second category, Oral Participation, is designed to address the second specific objective, which aims to increase the oral participation of the students by using oral activities related to topics of the student's interests and current problematics. It is important to remark that in this research, the term "Oral Participation" is distinct from similar concepts like speaking or conversation. The activities were meticulously designed and evaluated with this distinction in mind. Therefore, the stages of preparation, participation, and conclusion are taken into consideration. Similar to the previous category, this segment will delve into each subcategory, providing an explanation of how the task-based lessons plans were implemented and evaluated.

Preparation

With the aim of promoting the oral participation of the students, some of the activities were designed and promoted between them. So, a preparatory stage was incorporated into each task-based lesson plan. This preparation allowed the students to get confidence for the main task that they had to do later. For that reason, it was a stage that demanded students’ moments of researching, organizing and also sharing the information.

First, the moment of *researching* was clearly evident in different stages where the students could do an extra effort with the aim of looking for more information. Sometimes the information provided was enough for some groups and then they could get prepared with that. In other cases, the students needed to search for extra material for being more involved in the topic. Hence, research was crucial for the development of the students' oral participation because it created the necessary self-confidence for developing the oral participation.

One significant moment where the students could demonstrate their research efforts was registered in the field diary number 6. In this case, the students were preparing to develop the third task-based lesson plan with the main task being the podcast. Clearly, this task required the most exhaustive research by the students because they had to search for information, organize it, and then present their findings in the podcast. Therefore, research was crucial in this task-based lesson plan, even more than in other lessons.

They knew they had to investigate; however, during a specific activity when they were reading some articles to find topics of interest and have a reference for their podcast, this group came across an interesting news item that immediately caught their attention, it was related to female soccer teams in Canada and the inequality there. They started reading, and their motivation led them to search for more information, delving deeper into the topic.

During the second activity, which involved reading and discussing their assigned topics, a group of students showed great interest in an article about gender inequality in soccer in Canada. They actively read the article and occasionally sought clarification from me regarding certain terms or ideas. Once they fully comprehended the reading, they engaged in a conversation about a similar situation in Colombia. This group demonstrated high motivation, going above and beyond by seeking additional information. Despite their native language being Spanish, I encouraged them to communicate in English, and due to their motivation, they willingly complied.

(Field Diary 6, September 6th)

Hence, this group was not only satisfied with the article but also made research on the topic. Additionally, it is highlighted that the students were reading a material provided by a

website from Canada (Annex F). This demonstrates that even when the material is not directly related to their environment, students can make connections between what they are reading and what they know about their own contexts where they live. In this sense, they could connect to a problem from another country and also compare it with a similar issue.

Moreover, this register from the field diary is also evidence of the effort that students put into speaking English. This is because, even though they were interested in the topic of the reading, they were able to discuss and search for information in the second language. Hence, this is proof that the students made good preparations for the task. This stage or activity allowed them to prepare for the following steps they needed to complete for the main oral participation moment: the recording of the podcast.

Similarly, once the students felt they were ready and had gathered sufficient information, they could begin the *organizing* stage. This step required the students to collect the information and decide what would be useful. Additionally, organizing involved understanding, classifying, rejecting, and organizing the information obtained into a hierarchy. As a result, the students demonstrated a deeper level of engagement in this stage.

During the development of the third task-based lesson plan, this stage was clearly evident because the students had the opportunity to undergo a significant preparation process. Task-based lesson plan number three allocated a considerable amount of time for preparation, as mentioned before. Therefore, the groups were able to create a script, which was crucial for the podcast's development. This script served as an important point in the task because the students needed to gather enough information to write it, and then it would serve as a guide for recording the podcast. Thus, that script turned into an essential preparatory tool.

In this context, the following evidence presents the final version of a script that a group shared and refined to provide guidance. After conducting thorough research and collecting

information, the students diligently crafted the script. This effort made it clear that they were committed to presenting accurate and well-structured content.

Women in the health system

Introduction:

Majo: Good morning, good afternoon and good night from wherever you are.

I'm majo and today in this new episode we have some guests to talk about "women in the health system". We have three central themes: treatments, maleness and capitalism in the women. Our guests are Carolina and Juliett

MUSIC AND CLAPS

Majo: Welcome, ¿want to introduce yourselves?

*Both: hi guys

Carolina: I'm Carolina Herrera and i think i have a critical feminist thought and for that i want to be here.

Juliett: and i'm Juliett, i'm a medical student and it has been too hard to study this career but this theme we'll (we will) leave it for later.

Majo: So let's start.

¿ what are some social determinants of health that women are often not talked about?

Juliett: okay, First of all, they do not tell us enough about the symptoms of a heart attack because those of men are not the same as those of women and even so, the symptoms of women are not known enough, which is not usually chest pain.

In addition, they are not diagnosing it correctly or they pass it off as gastritis and there is no research on polycystic ovarian syndrome and when in reality it is a hormonal disorder that affects a lot and still does not even have a definitive cure.

Majo's opinion*=And in fact, it is unfair that they do not take the time to investigate this disease simply because it only happens to women.

