

Trabajo Fin de Máster

Task-Based Language Teaching in Vocational Education: Students' Views and Opinions Based on Classroom Implementation

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Abstract:

Due to present-day fostering of learning English as a foreign language, its teaching has evolved from a more traditional perspective to a focus on oral communication (Ellis, 2003; Richards, 2006). In this line, different methodologies are applied in education to meet this new need, one of this being Task-Based Language Teaching (TBLT). In addition, an important variety of English nowadays is English for Specific Purposes (ESP), and for that, it is being more researched in the educational periods that applies. The present study aims to contribute to an understanding of Vocational Education students' views and opinions towards TBLT and the implications of teaching following this methodology or a more traditional one in this specific context. To this aim, qualitative tools were designed in order to compare the students' views and opinions regarding TBLT. Overall, results showed that the students were aware of the usefulness of this methodology yet they relied on traditional teaching methods when it comes to learning English. The study suggests that although these students are aware of the impact of TBLT in their learning process, they do not seem to fully rely on this methodology to learn English because they have always been taught following a traditional presentation-practice-production approach.

Resumen:

Debido a la actual promoción del aprendizaje del inglés como lengua extranjera, la enseñanza ha evolucionado de una perspectiva más tradicional a centrarse en la comunicación oral. Siguiendo esta línea, diversas metodologías se están aplicando en educación para cubrir esta nueva necesidad, siendo una de estas el aprendizaje basado en tareas (Task-Based Language Teaching - TBLT). Además, actualmente el inglés para fines específicos (English for Specific Purposes - ESP) es una importante variedad del inglés, y por ello, se está investigando cada vez más en aquellas etapas educativas que aplica. El presente estudio tiene como objetivo analizar las opiniones y puntos de vista de estudiantes de Formación Profesional hacia el aprendizaje por tareas y las implicaciones de enseñar usando esta metodología u otra más tradicional en este contexto. Con este objetivo se diseñaron dos instrumentos de recogida de datos que permitieran comparar las opiniones y puntos de vista de los estudiantes en relación al aprendizaje basado en tareas. Los resultados del estudio sugieren que estos estudiantes son conscientes de la utilidad de esta metodología, pero, a pesar de afirmar que tiene un impacto positivo en su proceso de aprendizaje, el método tradicional de enseñanza presentación-práctica-producción aún juega un papel importante porque es con el que siempre han aprendido.

Keywords: ESP, needs analysis, Task-Based Language Teaching, English, Vocational Education

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1. INTRODUCTION

Present-day educational policies stress the need to foster foreign language learning, especially English, in response to the growing need to communicate with people from other linguacultural backgrounds around the world (Richards, 2006). Over the past decades, the teaching of English has evolved from only dealing with grammar and translation to following a method that helps students develop social and communicative strategies, for them to be able to communicate accurately and fluently. Richards (2006) states that Communicative Language Teaching (hereafter CLT) focuses on teaching the communicative competence — knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and participants, knowing how to produce and understand different types of texts, and knowing how to maintain communication despite having limitations in one's language knowledge (p. 3) — rather than on the grammatical competence. This change of pedagogical viewpoint lies on the principle that this method is based on real communication, i.e., it brings into the classroom real situations in which the students should use English in different communicative contexts.

CLT has also brought about changes in the kind of activities developed in the class and in the roles that both teachers and students play: activities are expected to be focused on pair and group work and fluency predominates over accuracy. There is an information gap that meets real-life communication situations and they are meaningful (Richards, 2006). The literature further explains that these activities make students active learners and, hence, protagonists of their own learning process. This important role students acquire would increase students' motivation because as Gardner (1968) pointed out: “even the brightest learners are unlikely to persist long enough to attain any really useful language proficiency”. In this new learning context, the teacher becomes a facilitator or monitor who guides students in their learning process but does not provide a model students have to imitate. As Jacobs and Farrell (2003, p. 10) summarize it, CLT brings about the following changes in language teaching:

1. Learner autonomy
2. The social nature of learning
3. Curricular integration

4. Focus on meaning
5. Diversity
6. Thinking skills
7. Alternative assessment
8. Teachers as co-learners

Vocational Education is one of those contexts in which CLT can be implemented. This educational period aims at activating students' knowledge and social skills in order to make them successful communicators in the foreign language, as the students will have to use English as a main medium of communication in their future jobs. Succinctly, these students will become English language users. A way of helping these students become communicators and users of English would be through Cooperative Learning, "a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal" (Kagan, 1994). This approach increases students' motivation as they become the protagonists of their own learning process while working with their classmates and taking into account the four PIES principles (Kagan, 2011) – positive interdependence, individual accountability, equal participation and simultaneous interaction – to help students achieve their learning goal.

In Vocational Education, the English taught is English for Specific Purposes (hereafter ESP). ESP differs from conventional EFL courses because it is targeted at specifically supporting professionally-oriented communicative needs (Hutchinson & Waters, 1987). A crucial aspect of ESP teaching is that "if teachers know why learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and, on the positive side, what potential can be exploited" (Hutchinson & Waters 1987, p. 53). One of the main requirements for this particular context is developing students' oral communication so as to later put it into practice in their future workplace. Although it is difficult to know what students need in order to communicate in this particular context, these authors establish two main types of needs: target needs and learning needs. The first one refers to general aspects such as context, what students need the language for, how to teach it, with whom students are going to interact or when this interaction is going to take place. The second type of needs

addresses the question “what knowledge and abilities will the learners require in order to be able to perform to the required degree of competence in the target situation?” (p. 60).

2. CURRICULAR FRAMEWORK

The last educational law was issued in 2013 and it is known as *Ley Orgánica 8/2013 para la Mejora de la Calidad Educativa (LOMCE)*. However, the curriculum for Vocational Education is based on the previous law, *Ley Orgánica 2/2006, de 3 de mayo, de Educación (LOE)*, and specified in the *ORDEN de 29 de mayo de 2008, de la Consejera de Educación, Cultura y Deporte, por la que se establece la estructura básica de los currículos de los ciclos formativos de formación profesional y su aplicación en la Comunidad Autónoma de Aragón*. This curriculum describes the following educational requirements for Vocational Education:

comprende el conjunto de acciones formativas que capacitan para el desempeño cualificado de las diversas profesiones, el acceso al empleo y la participación activa en la vida social, cultural y económica, incluyendo las enseñanzas propias de la formación profesional inicial, las acciones de inserción y reinserción laboral de los trabajadores, así como las orientadas a la formación continua en las empresas, que permitan la adquisición y actualización permanente de las competencias profesionales. (p. 9145)

In order to develop each curriculum, the region’s socioeconomic situation should be taken into account and should be based on the following

metodología flexible y abierta, basada en el autoaprendizaje y mediante una oferta adaptada a sus condiciones, capacidades, necesidades e intereses personales que les permita la conciliación del aprendizaje con otras actividades y responsabilidades. [...] La formación profesional debe concebirse, de acuerdo con lo expuesto, como un todo que favorezca la formación permanente a lo largo de la vida de los ciudadanos, por lo que hay que establecer medidas flexibilizadoras de los currículos de los ciclos formativos para conseguir la mejora de la empleabilidad y su adecuación a las demandas del sistema productivo en Aragón. (pp. 9145-9146)

In the second article, the learning objectives are related to the acquisition of skills and competences that are useful for each field of work as well as for students’

interpersonal and intrapersonal developments. Thereupon, literal reference to these objectives:

- a) Desarrollar la competencia general correspondiente a la cualificación o cualificaciones profesionales incluidas en el correspondiente título de formación profesional.
- b) Comprender la organización y características del sector productivo correspondiente, así como los mecanismos de la inserción profesional; conocer la legislación laboral básica y los derechos y obligaciones que se derivan de las relaciones laborales.
- c) Adquirir los conocimientos y habilidades necesarios para trabajar en condiciones de seguridad y salud, así como prevenir los posibles riesgos derivados de las situaciones de trabajo.
- d) Aprender por sí mismos y trabajar en equipo, así como formarse en la prevención de conflictos y en la resolución pacífica de los mismos en todos los ámbitos de la vida personal, familiar, laboral y social.
- e) Alcanzar una identidad y madurez personal y profesional motivadora de futuros aprendizajes y adaptaciones a la evolución de los procesos productivos y al cambio social.
- f) Afianzar, en el alumnado y en el profesorado, el espíritu emprendedor para el desempeño de actividades e iniciativas profesionales.
- g) Lograr las competencias relacionadas con las áreas prioritarias referidas en la Ley Orgánica 5/2002, de 19 de junio, de las Cualificaciones y de la Formación Profesional.
- h) Hacer realidad la formación a lo largo de la vida y utilizar las oportunidades de aprendizaje a través de las distintas vías formativas para mantenerse actualizado en los distintos ámbitos: social, personal, cultural y laboral, conforme a sus expectativas, necesidades e intereses.
- i) Conseguir, en su caso, la **competencia lingüística profesional en la lengua o lenguas extranjeras adecuadas al ámbito de trabajo.**
- j) medio ambiente y en la mejora continua de la calidad de los procesos, productos y/o servicios.
- k) Completar las competencias adecuadas en las tecnologías de la información y de la comunicación necesarias para el ejercicio profesional.
- l) Promover la igualdad efectiva entre hombres y mujeres en todos los ámbitos: escolar, profesional, etc.
- m) Adquirir las competencias de carácter personal y social que contribuyen al desarrollo y al ejercicio de la ciudadanía democrática.
- n) Fomentar la innovación y la investigación en la formación profesional, en colaboración con las empresas e instituciones.

Table 1. Objectives in second article.

Some of the elements that have to appear in every curriculum — specifically or cross-curricularly — are ICTs, group work, occupational risk prevention, development of sense of initiative and entrepreneurship, innovation and research and training in the

languages of the European Union. These elements align with broader educational policies (e.g. Cripe's (2002) *31 Core Competencies Explained* or OECD's (2014) Competency Framework).

The tenth article is broader in scope and focuses on the training of the languages of the European Union. Thus, the law establishes that

todos los ciclos formativos de grado superior y aquellos de grado medio que la norma del currículo determine, incluirá un módulo o varios de una lengua de la Unión Europea, cuyos contenidos estarán asociados al perfil profesional del título.

These modules should aim at acquiring the following objectives:

- | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">a) Elaborar mensajes escritos y orales, interpretando y transmitiendo la información necesaria para realizar consultas técnicas.b) Interpretar información escrita en el ámbito propio del sector productivo del título.c) Cumplimentar e interpretar los documentos propios del sector profesional solicitando y/o facilitando una información de tipo general o detallada.d) Valorar la importancia de poder comunicarse por escrito y oralmente en lengua extranjera en el contexto de las empresas. |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Table 2. Objectives in tenth article.

The *ORDEN de 26 de julio de 2011 de la Consejera de Educación, Universidad, Cultura y Deporte, por la que se modifica diversos currículos de Ciclos Formativos de Formación Profesional* is a follow-up revised version of the *ORDEN de 26 de junio de 2009, de la Consejera de Educación, Cultura y Deporte, por la que se establece el currículo del título de Técnico en Sistemas Microinformáticos y Redes para la Comunidad Autónoma de Aragón*. Before this modification, English was taught within a module called “Lengua extranjera del entorno profesional: inglés”, which was studied in both courses of the cycle. However, after the modification, this subject was divided into two modules, one for each academic course: “Lengua extranjera profesional: inglés 1” and “Lengua extranjera profesional: inglés 2”. Thus, the first module focuses on production and comprehension of written texts, while the second module focuses on production and comprehension of oral texts.

Accordingly, the contents for module 1 “Lengua extranjera profesional: inglés 1” are:

Contenidos:

Interpretación de mensajes escritos:

- Comprensión de mensajes, textos, artículos básicos profesionales y cotidianos.
- Soportes telemáticos: fax, e-mail, burofax.
- Terminología específica del sector productivo.
- Idea principal e ideas secundarias.
- Recursos gramaticales: Tiempos verbales, preposiciones, adverbios, locuciones preposicionales y adverbiales, uso de la voz pasiva, oraciones de relativo, estilo indirecto, y otros.
- Relaciones lógicas: oposición, concesión, comparación, condición, causa, finalidad, resultado.
- Relaciones temporales: anterioridad, posterioridad, simultaneidad.

Emisión de textos escritos:

- Elaboración de textos sencillos profesionales del sector y cotidianos.
- Adecuación del texto al contexto comunicativo.
- Registro.
- Selección léxica, selección de estructuras sintácticas, selección de contenido relevante.
- Uso de los signos de puntuación.
- Coherencia en el desarrollo del texto.
- Identificación e interpretación de los elementos culturales más significativos de los países de lengua extranjera.
- Valoración de las normas socioculturales y protocolarias en las relaciones internacionales.
- Uso de los recursos formales y funcionales en situaciones que requieren un comportamiento socioprofesional con el fin de proyectar una buena imagen de la empresa.

Table 3. Contents for module 1 “Lengua extranjera profesional: inglés 1”

The learning outcomes and assessment criteria are the following:

Resultados de aprendizaje y criterios de evaluación:

1. Interpreta información profesional escrita contenida en textos escritos complejos, analizando de forma comprensiva sus contenidos.

Criterios de evaluación:

- a) Se ha relacionado el texto con el ámbito del sector productivo del título.
- b) Se ha realizado traducciones directas e inversas de textos específicos sencillos, utilizando materiales de consulta y diccionarios técnicos
- c) Se han leído de forma comprensiva textos específicos de su ámbito profesional.
- d) Se ha interpretado el contenido global del mensaje.
- e) Se ha extraído la información más relevante de un texto relativo a su profesión.

- f) Se ha identificado la terminología utilizada.
- g) Se ha interpretado el mensaje recibido a través de soportes telemáticos: e-mail, fax, entre otros.
- h) Se han leído con cierto grado de independencia distintos tipos de textos, adaptando el estilo y la velocidad de lectura aunque pueda presentar alguna dificultad con modismos poco frecuentes.

2. Elabora textos sencillos en lengua estándar, relacionando reglas gramaticales con la finalidad de los mismos.

Criterios de evaluación:

- a) Se han redactado textos breves relacionados con aspectos cotidianos y/ o profesionales.
- b) Se ha organizado la información de manera coherente y cohesionada.
- c) Se han realizado resúmenes breves de textos sencillos, relacionados con su entorno profesional.
- d) Se ha cumplimentado documentación específica de su campo profesional.
- e) Se ha aplicado las fórmulas establecidas y el vocabulario específico en la cumplimentación de documentos.
- f) Se han resumido las ideas principales de informaciones dadas, utilizando sus propios recursos lingüísticos.
- g) Se han utilizado las fórmulas de cortesía propias del documento a elaborar.
- h) Se ha elaborado una solicitud de empleo a partir de una oferta de trabajo dada.
- i) Se ha redactado un breve currículum.

3. Aplica actitudes y comportamientos profesionales en situaciones de comunicación, describiendo las relaciones típicas características del país de la lengua extranjera.

Criterios de evaluación:

- a) Se han definido los rasgos más significativos de las costumbres y usos de la comunidad donde se habla la lengua extranjera.
- b) Se han descrito los protocolos y normas de relación social propios del país.
- c) Se han identificado los valores y creencias propios de la comunidad donde se habla la lengua extranjera.
- d) Se han identificado los aspectos socio-profesionales propios del sector, en cualquier tipo de texto.
- e) Se han aplicado los protocolos y normas de relación social propios del país de la lengua extranjera.

Table 4. Learning outcomes for module 1 “Lengua extranjera profesional: inglés 1”

3. THEORETICAL FRAMEWORK

3.1. ENGLISH FOR SPECIFIC PURPOSES

“English for Specific Purposes (ESP) refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain” (Paltridge & Startfield 2013, p. 2). Consequently, the English needed from one context to another is going to be different. In order to find out what these differences are and how they affect language teaching and learning, a “view gained ground that the English needed by a particular group of learners could be identified by analysing the linguistic characteristics of their specialist area of work or study” (Hutchison & Waters 1987, p. 8).

Recently, Musdariah (2016) stresses the need for implementing ESP courses to meet specific learning goals and objectives through the so-called ESCAPE methodology (engage, study, create, activate, practice, and evaluate). The aim is to depart from traditional English teaching and make students actively participate in their learning processes. Each element of this methodology can best be seen in the following figure:

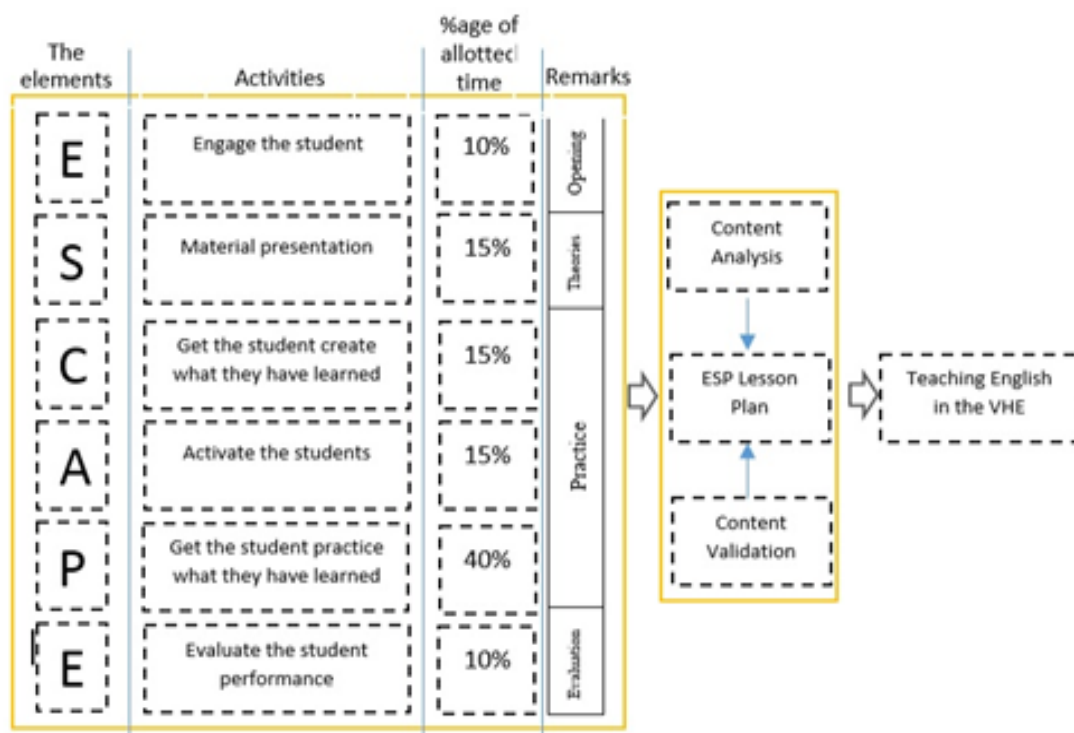


Figure 1. Conceptual model of ESCAPE

This proposal can be taken as a point of departure — taking into consideration any variations from the context (country, English course, etc.) — but it is a good way of changing traditional English classes at the same time as it seeks to meet ESP needs.

3.2. NEEDS ANALYSIS

Needs analysis arose as a discipline that would establish what ESP students need in order to achieve purposeful communication for their specific contexts (Paltridge & Starfield, 2013). Richards (2006) remarked that ESP focuses on a more specific kind of language. Some of the differences between an ESP course and a general English course would include vocabulary, grammar, situations, strategies and skills or materials needed. In order to know these differences, observation, surveys, interviews or situation analysis are recommended.

Hutchinson and Waters (1987) state that “what distinguishes ESP from General English is not the *existence* of a need as such but rather an *awareness* of the need” (p. 53). Every course of English should be based on students’ needs. For the particular case of ESP it is not only the fact that there is a need, but rather knowing which need it is so that it can be dealt with, studied and practiced. This need of an ESP course mainly refers to “the ‘what’ and the ‘how’ of a course” (Paltridge & Starfield, 2013, p. 325).

Needs analysis has evolved since it started to be investigated from *target situation analysis*, which focuses on students’ needs, to *present situation analysis*, which focuses on students’ lacks and wants (Hutchinson & Waters, 1987). As both approaches were criticised, Long (2005) proposes task-based analysis, as it depicted more accurately the nature of ESP courses: dynamic and process-oriented.

3.3. TASK-BASED LANGUAGE TEACHING

Departing from traditional prescriptive methods, current English language methodology is mostly concerned with identifying students’ needs in a particular context in order to “diagnose appropriate curricular treatment for those specific learners in their distinctive context and for their particular goals” (Brown, 2002, p. 13). Current approaches seek to define “general research-based principles on which classroom practice is grounded” (p. 12).

Task-Based Language Teaching (hereafter TBLT) is a classroom-focused methodology that supports the acquisition of communicative competence. Traditional presentation-practice-production lessons have proved to be ineffective because “students do not develop fluency or progress in their grammatical development” (Richards, 2006, p. 32). Ellis (2003) defines a task as “a work plan that requires learners to process language pragmatically in order to achieve an outcome. [...] A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world” (p. 16).

The differences between form-focused pedagogy and task-based pedagogy are summarized in Table 5:

Form-focused pedagogy	Task-based pedagogy
Rigid discourse structure	Loose discourse structure – adjacency pairs
Teacher controls topic development	Students able to control topic development
Turn-taking is regulated by the teacher	Turn-taking follows same rules that govern everyday conversation
Form-focused feedback	Content-focused feedback
Students are placed in a responding role and consequently perform a limited range of language functions	Students function in both initiation and responding roles and thus perform a wide range of language functions
Little need or opportunity to negotiate meaning	Opportunities to negotiate meaning when communication problems arise
Scaffolding directed primarily at enabling students to produce correct sentences	Scaffolding directed primarily at enabling students to say what they want to say

Table 5. Form-focused pedagogy vs. Task-Based pedagogy (Ellis, 2006)

Bygate, Skehan, and Swain (2001) define basically but purposefully a task as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective” (p. 11). For Ellis (2003), a task should have the following characteristics:

1. The primary focus is on message.
2. There is some kind of gap (need to communicate).
3. Learners need to use their own linguistic and non-linguistic resources.

4. There is an outcome other than the display of language.

Ellis (2006) proposes the following methodological principles when designing a task:

1. Ensure an appropriate level of difficulty.
2. Establish clear goals for the performance of the task.
3. Develop an appropriate orientation for performing the task in the students.
4. Ensure the students adopt an active role.
5. Encourage students to take risks.
6. Ensure students are primarily focussed on meaning.
7. Provide opportunities for focussing on form.
8. Require students to evaluate their performance and progress.

Tasks should be real-world tasks (Richards, 2006) so that students feel they have to solve something real and thus their motivation increases. And they should follow the task cycle: pre - task - post. This cycle should be structured following these principles (Lee, 2000):

- identify a desired informational outcome
- break down the topic into subtopics
- create a sequence of concrete tasks for the learners
- build in linguistic support

Inspired by the ESP literature and by the theoretical principles on TBLT described earlier in this dissertation, I deemed it important to challenge the traditional class dynamics by making students participate and involving them in communication practice. From my own observation I realized that class' routines and habits did not appear to be successful enough to encourage the students to study and learn English. A change of approach to change the students' attitude was deemed appropriate. Therefore, my plan was to implement TBLT (taking into account CLT and Cooperative Learning) for Vocational Education students to see how contents could be learned in a purposeful way at the same time as they communicated in English while working in groups and pairs.

This dissertation aims at analysing how Vocational Education students reacted to the introduction of TBLT in their classes and check whether this methodology could work to encourage students to study and learn English. More broadly, I aimed at exploring the extent to which TBLT could meet Vocational Education students' needs. In what follows, I will describe the participants, what I aimed at doing in my placement period, the research instruments I used to collect data and how this data was collected and analysed. I will comment on the main findings of the study and finally provide some concluding remarks and implications for further implementation in Vocational Education.

4. METHODS

4.1. CONTEXT OF THE STUDY

My placement period took place at Salesianos Nuestra Señora del Pilar School in Zaragoza. I was assigned to teach English in a class of Vocational Education (1st Intermediate Grade of Sistemas Microinformáticos y Redes), with a total of 29 students. I was in charge of five sessions in which I had to teach a unit of the textbook the students were using in their English class. I was given the opportunity to choose between Intermediate Grade or Higher Grade and I chose Intermediate because it was a challenging class, as it was more numerous and heterogeneous than the higher level class. The participants in the present research were thus the students that I worked with during the placement period. This means that they were a simple random sampling as they were selected in a totally arbitrary way, which provides some external validity to my research. However, it should be acknowledged that the degree of external validity is low (Nunan, 1992, p. 15). The accessible sample of students ($n=29$) is not representative of the whole population of Vocational Education students. Yet, I believe their attitudes and responses proved to be informative enough to identify common trends in the students' views and opinions.