But there is another syndrome that is not talked about and that has become very normalized which is PMS known as premenstrual syndrome which is a hormonal imbalance due to estrogen and progesterone disruption caused by stress, bad habits and poor diet.

If it is true, in fact I have heard that hormonal cycles can be synchronized with your body, and stop normalizing these drastic changes because compared to men's hormonal cycles they are very stable, that is, they are not like on a roller coaster like it happens to us

Ujum's majo

Juliett: But now i want to talk about how the capitalism affects our health.

Majo: *question 2*

I have seen in my daily life that the use of feminine hygiene products such as sanitary napkins and tampons is becoming more and more expensive because the prices of their components have skyrocketed.

But i also believe that this has a lot to do with the pink tax, which is based on charging extra for products and services that are especially targeted at women.

(Image 1: Script group number 2)

The last script is evidence of the organization that the students had before recording the podcast. It reflects the meticulousness with which they gathered information, selected relevant details, and structured their ideas cohesively. This is evident because the topic is related to the health system, which required them to search for information, organize it, distribute roles, and assign topics to each person. Hence, the script indicates the students' ability to synthesize complex information and present it in a clear and engaging manner. This level of organization not only ensures a smooth recording process but also enhances the overall quality of the podcast, making it informative and impactful for the listeners.

Finally, once the students could organize the information and had a clear idea about what to say, they were ready for *sharing*. In this case, and continuing with the same task-based lesson plan, the students were asked to share the information among themselves. The teacher instructed them to practice the script individually before the actual recording. They were equipped with their smartphones, so they could practice beforehand to improve themselves. Some groups

practiced individually, while others practiced together. However, almost all the groups showed interest in practicing because the next class would involve recording all the episodes. The following extract includes a quote that demonstrates how a particular group took the initiative to make a practice recording beforehand.

10. There was a group that took the initiative to record themselves. This particular group faced some challenges in expressing themselves in English. They began practicing by recording and reading their scripts, and then they requested that I listen to their audio recordings and provide feedback.

(Field Diary number 10 May 12th)

This experience gave the students a deep confidence in themselves even during the podcasting. Initially, this particular group was among the less participative in the intervention, often sitting at the back of the classroom and occasionally distracted by their smartphones and headphones. However, during this activity, they were notably motivated. As demonstrated in the previous extract, they proactively shared and discussed their prepared content among themselves. This exemplifies how the preparation stage can significantly empower students, especially when it comes to active participation in English. Thus, having this essential preparation before not only provided them with a valuable tool but also gave them confidence in their abilities, which were very evident in the actual recording.

Participation

Now, once the students have prepared everything for the task, they are in the stage of participation. The aim in here was to recognize how students through the formulation of their own opinions, points of view, questions, postures and experiences, could create a moment where they could express themselves.

As a clear example, there was a situation when the students were talking about the animal testing in the T1. In this case, two students could formulate opinions where they crafted their own

vision, instead of reflecting a modeled answer. For example, S1 either not having prepared at all, or not being ready for the presentation she expressed herself very casually. Besides, when a partner asked another classmate, S3 did not think about, but only then gave her response which was rapid rather than setting it ahead.

T: Should animals be used in testing if there are humans' volunteers available?

S1: I think no because I would not be scarified for other. .(..)

S2: Sofía, would you be a volunteer for this?

S3: Yes!

S4: Even if you do it you can't change the world in anything...

S3: Yes. Because if you can change one thing you gonna be conscient of society. I mean, you think that I am doing nothing but that is not true.

(Audiotape recording: Animal testing debate. 42:27, March 24th)

Therefore, this extract present convincing evidence that the students can be more proficient in English communication and expression due to what they are saying. However, it is also clear that they are the ones who bring the questions and supply the answers because they sense encourage to do it. And most importantly, when they are asked to give their feedback, they do not feel a sense of compulsion but instead, they take it as an opportunity to convey their views, opinions, and ideas. The fact that it is in English does not hinder their ability to carry it out. Also, even when they have opposing perspectives, students might as well learn to listen to one another.

On the other hand, and similarly to what happened in the previous extract, there was another notable indicator of participation during the intervention: the *question*. In this case, the students were able to formulate too many interrogations between them, being that another way they could participate. Actually, questions surrounded all the task lesson plans implemented because, as there has been showed in previous analyzed categories, questions had an important role for the students; in this case the animal testing debate is chosen for the description of this indicator and category.

In instance, there was a moment during that debate where students pointed one specific question that generated too many opinions of different students even pro or cons. In this case, thanks to that question, some of them were encouraged to participate actively. In the following extract it is evident how it was developed.

S1: I have a question. Do you think you can stop using make up and other products to save the life of animals?

S2: Yes, there are so many products that do not taste in animals!

S3: You have! You have!

S4: Depende de la marca. It depends the product.

S5: That is selfish. Eso es selfish for the animals and the all life of the planet when use these products.

S3: Anyway you can't change anything!