The ESP subject is compulsory for all Vocational fields but it diverges from ESO and Bachillerato English in the following respect: it has to be real-life communication English with a clear communicative purpose applied to their work field as these students are about to face a future job in which they will likely need English for professional

communication. Their teacher used the textbook *Business Result* (see Appendix 1), and followed a traditional approach of teaching English (mainly presentation-practice-production). Grammar was barely taught and vocabulary was almost always translated. In addition, the textbook exercises that would engage the students in talking in pairs or groups were skipped, and the final case studies at the end of each unit were not carried out. From my own classroom observation, this did not seem to engage students to learn or participate. Other factors that might have contributed to the students' lack of motivation were the sitting arrangement and the way the teacher and the students interacted. The students were arranged in individual desks and the teacher only focused on a few students to answer the questions. Most of the times, this interaction took place in Spanish, possibly because the students did not have enough strategies to speak in English, they used Spanish to communicate with the teacher and he did not seem to bother to try and encourage students to repeat things in English but answered back in Spanish as well.

4.2. ACTION PLAN

Considering that “what distinguishes ESP from General English is not the *existence* of a need as such but rather an *awareness* of the need” (Hutchinson & Waters, 1987, p. 53), I decided to design a task that would meet these needs students had, taking into consideration Bygate, Skehan, and Swain's (2001) and Ellis' definitions (2003) of a task stated previously.

The task was based on the case study that appeared at the end of the textbook unit. Since tasks should aim at resembling real-world tasks (Richards, 2006), this case study allowed that resemblance to a real-life situation to happen. Ellis' methodological principles (2006) for task design were also considered: i) ensure an appropriate level of difficulty, ii) establish clear goals for the performance of the task, iii) develop an appropriate orientation for performing the task in the students, iv) ensure the students adopt an active role, v) encourage students to take risks, vi) ensure students are primarily focussed on meaning, vii) provide opportunities for focussing on form, and viii) require students to evaluate their performance and progress.

The task was a task cycle that comprised five sessions, following the principles that structure a task cycle (Lee, 2000): i) identify a desired informational outcome, ii) break down the topic into subtopics, iii) create a sequence of concrete tasks for the learners and iv) build in linguistic support. The informational outcome for this task was to be the best delivery company in order to be chosen as Amazon's delivery company. For that, the topic was broken down into subtopics by devoting each of the five sessions to carrying out specific tasks. The five sessions were organised as follows: the first two sessions were pre-task sessions, the task itself involved two more sessions and the post-task session was the last one. In the pre-task sessions grammar and vocabulary from the textbook unit were taught. The curriculum establishes that in terms of grammatical contents, verbal tenses have to be studied. In this unit, students had to study the different future tenses: *will*, *be going to*, and *present continuous*, and this grammar was taught deductively following a presentation-practice-production approach because these students did not have many grammar lessons and I thought they had to know the rules in order to apply them afterwards. On the other hand, vocabulary was approached from a functional perspective, and pictures were used so that students associated meaning with something visual instead of translating each word or expression that appeared in the textbook. Dealing with the difference between specific words that are different in British and American English, the "[i]dentificación e interpretación de los elementos culturales más significativos de los países de lengua extranjera" content was also an aim of the task.

For the task, I created six cooperative groups of five people each (except for one group which only had four members). Each group represented a delivery company and all the members had roles I assigned them for them to work cooperatively (see Appendix 2). From the very beginning of this first task session, the objectives of the task were established and everyone knew what they were expected to do. In addition, roles were expected to encourage the students to play an active role (Ellis, 2006). Following Lee (2000), there was a sequencing of tasks: in the first session, what they had to do was, first, improve a logo that I gave them and then, decide how they were going to deliver the products, when, and where. In the second session, they had to arrange a meeting with Amazon in order to become its delivery company and at the end of the class they had to roleplay the meeting. Some of these tasks were to be done with some expressions taken from the book that were projected on the class screen (see Appendix 3). This scaffolding

was expected to help the students build in linguistic support (Lee, 2000), i.e. they had the basic structures they could use to create an oral message. Further, this would help them focus primarily on meaning but also on form (Ellis, 2006). The last session was a refreshing of content: grammar and vocabulary were revised through a Kahoot – thus introducing ICTs and electronic devices in the classroom – and then students had to write a composition, following the four writing prompts that I wrote on the blackboard, in which they were asked about their impressions about this way of working. The following week I administered a questionnaire via Google Forms in order to collect information on the students' views and opinions about the task they carried out.

4.3. DESCRIPTION OF RESEARCH INSTRUMENTS

4.3.1. Questionnaire

Following Dörnyei and Csizér (2012), who describe survey research as “a quantitative research method which aims to collect self-report data from individuals” (p. 74), I decided to use a written questionnaire to assess the impact of the task approach on the students' learning experience (see Appendix 4). The choice of the questionnaire for data collection was based on the claim that questionnaires allow to obtain “large amounts of data in a relatively short period of time” (p. 75). From the varied types of questionnaires that have been used in previous ESP studies, I designed a questionnaire with *Likert scale* questions due to its closeness. The fact that the questions were closed would make it easier for students to answer and for me to analyse their answers. The answers comprised a continuum of five items (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree), out of which students had to choose one. The questions were written in English and in Spanish so as to ensure that the students could understand what they were asked and feel comfortable, which would give me more precise and accurate answers. The questionnaire added internal validity to this study as it was anonymous and did not have leading questions.

The questionnaire included representative questions about students' learning and working process during the five sessions I was in charge of and they were organized thematically. Briefly, the questionnaire comprised a preliminary section which sought to provide the students with information about what had been done in class and the aim of my study. The second section asked the students to provide answers about ‘Opinions

towards the task', the third section was 'Opinions towards Learning Outcomes from the Unit', and finally, the fourth and last section sought to elicit 'Opinions towards English/learning English'. It has to be acknowledged that these questions were biased because of the way the statements were written and there were no reverse questions to check whether students' responses could be trusted.

In order to compensate for the lack of reliability and to complement the data collected with this questionnaire, I also invited the students to write a short composition (see Appendix 5) on the task-based learning experience in the belief that this would enhance my study's reliability (i.e. two reflective instruments were used to check students' views and opinions on the introduction of TBLT in their classes so that answers could be compared and contrasted).

4.3.2. Compositions

In the last session of the task implementation, one of the things students were invited to do was writing a short composition. This was a guided task in which the students had to answer four writing prompts that I wrote on the blackboard, firstly, because students needed scaffolding to start writing and, secondly, because I wanted to collect specific answers. Thus, a suitable way to assure both scaffolding and effectiveness on the answers was to write these prompts. Additionally, although it was guided, it allowed students to answer openly about what they really thought about the key aspects of the task they had carried out. Although students did not write long compositions, these compositions illustrated what the students felt and how they felt about it at the end of the task. The composition was anonymous as well, consequently, answers could not be paired.

4.4. DATA COLLECTION PROCEDURES

The questionnaire was administered via Google Forms with a view to encouraging students to fill in the questionnaire with their mobile phones. This was deemed to be an appropriate procedure in order to collect as many responses as possible, as it is argued that this students' generation is accustomed to using mobile phones. The questionnaire was administered at the beginning of the class. All the students attending the class filled in the questionnaire and some who were not present filled it in along that week. I gathered twenty-four responses out of twenty-nine students. Paper format was discarded because

it was thought to be less motivating for these students and because those who were not in class would not have had the opportunity of filling it in afterwards. Students were given fifteen minutes to complete the questionnaire. The compositions were written in separate sheets that I collected once students finished writing them. As they were written on the last session of my implementation, I was able to gather twenty-seven compositions from the students who were attending class that day.

4.5. DATA ANALYSIS PROCEDURES

The data gathered with the questionnaire was analysed quantitatively (e.g., percentages) using the automatically-generated pie charts on Google Forms. The information from the compositions was compiled using a spreadsheet. I used close reading of the contents of these compositions to identify the emerging themes, as proposed by (Creswell, 1994, p. 18). I also searched for common threads or contradictions (i.e. mixed responses). This facilitated the identification of the most significant findings.

5. RESULTS AND DISCUSSION

5.1. FINDINGS FROM QUESTIONNAIRES

The results for the questionnaire have been organised in the three sections the questionnaire was divided into: Opinions towards the task, Opinions towards Learning Outcomes from the Unit and Opinions towards English/learning English.

5.1.1. Opinions towards the task

The two introductory sessions dealing with grammar and vocabulary from the textbook unit, which aligned with their typical classes, were considered an appropriate way to start introducing the topic, useful to do the task and well integrated while doing it. Most of the students agreed with questions 1, 2 and 3 (Figures 2, 3 and 4).

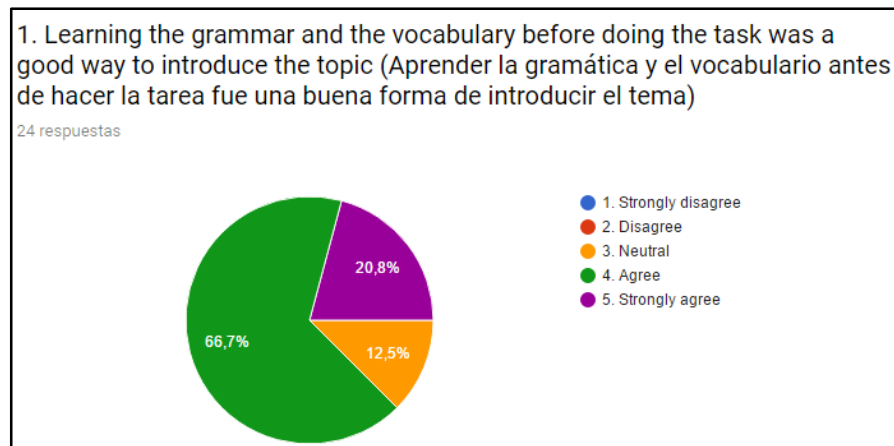


Figure 2. Learning the grammar and vocabulary before doing the task was a good way to introduce the topic.

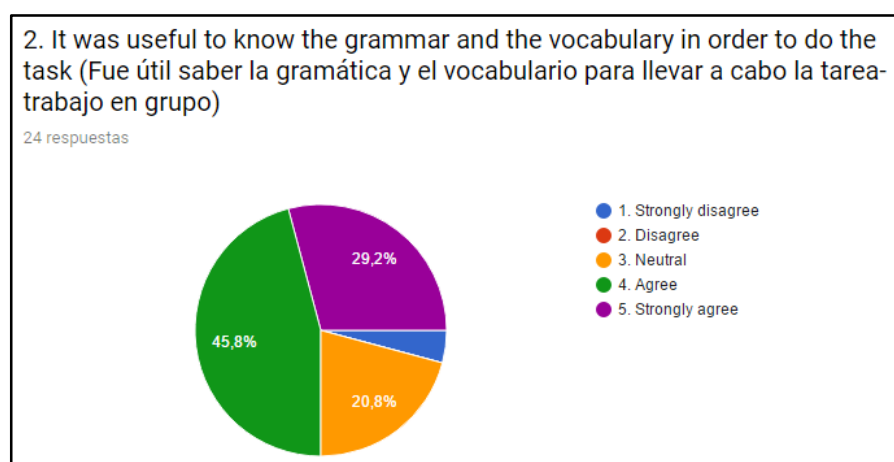


Figure 3. It was useful to know the grammar and the vocabulary in order to do the task.

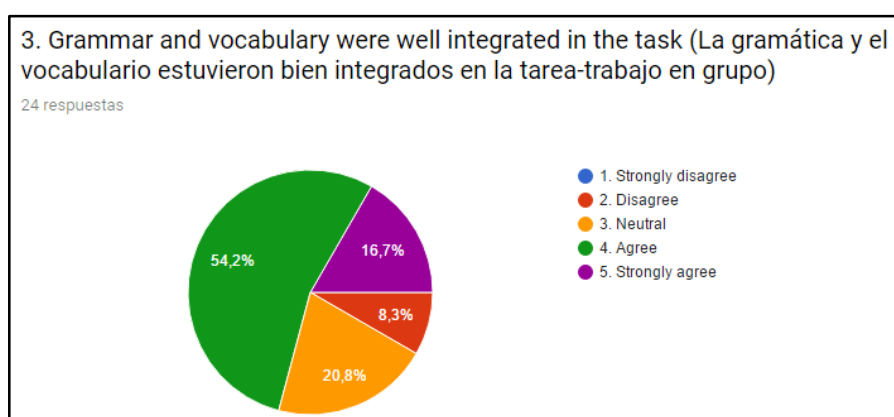


Figure 4. Grammar and vocabulary were well integrated in the task.