(Audiotape recording: Animal testing debate. 26:12, March 24th)

In that moment, that question detonated a big discussion because it was closer to the own context of the students. In that sense, they were motivated to participate and express their opinions and points of view. So, it also demonstrates that students were comfortable creating questions for participate because it promoted actively the oral expression in the other classmates. Because, as mentioned before along all the stages, questions allow them to develop the ability to express themselves orally, even if their responses are not completely grammatically correct. They feel capable of doing so, which is crucial as they overcome the fear of correction or making mistakes when speaking, and instead they see an opportunity to practice. Although they know there may be necessary corrections, they take the risk to participate actively and demonstrate this in moments like these.

Finally, the last indicator for demonstrating that participation was evident among the students was through the *experiences*. In this stage, the experience that a student could remind about a specific event becomes crucial when talking about critical thinking. Actually, when the students can connect the moments they have lived with the topic they are discussing in a class, they participate more actively.

That is evident in the following apart when it is shown that in the recording of one episode of the podcast the students could create an interesting episode about the role of women in the health system. In this podcast the students mention some moments they had lived as woman related to the feminine hygiene products.

S1: But now I want to talk about how the capitalism affects our health.

S2: I have seen in my daily life that the use of feminine hygiene products such as sanitary napkins and tampons is becoming more and more expensive because the prices of their components have skyrocketed. But I also believe that this has a lot to do with the pink tax, which is based on charging extra for products and services that are especially targeted at women. And for this same reason in rural areas, they cannot afford to buy these implements so necessary for their daily cleaning.

(Podcast. Episode 2: Women in the health system. 2:22)

This group had value and they assumed the role of sharing information related to the health system in Colombia, or even, sharing personal information. Hence, the experiences are also a really important factor for stimulating the active involvement of students in the classroom. Therefore, if they are engaging with the topic they are talking, oral participation is not an obstacle for expressing themselves and their nonconformity or conformity with topics of their interest.

In that sense, the development of participation is also demonstrated when students express themselves through their own experiences. In the following case, during the second task-based lesson plan, students could demonstrate that the use of different strategies was useful for participating during the class or the moments they have to. In this opportunity, some students created different crafts, draws and even one model of a zoo with playdough (annex H). When it was asked to them for sharing their experiences in zoos, bullfighting or circus, by their own initiative they explained the moment they lived in those places by using that material. In the following extract it is explained how some students want to have something observable as a strategy to feel more confident.

11. However, I could observe the interest and preparation of certain students. For instance, one student created a model of a zoo using playdough figures of animals. Another student depicted their experience through a drawing, while some others brought pictures of their own experiences. Some of them used this material as a strategy to feel more confident and participate while concluding the topic.

(Field Diary number 4th April 14th)

Therefore, participation is also evident when students could formulate their own conclusion even when they need material as a strategy to feel engaged for having a better oral participation. Probably, the task was not enough to engage them, however, the model of the zoo and the draws made by the students, were useful to show that even if this second task the participation was not the best in terms of participation, there are students who find the way of being motivated and then participate in middle of the activities.

Thus, the stage of participation by experiences becomes crucial when it is pretended to develop critical thinking. Additionally, when it is fostered by the moments students have lived, it creates initiative on the students for talking in English by their own.

Conclusions

Finally, in here is demonstrated that students' conclusions were coherent and most of the time they were connected to what was being discussed in the task-based lesson plan. This process of conclusion required by the students the ability of using clear expressions, outlining key points, referencing evidence, and offering a synthesis or a new perspective. Additionally, they could reflect on what they learned, observe or discuss along the whole process of intervention. Therefore, at this point they were equipped to participate in an oral way by their own initiative being that also evidence of their understanding and the development of their critical thinking skills too.

As regards, during the implementation of the three task-based lesson plans, the conclusions that students formulated were usually evident. One of the most important was during the debate when the teacher asked the students to formulate a general conclusion created by all of them. Taking into account that it was challenging because they were divided in teams and they had different opinions, their aim was to have a consensus. For that reason, to arrive at that conclusion it was necessary many minutes where at the beginning the students screamed, interrupted each other, and did not listen their partners. Once they started to pay attention the counter arguments, they could modulate a conclusion.

Consequently, the teacher quoted a question as a guide for them. Thus, they outlined what they thought about the discussed topic. At this point even pros and cons, students had an agreement: regularization. They decided that even if animal testing is a bad practice and it should be stopped, nowadays is impossible to finish this practice immediately. Hence, they concluded that while it is implemented a transitional process, there should be necessary more regulations trying to reduce suffering of the exposed animals.

T: Should animal testing be banned completely, or should there be regulations implied?

S: Regulations!

S1: Yes. Regulations in Colombia since august the 10th of 2020 is bad in the national territory the experimentation with animals in the productions of cosmetic products as the importation, the fabrication, and the commercialization... Bueno, comercializar con los productos cuyas técnicas de producción include the experimentation with the animals. So, in this country is like illegal regulate, because is unnecessary experiment something before introduce it in humans.

T: And you, as companies, what do you say?

S2: I'm sorry for the example but if any of you realize you are suffering anxiety, diabetes, etc., thanks to the animal testing there have been cures and processes to cure these people. How would you feel if they test on things in which there is no genetic security for our health and it is not something suitable for the medical area? O sea, it can be tested for the cosmetical area but not medical area?

S: (They scream. Not audible)

S: ... We are in the same point.

S3: Regulations! Regulations!

(Audiotape recording: Animal testing debate. 53:17, March 24th)

At the end of the debate, both groups start to agree on a conclusion. They agree that regulation is a good option, at least in short time. They wrote the conclusion on the board.

(Field Diary number 2 March 24th)

The last excerpts are evidence of three important moments proof of participation. For one thing, when S1 uses Spanish to talk things through, this shows that the understanding of vocabulary words does not prevent joining the conversation. Furthermore, the teacher's question provokes her participation in a classroom debate. As a result, her goal is to make her view clear and if she needs to use some Spanish would be fine. It becomes crucial because it is a hint that students can last oral participation in English for a longer time. Then, as the argument progresses, whenever she trusts she is understood, willingly she changes into English.

Hence, that oral participation moment was clear evidence of this sub-category and also of the second specific objective of this research project. Indeed, students demonstrated that talking about current problematics could generate interest on them. As a result, they are encouraging to participate in English classes being not worried about aspects of the language but in participate through their arguments, opinions and critical points of view.

As a general conclusion of the previous categories of analysis, it could be said that both of them are related as their basis is the development of critical thinking through the oral participation. Moreover, there is a complement between the categories in the answer to how to promote oral participation developing the critical thinking while using a task-based learning approach.

Chapter VI Conclusions

This research project illustrates how critical thinking is developed for promoting oral participation by using the task-based learning approach in eleventh grader students. Through the progression of a pedagogical proposal that aimed for meaningful practices related to the development of critical thinking and also to the oral participation of the students in English classes. Because of that, along this process, the students were provided with different tools to stimulate the 21st century skill of critical thinking about their environment and reality.

Regarding the initial objective, to describe the way critical thinking promotes oral participation, this research project revealed that the students were beyond the simple fact of making connections between their reality and the tasks proposed in the research. Actually, the students could develop a whole process that consisted by different stages of analysis, evaluation, understanding, and a serial of complex procedures.

Therefore, a first conclusion obtained along this process is related to the analysis stage. It is important to highlight that even if the analysis was developed in the pre-task stage of every task-based lesson plan, it was also evident throughout the whole process of intervention. This progression was very noticeable especially when students worked by themselves on the subject matter and started being engaging in the critical thinking processes. With each phase of the Task, from initial exploration to final presentation, students demonstrated a growing capacity to analyze, question, and evaluate information. Their capacity to meet these demanding intellectual tasks, entertain doubt of the certainties, and focused on the depths of the unexamined viewpoints developed with time. This progression highlights the iterative nature of the analytical process, where initial insights lay the groundwork for deeper exploration and understanding. In the end of

the learning experience, the students managed to develop to some extent their analytical skills and to have good deepened understanding of the complexity of the learning content.

One of the positive effects of the intervention was the chance the students get to observe their environment and reality. This is an experience that opens up the opportunities for them to become part of their context or to look at life in a different way. The common experience and the discussions on their surroundings are a vivid example of the kind of threads that lead to younger people being not only more critical students, but also more responsible citizens. The experience helps people better grasp their social environments, revealing deep matters that influence the society, and leads to a richer discovery of various aspects of the world.

Consequently, the first kind of experience turns out to be an unequivocal contributor to the process of judgment, evaluation, and analysis among students. Having just studied about their own experiences, be it either personal or academic, a student will bring a depth of understanding and contextual knowledge to their analyses. As a result, their initial viewpoint that the media is all-knowing will be replaced by critical comprehension skills that will help them understand the media better. Additionally, experiences can provide students with valuable knowledge and a wide variety of perspectives to use while the topic is being rebuilt. While they may rework their perceptions in order to come up with new understandings, they also blend in as they contribute meaningfully in discussions and debates. Thus, experiences become basis for equipping learners with deep and practical skills supporting critical thinking and learning.

Finally, motivation was an important discover in this research project. It emerges as a powerful tool that teachers can harness in their ESL classrooms. As evidenced thus far, it serves to encourage students to develop all stages of critical thinking and apply them to their society and immediate surroundings.

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Annexes

Annex A. Informed Consent

 UNIVERSIDAD PEDAGÓGICA NACIONAL Ministerio de Educación	FORMATO AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES Y DE MENORES DE EDAD Resolución 787 de 18 de junio 2018
FOR009 GSI	Fecha de Aprobación: 18-06-2018
Versión: 01	Página 2 de 2