Since these two sessions resembled students' common experience while learning English, they did not constitute a threat or a problem for students to deal with these topics. In addition, the curriculum was taken into account as these contents were integrated in the pre-task sessions:

- Comprensión de mensajes, textos, artículos básicos profesionales y cotidianos.
- Terminología específica del sector productivo.
- Idea principal e ideas secundarias.
- Recursos gramaticales: Tiempos verbales, preposiciones, adverbios, locuciones preposicionales y adverbiales, uso de la voz pasiva, oraciones de relativo, estilo indirecto, y otros.
- Relaciones lógicas: oposición, concesión, comparación, condición, causa, finalidad, resultado.
- Relaciones temporales: anterioridad, posterioridad, simultaneidad.

After the first two sessions, these students found themselves having to work in groups, with roles to play within the groups and with some outcomes they had to achieve. Since they were twenty-nine students, they were difficult to keep under control but my tutor and the other student teacher helped me. From my own observation, they seemed motivated and engaged in the tasks they had to carry out. However, some results from the questionnaire differed from my observation.

Approximately half of the class agreed or strongly agreed that they liked learning while doing the task (Figure 5). The other half of the class was neutral to this methodology or disagreed. This might be an indicator of their not liking the task or their indifference towards English classes, and it could be related as well to results for question 5 (Figure 7), for which almost half of the class answered neutrally and the same percentage agreed in relation to the easiness of the task (Figure 6).

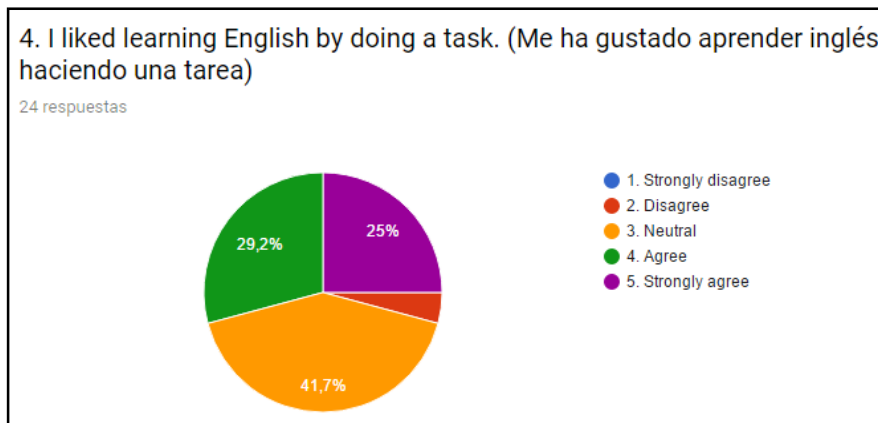


Figure 5. I liked learning English by doing a task.

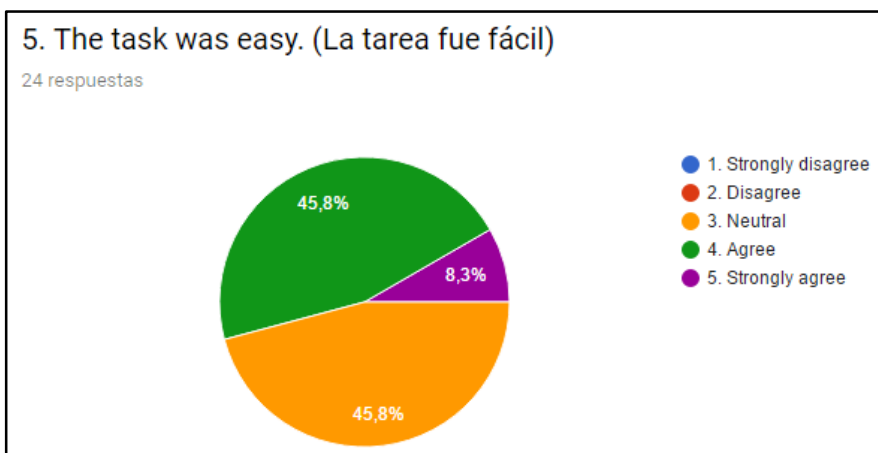


Figure 6. The task was easy.

Motivation appeared to play an important role in the students' task-based language learning experience. When asked whether the task motivated them to learn English (Figure 7), overall, results were consistent with those of the previous question although few students showed disagreement/strong disagreement. These results bring to mind the idea that students liked doing something different but also felt motivated to learn English because they experienced they could be actively engaged in their learning process.

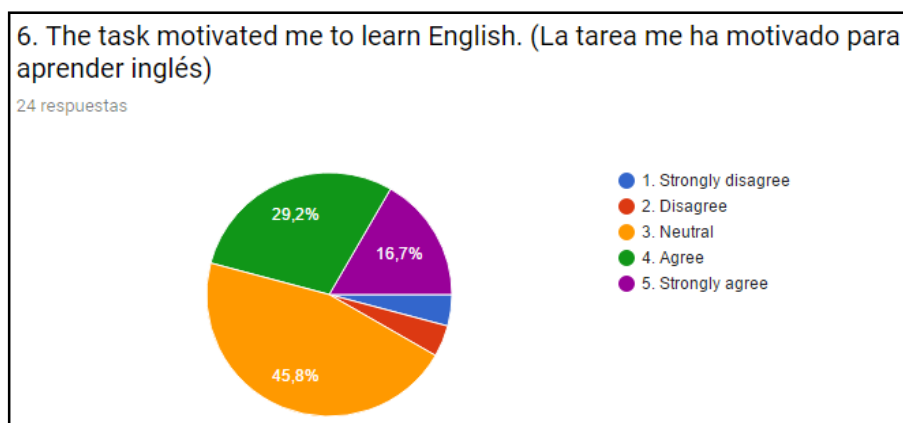


Figure 7. The task motivated me to learn English.

Interestingly, in terms of usefulness of the task, almost half of the class agreed that the task had helped them learn English although there was still some students who disagreed with the usefulness of this methodology (Figure 8). What is remarkable about this answer is that the students showed awareness that it had been useful even if they stated they did not like it and was not motivating for them. In their view, the task was meaningful to them. This figure represents a dramatic change of perception compared to the previous questions commented above. This could be due to the “*awareness of the need*” (Hutchinson & Waters, 1987, p. 53) since the task was aimed at achieving an outcome while using language that resembled that of the real world (Ellis, 2003; Richards, 2006).

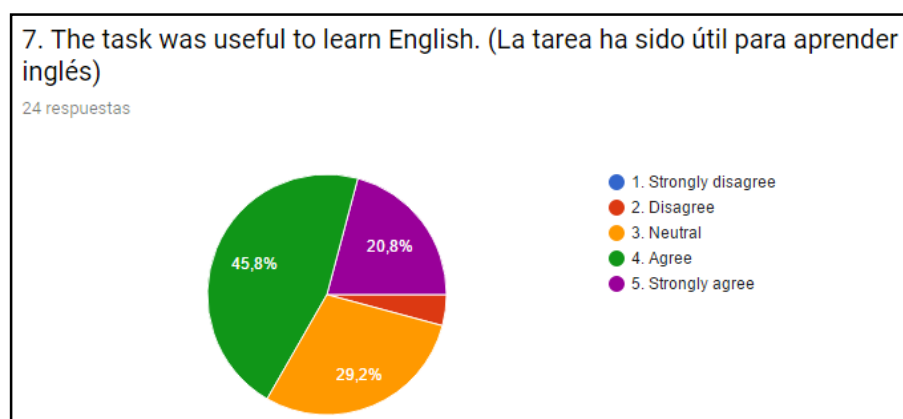


Figure 8. The task was useful to learn English.

From the initial classroom observation it seemed clear that these students were not used to working in pairs or groups. It is therefore not unexpected that not all the students

shared the same opinion on the fact of working cooperatively (Figure 9): a cumulative 62.5% of the students agreed/strongly agreed on Cooperative Learning as something positive, while a cumulative 20.8% disagreed/strongly disagreed. These mixed opinions could be due to students' lack of experience in cooperative work in their classes in order to achieve a goal together (cf. Kagan, 1994).

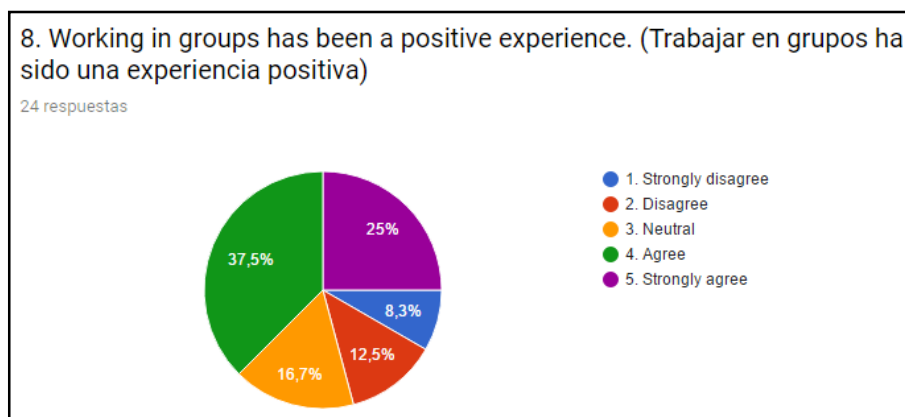


Figure 9. Working in groups has been a positive experience.

Having roles was perceived as a way of actively engaging in the task. As can be seen in Figure 10, 50% of the students agreed with the statement that having a role helped them be an active member in the group. Those whose answers were negative argued that they had not liked the role they were assigned, and not the activity itself. Figure 11 shows that a cumulative percentage of 54.1% of the students agreed/strongly agreed that they liked the role they were assigned. Not necessarily the low percentages of 'disagree' and 'strongly disagree' answers mean that only those students did not like the roles they were assigned, those who represent the 37.5% of neutral answers belong also to those who did not especially liked the roles. Attitudes towards having roles was very much related to attitudes towards working cooperatively (Figure 12). A cumulative percentage of 45.8% showed agreement/strong agreement, which contrasted with the 41.7% that showed a neutral attitude towards having worked in cooperative groups. Taking into account Kagan's (2011) PIES principles, it appeared that giving roles to students proved to be encouraging for them to communicate and relate with their classmates in order to achieve their learning goal and cooperate.

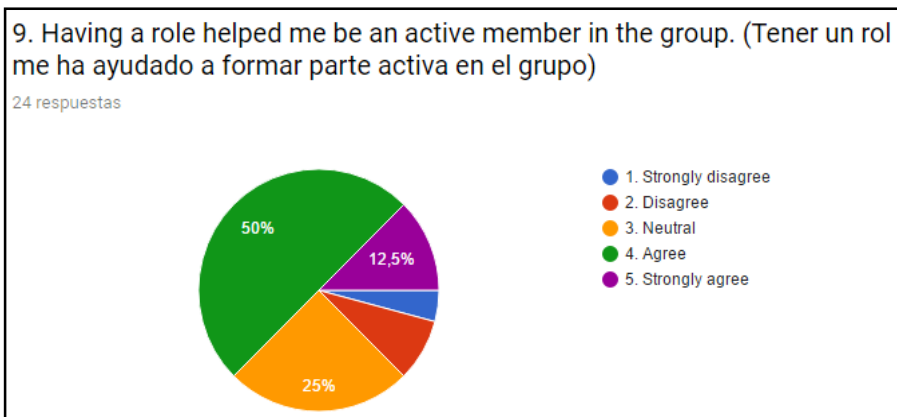


Figure 10. Having a role helped me be an active member in the group.

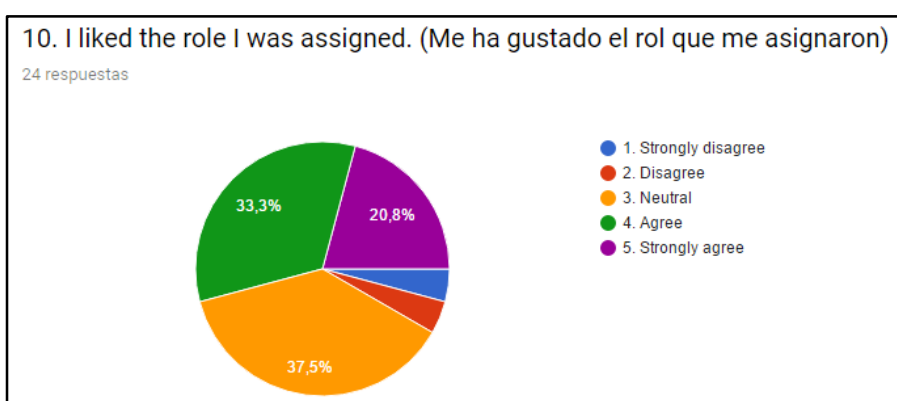


Figure 11. I liked the role I was assigned.

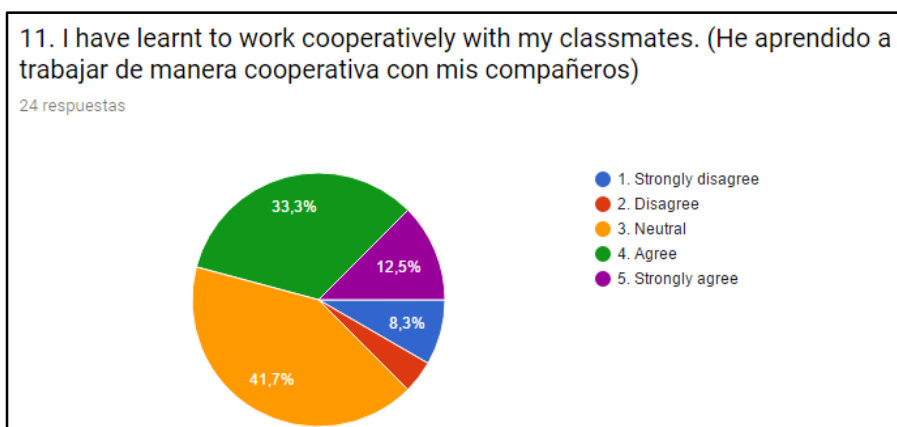


Figure 12. I have learnt to work cooperatively with my classmates.

If we turn to the post-task, as can be seen in Figures 13 and 14, the students' reactions to reviewing grammar and vocabulary by doing a Kahoot were overall positive: in Figure 13, 41.7% agreed and 37.5% strongly agreed (both amounting to a cumulative percentage of 79.2%) that reviewing grammar and vocabulary was useful. And in Figure 14, 45.8% strongly agreed that using a Kahoot, i.e. the introduction of ICTs – element

that has to appear specifically or cross-curricularly – in the class may have motivated the students to refresh some contents they had previously acquired more than through the traditional type of revision (e.g. doing exercises on the textbook)

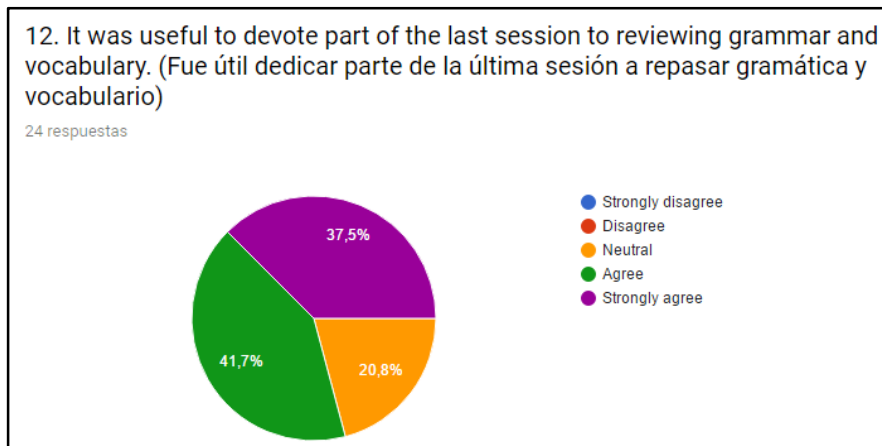


Figure 13. It was useful to devote part of the last session to reviewing grammar and vocabulary.

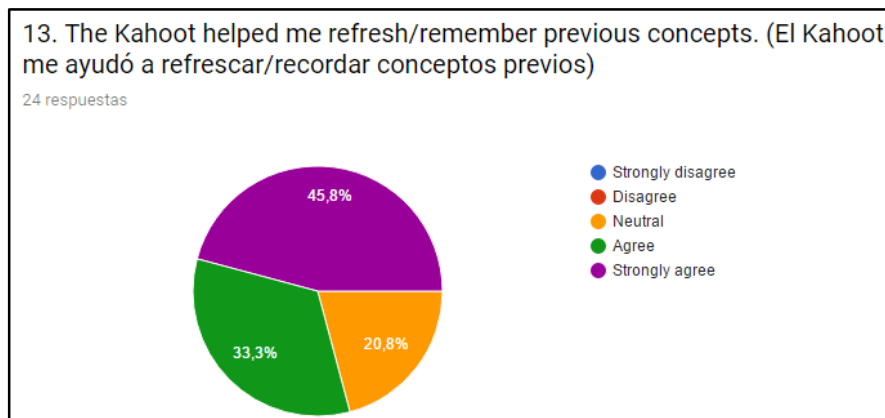


Figure 14. The Kahoot helped me refresh/remember previous concepts.

On the other hand, the idea of writing the composition (Figure 15) – scoring a cumulative percentage of 45.9% agreement/strong agreement was also positively received although half of the class remained neutral to having written this composition.

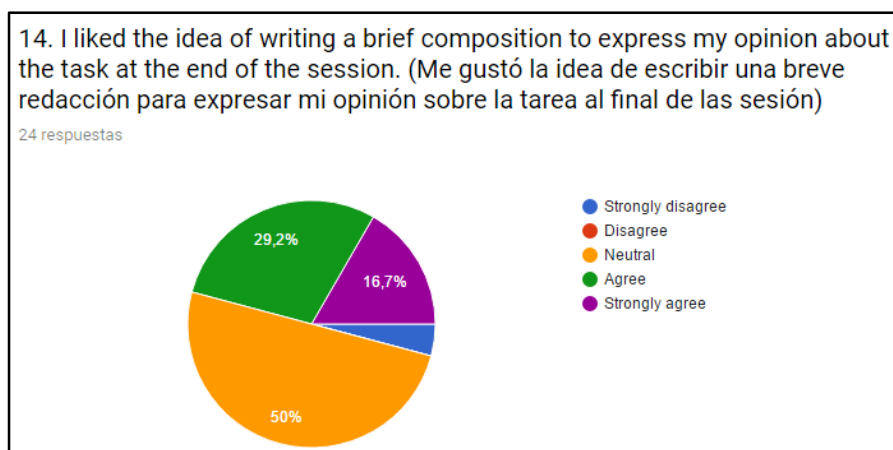


Figure 15. I liked the idea of writing a brief composition to express my opinion about the task.

5.1.2. Opinions towards the Learning Outcomes of the Unit

The next section in the questionnaire was about the learning outcomes from the textbook unit. These questions were about the grammar and vocabulary taught and about learning how to make arrangements and how to make, accept and reject suggestions by using the communicative sentences that appeared in the unit. For all these questions (Figures 16, 17, 18 and 19), more than half of the class agreed that they learnt to do each of them. The change in percentages from Figure 16 to Figure 17 might be attributed to the fact that grammar is more easily explained than vocabulary, apart from the fact that they were used to having vocabulary translated and I did not translate it. This might be a possible reason why there were more neutral answers to learning vocabulary.

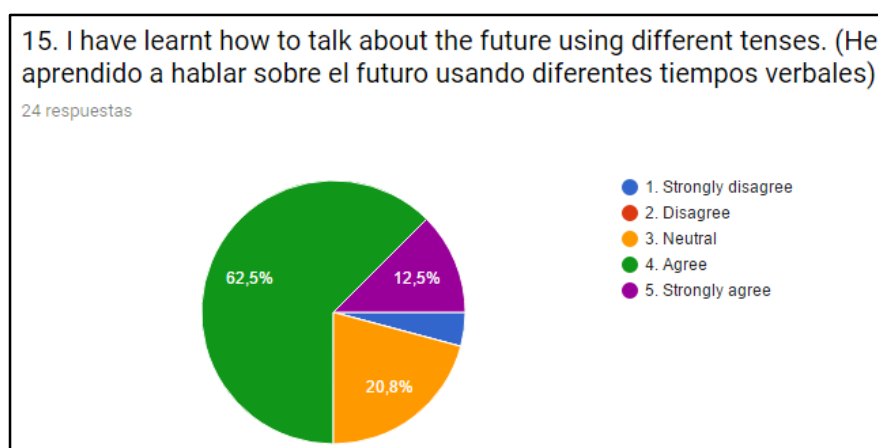


Figure 16. I have learnt how to talk about the future using different tenses.

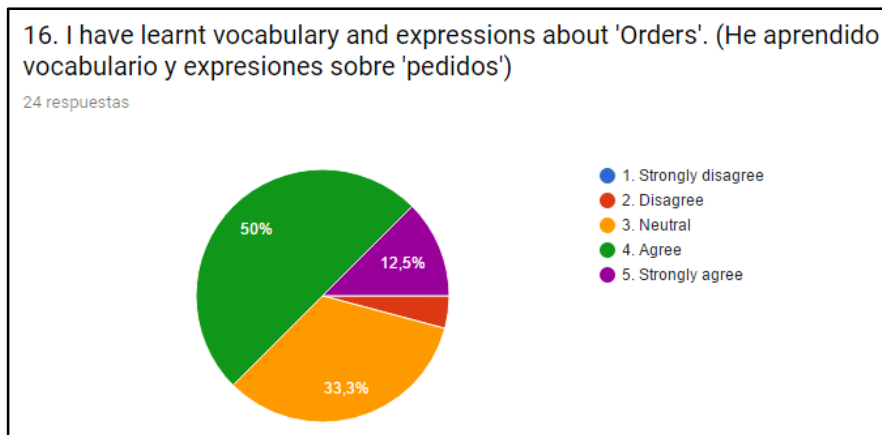


Figure 17. I have learnt vocabulary and expressions about 'Orders'.

Another difference between Figures 18 and 19 can be spotted: none of the answers in Figure 19 is negative but the reason why there are more neutral answers may be due to the fact that making, accepting and rejecting suggestions was something they did while working in their groups, and learning how to make an arrangement was related to the role-play they had to perform and they were not used to talking in front of their classmates.

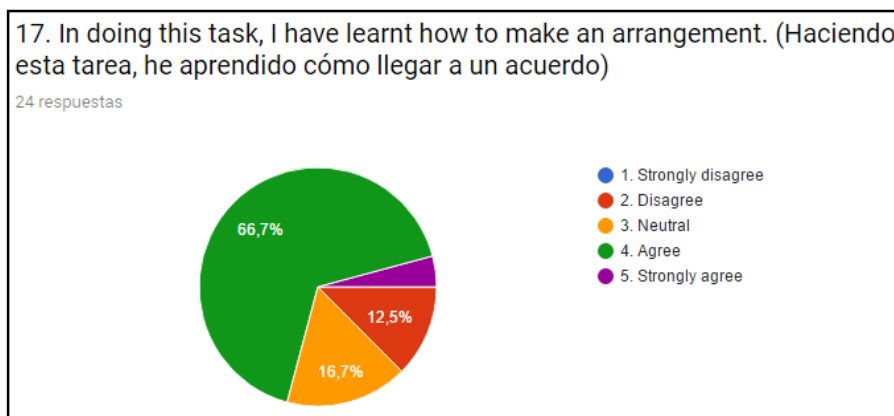


Figure 18. In doing this task, I have learnt how to make an arrangement.