AUTORIZACIÓN TRATAMIENTO DE DATOS PERSONALES DE MENORES DE EDAD

Ciudad y fecha: _____

Yo, _____, identificado con C.C. ☐ C.E. ☐ No. _____ expedida en _____, representante legal del menor _____, identificado con T.I. ☐ NUIP ☐ No. _____, declaro que he sido informado por **LA UNIVERSIDAD PEDAGÓGICA NACIONAL** (en adelante la **UPN**), identificada con NIT. 899.999.124-4, con domicilio en la ciudad de Bogotá y sede principal en la calle 72 No. 11 – 86 de Bogotá, que, de conformidad con los procedimientos establecidos en la Ley 1581 de 2012, Decreto Reglamentario 1377 de 2013 y el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad*, disponible en la página web www.pedagogica.edu.co, actuará como Responsable del tratamiento de mis datos personales¹, necesarios para el cumplimiento de la misión de la **UPN**, obtenidos a través de canales y dependencias institucionales y que podrá recolectar, almacenar, usar, actualizar, transmitir, transferir y poner en circulación o suprimirlos, mediante el uso de las medidas necesarias para otorgar seguridad a los registros, evitando su adulteración, pérdida, consulta, uso o acceso no autorizado o fraudulento incluso por terceros.

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Teniendo en cuenta lo anterior, autorizo de manera voluntaria, previa, explícita, informada e inequívoca a la **UPN** para tratar los datos personales del menor que represento, de acuerdo con el *Manual de política interna y procedimientos para el tratamiento y protección de datos personales de la Universidad* y para los fines relacionados con su Misión.

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FIRMA

Nombre: _____

Identificación: _____

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² Son **datos sensibles** aquellos que afectan la intimidad del Titular o cuyo uso indebido puede generar su discriminación, tales como aquellos que revelen el origen racial o étnico, la orientación política, las convicciones religiosas o filosóficas, la pertenencia a sindicatos, organizaciones sociales, de derechos humanos o que promuevan intereses de cualquier partido político o que garanticen los derechos y garantías de partidos políticos de oposición, así como los datos relativos a la salud, a la vida sexual, y los datos biométricos (Art. 5° Ley 1581 de 2012, art. 3° Decreto 1377 de 2013).

Documento Oficial. Universidad Pedagógica Nacional.

Annex B: Diagnostic Test

DIAGNOSTIC TEST

Name: _____ Date: _____ Grade: _____

1. Have you studied English language before?

Yes ___ No ___ Where? _____

2. What are your strengths in English?

___ Speaking ___ Listening ___ Writing ___ Reading ___ Grammar

3. What is the most difficult to you in English?

___ Speaking ___ Listening ___ Writing ___ Reading ___ Grammar

4. What do you think is necessary to improve in the English class?

5. Read the newspaper articles quickly and answer the questions.

1. Who is the conflict between?

- A. Teachers and children
- B. Parents and teachers
- C. Parents and the local council

2. What is the conflict about?

- A. the right to be safe versus the right to privacy
- B. the right to freedom of speech versus the right to be safe
- C. the right to complain versus the right to protect school property

3. Which article ...

A. is in favor of the cameras?

B. is against the cameras?

C. expresses both sides of the story?

INVASION OF STUDENTS' PRIVACY

A local school received 80 letters of complaint from parents and students, after cameras were installed in their school toilets last week. Parents and students were not consulted about the cameras before they were installed. The parents say that their children have a right to privacy and want the cameras to be taken out. They argue that there has been no evidence to prove that the cameras will reduce bullying or vandalism. They believe it will just take place somewhere else. However, the local council, who run the school, don't want to remove the cameras. They insist that they are necessary to stop crime in schools. The parents have now taken the matter higher up, and asked the Education Secretary to get involved.

MAKING OUR SCHOOLS SAFER

Last week, cameras were installed in the toilets of a local school. The head teacher says it is to help stop vandalism and smoking, and he is following the example of a neighbouring school. In that school vandalism was reduced by 90 per cent after cameras were installed last year. Most parents agree that it is a good idea, and say that it will also stop older children bullying younger children in the toilets. Teachers are in favour of the idea as they say it will stop students from skipping lessons by hiding in the toilets. The school says that students will now feel safer.