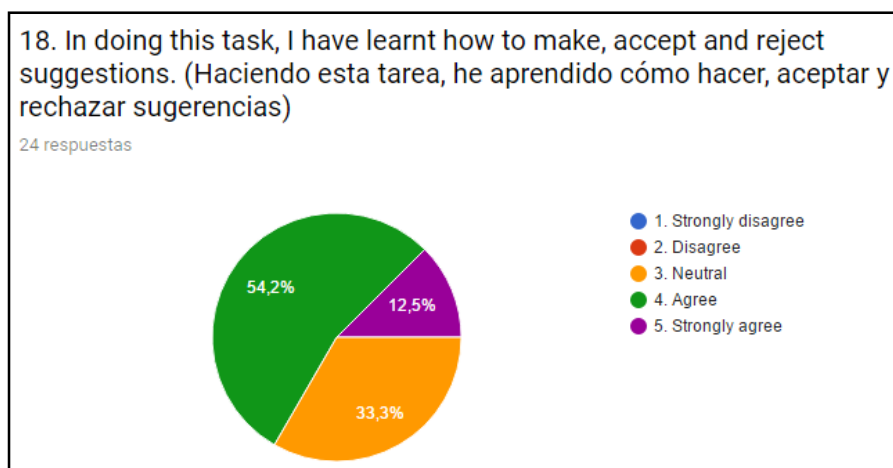


Figure 19. In doing this task, I have learnt how to make, accept and reject suggestions.

These results suggest that, by doing this task considering the learning outcomes of the textbook unit that had to be taught, objective i) Conseguir, en su caso, la competencia lingüística profesional en la lengua o lenguas extranjeras adecuadas al ámbito de trabajo, in the second article of the curriculum and the objectives related to the training of the languages of the European Union – tenth article of the curriculum – were fulfilled.

5.1.3. Opinions towards English

As stated previously in the Methodology section, a further set of questions elicited Opinions towards English and towards learning English. For the question whether they liked talking in English (Figure 20), none of the students strongly disagreed, half of the class agreed (33.3% agreed and 16.7% strongly agreed) but almost the other half of the class answered ‘neutral’. These perceptions might be explained by the general lack of motivation noted in my own classroom observation and/or by the fact that they had not had previous opportunities to talk in the English class. When asked whether they liked to talk in English but in front of their classmates (Figure 21), a similar percentage (45.8%) answered ‘neutral’ while the 33.3% agreement in the previous answer decreased to 20.8%. It can only be tentatively concluded that their perceptions may arise from their embarrassment when talking in front of their classmates and/or their previous lack of opportunities to talk in their classes.

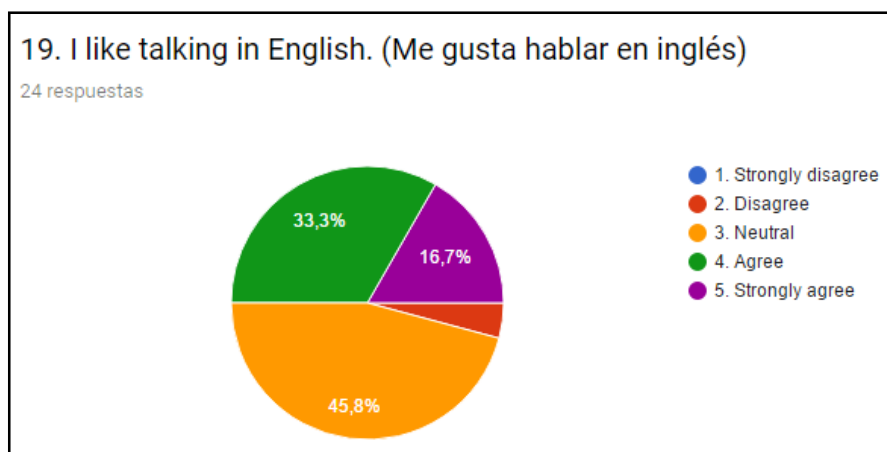


Figure 20. I like talking in English.

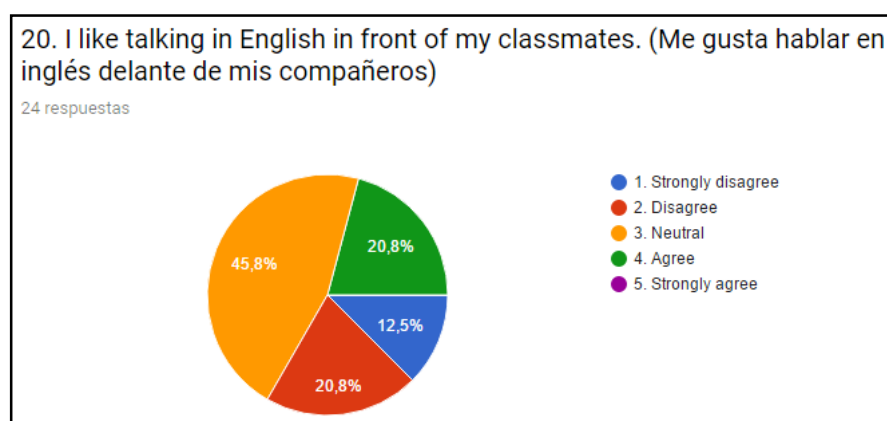


Figure 21. I like talking in English in front of my classmates.

Finally, the last four questions sought to elicit their opinions about English in relation to their studies and future jobs. The majority of the students showed awareness of the importance of English in their training (Figure 22), with 58.3% strongly agreeing and 33.3% showing agreement (all in all, a cumulative percentage of 91.6%). When asked about the importance of English applied to their future job (Figure 23), 62.5% strongly agreed and 20.8% agreed. This may indicate that almost all the students were aware of their need to know English for their studies and their future job, thus supporting Hutchinson and Waters' (1987) definition of ESP teaching/learning goals.

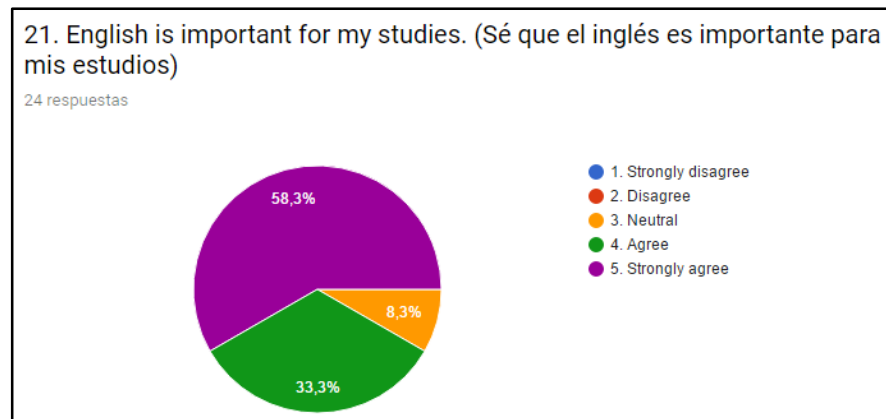


Figure 22. English is important for my studies.

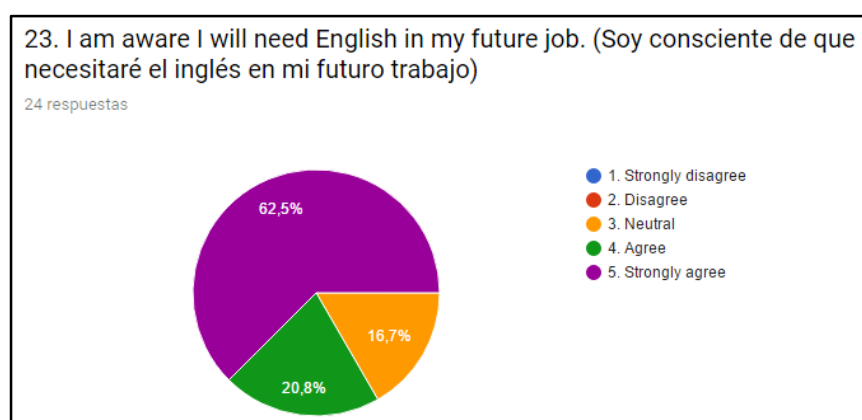


Figure 23. I am aware I will need English in my future job.

The students' awareness of the importance of English both for their studies and future job proved greater when they were asked about using English to communicate in their job, as can be seen in Figure 24 (66.7% strong agreement and 16.7% agreement). This cumulative percentage (83.4%) suggests that they seem to be aware not only of the important role that English plays in their future job but also of how crucial developing communicative competence in English is in order to be able to use it in a future work situation. Such awareness may further explain the very positive attitude towards wanting to know and talk in English (Figure 25), with 54.2% of strong agreement and 41.7% of agreement.



Figure 24. Being able to talk in English is important for my future job.

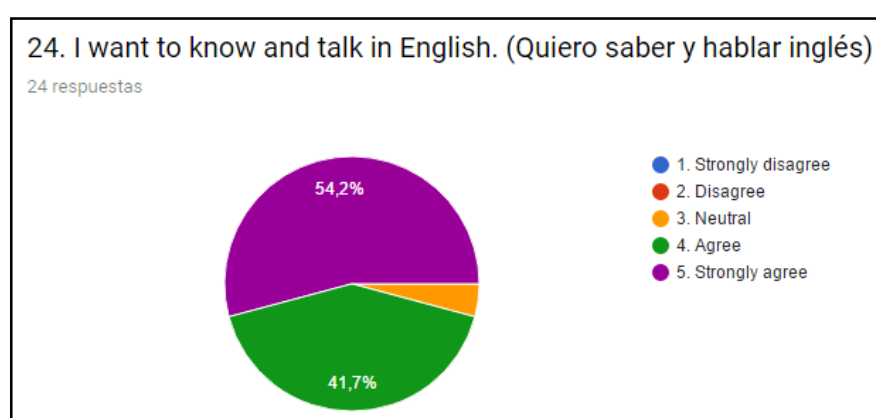


Figure 25. I want to know and talk in English.

These two figures are very telling insofar as they show that the students' awareness of their need to speak in English and their wanting to speak in English is high for the majority of them even if their attitude in class does not match the need they see.

5.2. FINDINGS FROM COMPOSITIONS

Regarding the first writing prompt "What do you think about this different way of learning?" the students' responses included positive evaluation adjectives such as "good" or "funny". Overall, the students perceived it as a different and more dynamic way of learning English, as exemplified in the following comments¹:

I think it's a **good idea** to do **different** ways of learning because we have to speak in English and we **participate more** than in a normal class. (Student #4)

¹ The students responses were transcribed literally and grammar mistakes were not corrected.

I think that this way is more **appealing** and it is an other form to **learn better**. (Student #6)

It's **cooperative** and **funny** (Student #11)

I think that is a **good method** of learning because do the classes **more dyanics**. (Student #12)

I think its a **good way** to learn because its **funny** and we work all together. (Student #13)

I think that is **very good**, this is **funny** and we're learning at the same time. (Student #14)

It's **more interesant** than the normal class because we **learn more** (Student #25)

Their comments may support the view that TBLT engages students and seeks to provide them with the input they need to produce output. Students viewed it as an “activity which requires learners to use language, with emphasis on meaning, to attain an objective” (Bygate, Skehan, and Swain, 2011, p. 11). These results are consistent with those of questions 4 and 6 (Figures 5 and 7) in the questionnaire, because in their written reports all the students gave a positive review of their experience in relation to the use/implementation of a task-based methodology. All in all, both the written task and the questionnaire proved useful to elicit reflection on the task-based learning process.

As for the second prompt “Do you think it is useful? Why/Why not?”, the majority commented on the usefulness of the task, and only one noted that it was not a good idea to introduce it in the mid-term of the academic year. Some of their comments explaining why TBLT was useful were:

This way is **useful** because I'm learning a lot of things. (Student #2)

I think its **useful** because we speak in english (Student #4)

Yes, I think that is **very useful** for our expressions and for communicate to the rest classmates (Student #6)

yes, students learn better of this ways and don't just reading a book and listening a teacher speak. (student #9)

Yes, because with this probably **will like more learn English**. (Student #14)

I think that way to learn is **very useful**. Because the class is more interactive and less boring. (Student #17)

I think this **has been useful** for us, maybe because I hadn't done anything similar like this. (Student #27)

Bearing in mind Ellis' defining features of a task (2003), it is interesting to note that the students acknowledged the different way of approaching an English lesson where they communicated in English at the same time as they cooperated and achieved an outcome. Their views were thus consistent with those of question 7 of the questionnaire (Figure 8), although answers were more positive in the compositions than in the questionnaire. These two writing prompts of the composition task may be taken to exemplify that the students realised that doing a task was useful for them to learn English even if their attitude towards learning English through tasks was not so positive.