MATERIALS: ➤ Board and markets ➤ Speaker ➤ Smartphones with Internet connection ➤ YouTube video: (14) Save Ralph - A short film with Taika Waititi - YouTube ➤ Animal Testing Pros & Cons ProCon.org		
Pre-task (15 minutes)		
➤ Prepare the student for the topic. It is presented a recognized video that became viral in 2022: Save Ralph by Taika Waititi ((14) Save Ralph - A short film with Taika Waititi - YouTube). ➤ Students observe the video on their smartphones while the teacher puts the audio in the speaker. It is given to the students a QR code to access quickly. The teacher prints the code. ➤ Once they finish the video, students should imagine the coming situation. ➤ Imagine that you are a journalist so create 3 questions related to the topic you may ask if you were on a TV interview. Each student creates her own questions. ➤ Students create groups, of maximum 3 people, and exchange and answer the questions between them. ➤ Students can look for new vocabulary and discover new phrases so they can find on their smartphones or dictionaries.		
Task cycle		
Task (10 minutes)	Planning (40 minutes)	Report (50 minutes)
Type of task: problem solving - debate ➤ Tell students, in the same groups, they will plan a debate about pros and cons of animal testing. Each student will have a position: in favor or opposing but in the group, it should be at least two positions. ➤ Give some minutes to let them organize their ideas. ➤ Students receive a rubric from the teacher to know what they have to do and how they will be evaluated.	➤ Students prepare to report. They can look for arguments or examples and discuss what role is going to take each one of them. Teacher supports groups taking into account their necessities. ➤ Teacher explains the purpose of the report, the form of the report, and tell students how long their presentation should be. ➤ Homework is to be ready to report next class. They can bring printed images or material related to the topic.	➤ The classroom is divided in two sides. Each group is face to face, the group in favor and the other the group opposing to animal testing. ➤ Teachers leads as monitor giving some questions that students created the last class and giving the opportunity to debate. ➤ The debate is voiced recorded with academical purposes. ➤ At the end of the debate, students complete the Task Self-evaluation Form
Language focus (Wednesday April 12th)		
Analysis (15 minutes)	Practice	
Teacher writes in the board the final conclusions that students consider. Taking into account the sentences and conclusions given by the students, teacher corrects grammatical mistakes related to prepositions, connectors and expressions useful for debates. He circles those useful words, phrases and mistakes. Also, the questions created by students at the beginning will be taken into account for a grammar check.	Exit card: each student has an envelope with disorganized sentences. They have to organize them in a proper way and glue the pieces with an adhesive tape and paste them on the board. Once they finish, they can leave the classroom.	
EVALUATION		
➤ Teacher completes rubrics		

GROUP'S RUBRIC

NAMES:

	Beginning 0-1	Developing 2	Accomplished 3	Exemplary 4
TASK DESIGN	Students did not plan any debate	Students are still planning the debate	Students planned most of the aspects of the debate	Students planned the debate
COVERAGE OF THE TOPIC	Includes few or none of the required aspects	Includes any of the required aspects	Includes more of the required aspects	Includes all required aspects
MANAGE OF THE TIME	Did not use time to focus on the project or often distracted	Used some of the time well. There was some focus but occasionally distracted.	Used time well. Usually focused on project and never distracted.	Used time well. Always focused on project. Never asked to get to work.
PARTICIPATION AND PREPARATION	There is not any activity prepared	Only a few members of the group participated. It was somewhat prepared, organized and creative.	Most of the students were involved. It was very organized, creative and prepared.	Everybody was involved in the activity. It was very organized, creative and prepared.
CRITICAL THINKING	Students did not identify the main problem and consequences	Are not able to understand the problem but already leads	Are able to determine the consequences and the main problem	Are able to determine the consequences, the main problem and develop a critical position

➤ Students complete the Task Evaluation Form

TASK SELF EVALUATION FORM

NAME:

	Aspect	Yes	No	St
A. GOAL	A. I reach the task outcome B. I provide information about <u>animal testing</u> C. I ask and answer about <u>animal testing</u> D. I understand all the information about <u>animal testing</u>			
2. TASK PERFORMANCE	During the task cycle A. I had problems with vocabulary B. I had difficulties understanding what my classmate was saying C. I had difficulty expressing my thoughts D. I forgot expressions related to _____ E. I was relaxed			
3. INTERACTION	A. I liked working in groups. B. I prefer working individually			
4. CRITICAL THINKING	A. I could give my own point of view about <u>animal testing</u> . B. I could identify the consequences of the problematic. C. I could think in different solutions to the problematic.			

5. IN THE FUTURE	D. I recognize that <u>animal testing</u> affects me and also my environment. A. I would like to be assigned similar tasks. B. I would like to do a task having the same topic but different outcome C. I want to emphasize on: • Writing • Speaking • Vocabulary • Reading • Listening
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Annex D: Debate

https://pedagogicaedu-my.sharepoint.com/:u:/g/personal/mdiazc_upn_edu_co/EX0ijfVw_99CqijR6b-zZMIB_YHVwat9jvwEgXQ_DnEsvA?nav=eyJyZWZlcnJhbEluZm8iOmsicmVmZXJyYWxBcHAiOiJPbmVEcm12ZUZvckJ1c2luZXNzIiwicmVmZXJyYWxBcHBQbGF0Zm9ybSI6IldlYiIsInJlZmVycmFsTW9kZSI6InZpZXciLCJyZWZlcnJhbFZpZXciOiJNeUZpbGVzTGlua0RpcmVjdCJ9fQ&e=hnzsd7

Annex E: Task Based Lesson Plan 2

LESSON PLAN TASK 2: SPECTACLE ANIMALS		
NAME OF THE TEACHER: Mateo Díaz Cruz		SUBJECT: English
CLASS NAME: 11 th C – Liceo Femenino de Cundinamarca Mercedes Nariño School	DATE: Wednesday April 12 th Friday April 14 th	TIME: 3 hours ➤ Wednesday: 2 hours ➤ Friday: 1 hour
TOPIC: Spectacle animals (bullfighting, zoos, animal circus)		
OBJECTIVES: ➤ To encourage the self-confidence of students when they do oral participation in English by talking about their own experiences. ➤ To promote in the students; narration, description, exploration, and explanation in English. ➤ To promote a critical thinking by talking about their own experiences related to animal entertainment.		
MATERIALS: ➤ Board and markets ➤ Pictures about bullfighting, zoos, and animal circus. ➤ Smartphones with Internet connection. ➤ QR scan: there is an online presentation in Canva with the instructions step by step: https://acortar.link/E3HFju		
Pre-task (15 minutes)		

Type of pre-task: Brainstorming.

- The teacher
 - Introduces and defines the topic of Spectacle animals.
 - Explains the Task.
 - Uses brainstorming to help students recall/learn useful words and phrases about the topic.
 - Teacher pastes three pictures about bullfighting, zoos, and animal circus on the board.
 - Asks students: *'What do you think of when you see these pictures?'*
 - Asks students: Mark with a symbol which event you have participated in your life.
- Students
 - Note on the board useful words and phrases around the pictures.
 - They can choose whatever image according to what they feel.
 - May spend a few minutes preparing for the task individually.

Task cycle

Task (10 minutes)	Planning (30 minutes)	Report (40 minutes)
Type of task: Sharing personal experiences ➤ Students create groups of 3 people. ➤ The teacher gives a paper with one of the three events given in the pre-task activity. ➤ Between them, they discuss their personal experiences. They ask each other: ➤ <i>Have you assisted to that event?</i> ➤ <i>What do you remember about it?</i> ➤ <i>When did it happen?</i> ➤ <i>What did you like or dislike about it?</i> ➤ <i>Who did you go with?</i> ➤ <i>What do you think about that practice?</i> ➤ Once they have answered those questions, students should recollect details about what they discussed and they have to create a description of their opinion of that event.	➤ Students should get ready to share their own story with the rest of the class. ➤ They can tell the funniest, most vivid, or most memorable experience they have heard or lived and they give reasons for their choice. ➤ If there are students who have not anecdotes related to bullfighting, zoos, animal circus they can invent a new one experience. ➤ Students prepare to report. ➤ Students can explore vocabulary, pictures and material related to their story that supports their opinions and reactions. ➤ The teacher explains to the students what is going to be evaluated on the report.	➤ Students do a round table and they play duck, duck, goose. The student who is selected has to tell her story. The other learners should pay attention to the story. ➤ Students also have to answer <i>'What do you think about that practice?'</i> ➤ It is finished with a general conclusion by every event.

Language focus (Friday April 14th)

Analysis (10 minutes)	Practice
Taking into account the sentences and conclusions given by the students, teacher corrects grammatical mistakes. Teacher writes the wrong sentences on the board and students should correct them in the proper way. Once it is well written, teacher explains the reason.	Progressive deletion. Three conclusions are written on the board. The students practice saying it out loud. They cannot write the sentences, just memorize them. The teacher calls out numbers one at time (but not in order) and asks individual learners to read each example out loud. As they read, the teacher deletes a word. The teacher continues to call out the numbers and get individuals to continue to read them out as if they were still complete.

		The board will end up clean but the teacher can still challenge the class to 'read' what was there.		
EVALUATION				
➤ Teacher completes rubrics				
INDIVIDUAL RUBRIC				
NAME:				
	Beginning 0	Developing 1	Accomplished 2	Exemplary 3
FLUENCY AND SPEAKING IN ENGLISH	The student always recurs to Spanish to communicate her ideas.	The student almost ever recurs to Spanish to communicate her ideas.	The student sometimes recurs to Spanish to communicate her ideas. She feels comfortable expressing herself in English.	The student never recurs to Spanish to communicate her ideas. She feels comfortable expressing herself in English.
VOCABULARY	Uses basic and repetitive vocabulary with frequent inaccuracies and errors, showing a lack of practice with the reviewed vocabulary.	Uses limited vocabulary with occasional inaccuracies, errors, and repetitiveness, showing low practice with the reviewed vocabulary.	Uses an adequate range of vocabulary appropriately and accurately for the context, with some variety in language use, and demonstrates a satisfactory level of lexical resource and language proficiency.	Uses a wide range of vocabulary appropriately and accurately for the context, with varied language use, and demonstrates a high level of lexical resource and language proficiency.
CLASS TIME	Did not use time to focus on the task or often distracted	Used some of the time well. There was some focus but occasionally distracted.	Used time well. Usually focused on the task and never distracted.	Used time well. Always focused on the task. Never asked to get to work.
PARTICIPATION AND PREPARATION	There is not any activity prepared.	There was some participation. It was somewhat prepared, organized, and creative.	The student usually was involved. It was very organized, creative and prepared.	The student was really involved in the activity. It was very organized, creative and prepared.
CRITICAL THINKING	Communicates ideas with significant difficulty, with limited organization and use of language, making communication challenging	Communicates ideas with some difficulty, with basic organization and use of language to convey ideas and arguments, but with some inaccuracies or limitations	Communicates ideas reasonably clearly, logically, and coherently, with organized and effective use of language to convey ideas and arguments.	Communicates ideas clearly, logically, and coherently, with well-organized and effective use of language to convey complex ideas and arguments
EVIDENCE				