In relation to the third writing prompt "What do you think about working in groups?", there was an overall positive response, as their comments also illustrate. The students showed that they liked working in groups more than working on their own:

Working in groups is **better than work alone** (Student #1)

I think that it's **the best way of learning english** because we can discouse in english
(Student # 4)

I prefer because is **more funny than you work individual**, and you speak more English
(Student # 7)

The work in groups is very useful, because the students learn to have compenetration and learn to work in groups. (Student #15)

the work in groups is the better form for me, because is more easy and I learn more.
(Student #21)

Yet, a few showed a negative attitude towards having worked in groups:

Is **worse**, because if some one dont know English, the student knows it they sorry them
(Student #24)

I **honestly didn't like to work in groups**, people is always whispering in spanish so I **don't really think that worked** (Student #27)

Their responses somehow confirmed my initial observation that the students were not used to working in groups (questions 8 and 11 from the questionnaire, Figures 9 and 12, respectively). It can thus be assumed that this predisposition made it difficult to engage students in working cooperatively. Thus, Kagan's (2011) PIES principles can be

applied to these students in order to encourage them in the process of familiarizing them with working with their classmates.

Finally, the fourth prompt “And about the role-playing?” served to collect more varied answers, from those who perceived that the role-playing was an important and useful thing to do in class to those who regarded it as something that makes them feel more embarrassed:

I have **Panic Scenic** about talking in public and I **stayed nerviuse** at this moment, then I don't have never talking in English. (Student #3)

The role playing in my opinion is **very productiv and good for express ourselves**. (Student # 6)

No one did the role playing good and it was a **chaos**. (Student #9)

We fill a shamed but so we learn. (Student #11)

That was the **worst part** because im a bit **shy** but it **was good anyway**. (Student #13)

“The role playing is **very important for have a dialogue in the future in English**.” (Student #15)

“a few **useless**” (Student #26)

These results can be paired with questions 19 and 20 of the questionnaire (Figures 20 and 21). Given the previous lack of oral interaction among students and even teacher-students, results are overall positive. In their compositions, the students showed mixed responses in relation to the role-playing because they thought it had not worked but they saw it as an important tool to start speaking in English and imagine future situation where they may be talking in English. Considering the questionnaire responses, attitudes towards speaking in English and speaking in English in front of their classmates differ. Again, their previous lack of training in speaking skills might be influencing the students' reflections on their individual learning processes.

6. CONCLUSIONS, CONSEQUENCES AND IMPLICATIONS

The introduction of TBLT in Vocational Education proved to be a viable methodology in this ESP context. In Hutchinson and Waters' (1987) words, the “*awareness of the need*”

(p. 53), such as context, what students need the language for, how to teach it, with whom students are going to interact or when this interaction is going to take place (target needs) and the knowledge and abilities that learners will require in order to be able to perform to the required degree of competence in the target situation (learning needs), made it possible to create a task based on “the ‘what’ and the ‘how’ of a course” (see also Paltridge & Starfield, 2013, p. 325). To some extent, the ESCAPE methodology – engage, study, create, activate, practice, and evaluate – (Musdariah, 2016) was implemented with the task and the focus of the learning process changed compared to traditional teaching approaches.

This study sought to explore the implications of introducing TBLT in a Vocational Education class and whether or not it really encouraged students to learn and study English since, as Ellis (2003) defines it, it is “a work plan that requires learners to process language pragmatically in order to achieve an outcome. [...] A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world” (p. 16).. Students’ opinions about the task were generally positive but some of the tasks they had to do or the roles assigned were not well received. However, the task, though sharply introduced, engaged the students in exploring different ways of learning English. As stated earlier in this dissertation, it was designed following Ellis’ (2006) and Lee’s (2000) principles for task design. In addition, students could learn to work cooperatively (Kagan, 1994; 2011) with their classmates and see that the task could be applied to a real-life situation (Richards, 2006), and that may make them motivated towards it.

The findings reported previously are exploratory and there is therefore no substantive evidence that the students perceive the effects of TBLT in their classes. Yet this instructional intervention could be taken as a starting point for further research and implementation. To some extent, TBLT proved to be well-received in the Vocational Education context that it was implemented, and elicited the students’ reflections of how learning English is not always a matter of studying a textbook or listening to the teacher speak. Their overall responses suggest that TBLT allowed students to know a different approach to learning and using English in a real-life situation.

TBLT methodology aligns with the curriculum and fulfils its main objectives because it follows the curriculum's guidelines to foster professional competences for these students while using an open and flexible methodology that can allow students to develop lifelong learning and enhance their foreign language learning experiences. Furthermore, TBLT can be adapted to the students' level and the different branches of vocational specialization. Plus, the changes that CLT brings about in language classes (Jacobs & Farrell, 2003) also applied in this task implementation, taking into consideration the tenth article of the curriculum in which some objectives regarding the acquisition of the languages of the European Union are established.

All in all, this teaching intervention helped me become aware of how different Vocational Education is from ESO or Bachillerato English. I was able to get to now a very different context and how students behaved and perceived traditional and new methodologies. I would like to highlight that the opportunity of teaching and researching aspects of English for Vocational Education has also raised my awareness of the importance of knowing one's own students and of letting them know how important they are, letting them actively participate and learn from each other. In this respect, the exploratory findings reported in this dissertation could be taken as the point of departure to create a truly communicative environment and to design extra materials that would address the specific learning needs of these students.

This study has been carried out at a very specific scale, thus, its scope does not enable to draw general conclusions. The study is also limited given the lack of time to observe the context and to implement this methodology. Introducing it in the middle of the academic year was also a drawback since it was suddenly implemented and without students knowing how TBLT worked. Having more time for classroom observation and implementing TBLT throughout the academic year would have been desirable to better track the students' language learning leap and attitudes towards the language and towards the usefulness of a teaching approach that tackles real-life problems that students will be facing in a near future. In addition, this would enable to assess the extent to which this methodology fosters students' cooperation and interaction, since students not only learn English but also social skills and strategies.


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APPENDICES

APPENDIX 1



8 | Orders

Learning objectives in this unit

- Talking about orders and deliveries
- Talking about the future using the present continuous, *going to*, and *will*
- Making arrangements
- Making and responding to suggestions

Case study

- Choosing a delivery company

Starting point

- 1 What goods and services are often bought online? Why?
- 2 What do you buy online?
- 3 Is there anything you would not buy online? If so, why not?

Working with words | Orders and deliveries

- 1 Read the text and answer the questions.
 - 1 In what ways are Amazon.com and UPS similar?
 - 2 What do customers expect from Amazon.com?
 - 3 In what ways does UPS help Amazon meet these expectations?
 - 4 How does this relationship help Amazon.com?


The Amazon.com and UPS relationship

Two market-leading companies which were founded in the same city in the USA, Seattle, one almost a hundred years before the other, signed an important business deal in 1995. UPS, founded in 1907, is now the largest express delivery company in the world and Amazon, founded in 1995, has become the world's most popular online retailer.

On Amazon.com, customers can **purchase goods** 24 hours a day, seven days a week after they have **checked that they are in stock**. Once the customer **places an order**, Amazon is expected to **deliver the goods** quickly and offer customers choice, competitive prices, and excellent customer service at the same time. UPS helps Amazon meet all of these needs.

Firstly, UPS allows Amazon to **process the customer's order** faster. With UPS Online Tools on its website, Amazon can **quote its customers prices** for a wide choice of delivery options. Secondly, customers can **track their shipment**, using the UPS order tracking system. Finally, customers can use UPS's excellent Returns on the Web services if there is a problem with the product on delivery.

These tools are not only popular with customers, who can **make an enquiry** about the status of their order online, but they also help Amazon cut costs. Nearly all customer contact is made via the website, including billing, as customers **pay the invoice** online before UPS **makes the delivery**.



2 Match 1–10 below from the text to definitions a–j.

- | | |
|--------------------|---------------------------------------|
| 1 to purchase ____ | a a question |
| 2 in stock ____ | b things you buy or sell |
| 3 goods ____ | c transporting products to a customer |
| 4 to process ____ | d a request for something to be sent |
| 5 an order ____ | e to say how much something will cost |
| 6 to quote ____ | f to deal with, e.g. an order |
| 7 a shipment ____ | g to buy |
| 8 an enquiry ____ | h goods which are being transported |
| 9 an invoice ____ | i a document you must pay |
| 10 a delivery ____ | j ready to sell |

3 Work with a partner. Complete 1–10 with a suitable verb, using the phrases in **bold** in the text to help you. Then take turns to put the phrases into a sentence.

- | | |
|-------------------------------|--------------------|
| 1 _____ a price | 6 _____ an order |
| 2 _____ an invoice | 7 _____ a shipment |
| 3 _____ an order | 8 _____ a delivery |
| 4 _____ a product is in stock | 9 _____ an enquiry |
| 5 _____ goods | 10 _____ the goods |

4 37> Work with a partner. Put the process of ordering in the right order. Then listen and compare your answers with a manager from an online retail company.

- a **The customer tracks the progress of the order online.**
- b **The customer makes an enquiry about the supplier's products and the price.**
- c **The customer pays the invoice.**
- d **The customer places an order with the supplier by phone, fax, or email.**
- e **The supplier provides information and quotes a price for the product or service.**
- f **The supplier delivers the goods to the customer.**
- g **The supplier confirms the order with the customer.**
- h **The supplier checks that the product is in stock.**
- i **The supplier gives the customer a date for delivery of the goods.**
- j **The supplier begins to process the order.**

» For more exercises, go to Practice file 8 on page 116.

5 Work with a partner. What was the last thing you ordered by phone, fax, or the Internet? Take turns to explain what happened, using the words and phrases from the unit.

@ » Interactive Workbook » Glossary

**Tip | invoice and bill**

In British English we use *invoice* in more formal English and *bill* in informal English. In a restaurant we use *bill*. In American English a restaurant *bill* is called a *check*, and a banknote is a *bill*.



Language at work | will / going to / present continuous

- 1** 38▶ Listen to a customer phoning a supplier about a delivery and complete the information on the message pad below.

Client: _____ Consulting
 Order number: _____
 Original delivery date: _____
 New delivery date: _____
 Action: change delivery date to _____

- 2** Read these sentences from the phone conversation and complete the rules about future verb forms.

- a We're going to deliver the cards next Thursday morning.
 b We're attending the company conference in Toronto on 5th March.
 c As soon as I've spoken to him, I'll call you back.

- 1 Use _____ to make a decision at the moment of speaking.

Example: _____

- 2 Use _____ to talk about a plan that's already decided.

Example: _____

- 3 Use _____ for an arrangement with a fixed time or place.
 (You can often use *going to* here instead.)

Example: _____

- 3** Match sentences 1–6 to responses a–f. Then put the verbs in brackets in a–f into the correct form.

- 1 Do you have any plans for the weekend? ____
 2 I'm afraid I can't answer your question. ____
 3 Have you decided what to do about the new sales post? ____
 4 Can you stay a bit later tomorrow night? ____
 5 I can't come to the meeting in the morning. ____
 6 Have you thought about how to get to your new job? ____

- a OK. I _____ (change) it to the afternoon.
 b No, sorry. I _____ (meet) some friends for a drink.
 c Yes, I have. I _____ (buy) a car.
 d Yes, it's my birthday and I _____ (have) a party. Do you want to come?
 e Don't worry. I _____ (ask) someone else.
 f We _____ (advertise) in the national newspapers.

4 Work with a partner. Take turns to ask the questions and to respond, using the prompts in *italics* with *going to*, present continuous, or *will*.

- 1 A Shall we go for coffee?
B Sorry. *I / meet* the manager at 11.
- 2 A Can you bring me to work tomorrow?
B OK. *I / pick* you up at 8 o'clock.
- 3 A What's going to happen about your job?
B *I / look* for a new one.
- 4 A Can we talk about this next week?
B Yes. *I / give* you a call.
- 5 A Are you happy where you live?
B No. *I / look* for a new flat.
- 6 A Can we have lunch together?
B Sorry. *I / go* to the gym.
- 7 A What are you doing tonight?
B *I / play* tennis with a friend.
- 8 A Have you thought about your holiday yet?
B Yes. *We / book* a cruise.
- 9 A Can I have a glass of water?
B Yes. *I / go* and get you one.

» For more information and exercises, go to Practice file 8 on page 117.

5 Work with a partner. Ask and answer the questions in 4 with your own ideas.

Practically speaking | How to make arrangements

1 Work with a partner. Look at the phrases from a conversation in A below. Is the conversation formal or informal?

A	B
1 I'd like to meet you.	_____ for lunch next week?
2 When are you available?	When _____?
3 Does ... suit you?	_____ Tuesday OK _____?
4 I'm afraid I'm not available on Tuesday.	Sorry, I can't _____ on Tuesday.
5 Shall we say ...?	_____ Thursday at 12.30 instead?
6 That suits me.	_____ good.