LESSON PLAN		
TASK 3: WOMEN'S EMPOWERMENT PODCAST		
NAME OF THE TEACHER: Rhonal Mateo Díaz Cruz	SUBJECT: English	
CLASS NAME: 11 th C – Liceo Femenino de Cundinamarca Mercedes Nariño School	DATE: Friday April 21 st to Friday May 12 th	TIME: ➤ 8 hours
TOPIC: Women's empowerment		
OBJECTIVES: ➤ To promote critical thinking by talking about a topic of interest to them: women's empowerment. ➤ To encourage the student to investigate and get prepared to express that in an oral way. ➤ To participate in an oral way giving their opinion and their own point of view about a specific problematic they found.		
Pre-task (Friday April 21st) (2 h)		
Type of pre-task according to Willis & WILLIS (1996): matching phrases to pictures		
The teacher explains the task and that the podcast is the main task of the lesson. Students are exposed to the topic: - Students watch the video "Michelle Obama - "The Strength of a Woman"" on YouTube. ➤ Teacher ask if there is any consideration or appreciation about the video and some students can participate an bring their opinion. Matching phrases with pictures. The students create groups of 3 people. ➤ The teacher puts on the board some images. ➤ Some words in envelopes are given to the students. ➤ They have to define the word they found in the envelope and paste the word under the picture that they consider is the correct pair. ➤ Once they finish, they share their definitions with the rest of the class and they discuss about the concept. Reading. In groups they have to choose an article and read it. They have to discuss and try to relate the previous definitions with the text and with the context. ➤ Students have to choose the main idea of the text, underline and select the most important. Homework: Students should think about a possible question to answer for their podcast.		
Task cycle 1 (90 minutes)		
Type of task: creative		
Task (20 min)	Planning (70 minutes)	Report (50 minutes) Friday May 5th

Type of task: ➤ In the same groups, students should create one question they would like to answer about the topic in their podcast. ➤ They have some minutes to discuss and investigate about their question	➤ Students plan how to share their questions with the other students. ➤ Why did you choose that question? ➤ In a posterboard, they have to create a graphic organizer related to the main topics of their research. Examples: diagram, mind map, concept map. ➤ Info: topic, question, key words, main ideas, possible title of the podcast, sources. ➤ The teacher supports students in their investigation and preparation of the question.	➤ Each group shares their graphic organizer with the class, and they receive paired feedback for obtaining different ideas about what they could do in their podcast. Each group should bring at least one recommendation, being critical about the topic. ➤ Questions are written on the board with the name of the episode.
Task cycle 2 (90 minutes) Type of task: creative		
Task (20 minutes)	Planning (70 minutes)	Report Wednesday 17th (120 minutes)
Podcast ➤ Teacher brings a reading that contains a brief summary about what a script podcast is, the parts of a podcast, and possible structure they can use as a guide. ➤ Students read in their groups. ➤ They have to take into account their topic and based on what they want to share in their podcast they choose the best model for starting the creation of the script	Podcast script ➤ Students create their own podcast script with all the possible details. ➤ Students practice between them trying to record themselves and practicing for the real recording. ➤ They can use dictionaries or translator. ➤ They should create it in a word document in their own cellphones or on a piece of paper.	➤ In another classroom it is prepared a space for the recording. ➤ Students record their podcast with the teacher group by group.
Language focus (Friday, May 19th)		
Analysis (30 minutes)		Practice (40 minutes)
How can I give a personal opinion effectively? The teacher presents to the students a mind map about how to give a personal opinion. Students pay attention because they have to bring an opinion later related to one episode of their partners.		Students should bring a significant idea or opinion about the podcast of the other groups. They are going to listen to a podcast of another group and later they will bring an opinion about it in an oral way.
EVALUATION		
The aspects that are evaluated in this Task Based Approach are: 1. Participation: students should participate actively in each activity proposed. 2. Critical thinking: students should have a position and develop arguments to support their ideas. They also should analyze in a critical way different situation. 3. Encourage to express their ideas in English: students should express and communicate their ideas in a clear way by using English. Grammar is not going to be evaluated. Instead of that, it is going to be taken into account the determination and self-confidence when they express their ideas in English. In addition, points are given in each activity.		
MATERIALS		

1. Cellphone with Internet connection.
2. Video “Michelle Obama - *“The Strength of a Woman”*”:
https://www.youtube.com/watch?v=VwZlHm2bXSM&ab_channel=Zuciya-com
3. Transcription of the video “Michelle Obama - *“The Strength of a Woman”*”
4. Article 1: Canada women in equality fight 'for the long haul'
5. Article 2: From where I stand: “When we sing, we feel free”
6. Article 3: Feminism in Times of War and Peace
7. Article 4: Women's empowerment in Colombia: exciting progress
8. Pictures at the end of the document.
9. List of words: accomplish it, success, set your sights, struggle, grow up, lead, worthy, care.
10. Poster boards and markets.

Annex G: Podcast Women Empowerment

<https://open.spotify.com/show/0srIBH1PALFyNv5Vlr3r4Q>

Annex H: Playdough model