2 39▶ Listen to Fenola Young using the language from 1 to talk to a supplier on the phone. Why and when are they meeting?

3 40▶ Listen to Fenola now using more informal language to talk to a colleague, Sven. Why and when are they meeting?

4 40▶ Listen again and complete column B in 1 with the equivalent informal phrases. Check your answers with the audio script on page 153.

5 Work with a partner and role-play the following situations.

- 1 A supplier calling a new customer to arrange a presentation.
- 2 A colleague calling another colleague to arrange a tennis match.

Business communication | Making and responding to suggestions

- 1 Work with a partner. Talk about your company logo. Do you like it?
- 2 41▶ Listen to a meeting between four colleagues who are discussing changing the logo of their company. What decisions do they make about
 - 1 the company name on the logo?
 - 2 the designer of the logo?
- 3 41▶ Listen again and match suggestions 1–6 with responses a–f.

1 Why don't we ...? ____	a I'm not sure about that.
2 Maybe we should ... ____	b OK. Let's ...
3 We could ... ____	c Fine.
4 How / what about ...? ____	d I don't think that will work.
5 I suggest ... ____	e That's a great idea!
6 Shall we ...? ____	f Yes, I think we should ...
- 4 Look at the responses in 3. Which responses are used to accept a suggestion and which responses are used to reject a suggestion?
- 5 Work with a partner. Look at situations 1–6 and take turns to make a suggestion and respond, using the ideas in the box.

Example: A Shall we have lunch in that new Italian restaurant?

B Yes, that's a great idea. I fancy a pizza.

Situation	Suggestion
1 You want to have lunch with a colleague.	The new Italian restaurant.
2 You are launching a new product.	An email to all customers.
3 A friend is unhappy with her salary.	Ask for a pay rise.
4 You need a new supplier.	Search on the Internet.
5 A colleague looks unwell and tired.	Leave early.
6 There are communication problems in your office.	A weekly meeting.

» For more exercises, go to Practice file 8 on page 116.

- 6 Work with a partner or in small groups. Your company is going to open a canteen and would like your suggestions. Have a meeting to discuss what you would like, using the prompts below to help you. Present your ideas to the class.
 - location
 - hours – all day starting with breakfast?
 - cost – average price of a meal?
 - types of food

② » Interactive Workbook » Email and » Exercises and Tests



Key expressions

Making suggestions

Why don't we (do) ...?
 Maybe we should (do) ...
 We could (do) ...
 How / what about (doing) ...?
 Shall we (do) ...?
 I suggest we (do) ...

Accepting suggestions

Yes, I think we should (do) ...
 Fine.
 OK. Let's (do) ...
 That's a great idea.

Rejecting suggestions

I'm not sure about that.
 I don't think that will work.

② » Interactive Workbook
 » Phrasebank

Choosing a delivery company

Background

Company sets up online retail service

Dixons is a leading electrical retailer and part of the DSG International Group, which owns stores across much of Europe, including Electro World. Dixons once had a store in most towns and cities across the UK and Ireland. In response to the crisis in the retail industry, the company is now concentrating on its online service. It has seen its Internet sales grow 50% each year during the last four years, and it now gets over one million visitors per month. The company's CEO has stated that the company intends to become 'the most successful electrical retailer on the web'.

Discussion

- 1 Why are companies like Dixons setting up an online retailing service?
- 2 What do you think would make a good online retail service?
- 3 What does an online retailer look for in a delivery company?

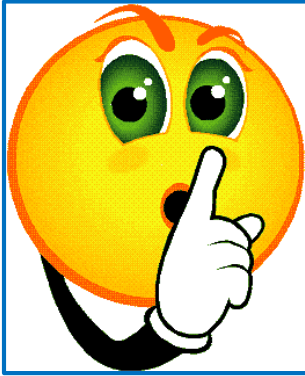
Task

- 1 42► Listen to a logistics expert talking about what online retailers should consider when choosing a delivery company. Listen to the interview and number the following characteristics in the order you hear them. Were your answers to 3 similar?
speed of delivery ____ *tracking system* ____ *delivery options* ____
first time delivery rate ____ *price* ____
- 2 You work for a company which wants to set up an online service. You need to find a suitable delivery company. Work in groups of three. Student A, turn to File 17 on page 138 for information on Interglobal Ltd., Student B, turn to File 42 on page 144 for information on Stable & Sons, and Student C, turn to File 54 on page 146 for information on Nova Solutions. Look at your information and decide on the main advantages and disadvantages of the company.
- 3 Have a meeting to present the information about your company. Decide which company you think is best.

Case study

APPENDIX 2

NOISE LEVEL LEADER



ENCOURAGER



GROUP LEADER



RECORDER



TIME KEEPER



APPENDIX 3

DELIVERY COMPANIES

COMPETITION

27/03/17

28/03/17

1st PART

- Improving your logo
- Decisions about the company

IMPROVING YOUR LOGO



amazon

DECISIONS ABOUT YOUR COMPANY

- Which are the products you are going to deliver?
- How much will they cost?
- Which are the places you are going to deliver to? (your country, the whole world...)
- When are you going to deliver them? (whole week, from Monday to Friday...)

STRUCTURES YOU MAY NEED TO USE

• MAKING SUGGESTIONS

- Why don't we (do)...
- Maybe we should (do)...
- We could (do)...
- How/what about (doing)...
- Shall we (do)...
- I suggest we (do)...

• ACCEPTING SUGGESTIONS

- Yes, I think we should (do)...
- Fine.
- OK. Let's (do)...
- That's a great idea.

• REJECTING SUGGESTIONS

- I'm not sure about that.
- I don't think that will work.

2nd PART

- Making an arrangement

- Role play

MAKING AN ARRANGEMENT

- When?
- Where?
- How? Do you talk by email / phone / ...?
- What are you going to do in the interview? (each of you)

STRUCTURES YOU MAY NEED TO USE

MAKING AN ARRANGEMENT

- I'd like to meet you.
- When are you available?
- Does ... suit you?
- I'm afraid I'm not available on (day of the week).
- Shall we say ...?
- That suits me.

APPENDIX 4

Task-Based Language Teaching: Students' Views and Opinions

Durante las cinco sesiones que impartí para enseñar la unidad 8 del libro ('Orders') estuvimos haciendo lo que en inglés se llama 'Task-based Learning' (Aprendizaje basado en tareas) y que está compuesto por tres fases: pre-task, task y post-task. Con este cuestionario pretendo recoger vuestras impresiones y opiniones hacia esta forma de trabajar/aprender. El cuestionario está dividido en tres secciones: Opinions towards the task (preguntas 1-14), Opinions towards the Learning Outcomes from the Unit (preguntas 15-18) y Opinions towards English (preguntas 19-24). Muchas gracias por participar y por ayudarme.

***Obligatorio**

Opinions towards the task. (Opiniones sobre la tarea)

1. Learning the grammar and the vocabulary before doing the task was a good way to introduce the topic (Aprender la gramática y el vocabulario antes de hacer la tarea fue una buena forma de introducir el tema) ** Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

2. It was useful to know the grammar and the vocabulary in order to do the task (Fue útil saber la gramática y el vocabulario para llevar a cabo la tarea-trabajo en grupo) ** Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

3. Grammar and vocabulary were well integrated in the task (La gramática y el vocabulario estuvieron bien integrados en la tarea-trabajo en grupo) ** Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐

4. Agree ☐

5. Strongly agree ☐

4. I liked learning English by doing a task. (Me ha gustado aprender inglés haciendo una tarea) * *Marca solo un óvalo.*

1. Strongly disagree ☐

2. Disagree ☐

3. Neutral ☐

4. Agree ☐

5. Strongly agree ☐

5. The task was easy. (La tarea fue fácil) * *Marca solo un óvalo.*

1. Strongly disagree ☐

2. Disagree ☐

3. Neutral ☐

4. Agree ☐

5. Strongly agree ☐

6. The task motivated me to learn English. (La tarea me ha motivado para aprender inglés) * *Marca solo un óvalo.*

1. Strongly disagree ☐

2. Disagree ☐

3. Neutral ☐

4. Agree ☐

5. Strongly agree ☐

7. The task was useful to learn English. (La tarea ha sido útil para aprender inglés) * *Marca solo un óvalo.*

1. Strongly disagree ☐

2. Disagree ☐

3. Neutral ☐

4. Agree ☐

5. Strongly agree ☐

8. Working in groups has been a positive experience. (Trabajar en grupos ha sido una experiencia positiva) * *Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

9. Having a role helped me be an active member in the group. (Tener un rol me ha ayudado a formar parte activa en el grupo) * *Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

9.2. I did not like the role I was assigned because... (No me gustó el rol que me asignaron porque...)

10. I liked the role I was assigned. (Me ha gustado el rol que me asignaron) * *Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

11. I have learnt to work cooperatively with my classmates. (He aprendido a trabajar de manera cooperativa con mis compañeros) * *Marca solo un óvalo.*

- 1. Strongly disagree ☐

2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly agree ☐

12. It was useful to devote part of the last session to reviewing grammar and vocabulary. (Fue útil dedicar parte de la última sesión a repasar gramática y vocabulario) * *Marca solo un óvalo.*

- Strongly disagree ☐
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strongly agree ☐

13. The Kahoot helped me refresh/remember previous concepts. (El Kahoot me ayudó a refrescar/recordar conceptos previos) * *Marca solo un óvalo.*

- Strongly disagree ☐
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strongly agree ☐

14. I liked the idea of writing a brief composition to express my opinion about the task at the end of the session. (Me gustó la idea de escribir una breve redacción para expresar mi opinión sobre la tarea al final de la sesión) * *Marca solo un óvalo.*

- Strongly disagree ☐
- Disagree ☐
- Neutral ☐
- Agree ☐
- Strongly agree ☐

Opinions towards Learning Outcomes from the Unit. (Opiniones sobre los resultados de aprendizaje de la unidad)

15. I have learnt how to talk about the future using different tenses. (He aprendido a hablar sobre el futuro usando diferentes tiempos verbales) * *Marca solo un óvalo.*

1. Strongly disagree ☐

- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

16. I have learnt vocabulary and expressions about 'Orders'. (He aprendido vocabulario y expresiones sobre 'pedidos') * *Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

17. In doing this task, I have learnt how to make an arrangement. (Haciendo esta tarea, he aprendido cómo llegar a un acuerdo) * *Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

18. In doing this task, I have learnt how to make, accept and reject suggestions. (Haciendo esta tarea, he aprendido cómo hacer, aceptar y rechazar sugerencias) * *Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

Opinions towards English/learning English. (Opiniones sobre el inglés/aprender inglés)

19. I like talking in English. (Me gusta hablar en inglés) * *Marca solo un óvalo.*

- 1. Strongly disagree ☐

- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

20. I like talking in English in front of my classmates. (Me gusta hablar en inglés delante de mis compañeros) * *Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

20. 2. If my answers to questions 13 and 14 was 'Disagree' or 'Strongly disagree', it means that I do not like talking in English. Why is that? (Si mi respuesta a las preguntas 13 y 14 ha sido 'En desacuerdo' o 'En total desacuerdo', esto significa que no me gusta hablar en inglés. ¿Por qué?

21. English is important for my studies. (Sé que el inglés es importante para mis estudios)
* *Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐
- 4. Agree ☐
- 5. Strongly agree ☐

22. Knowing how to talk in English is important for my future job. (Saber cómo hablar en inglés es importante para mi futuro trabajo) * *Marca solo un óvalo.*

- 1. Strongly disagree ☐
- 2. Disagree ☐
- 3. Neutral ☐

4. Agree ☐
5. Strongly agree ☐

23. I am aware I will need English in my future job. (Soy consciente de que necesitaré el inglés en mi futuro trabajo) * *Marca solo un óvalo.*

1. Strongly disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly agree ☐

24. I want to know and talk in English. (Quiero saber y hablar inglés) * *Marca solo un óvalo.*

1. Strongly disagree ☐
2. Disagree ☐
3. Neutral ☐
4. Agree ☐
5. Strongly agree ☐

APPENDIX 5

1. What do you think about this different way of learning?
2. Do you think it is useful? Why/Why not?
3. What do you think about working in groups?
4. And about the role-playing?