



Faculty of Humanities

Linguistics Applied to Language Teaching Master Programme

**DEVELOPMENT OF PRAGMATIC COMPETENCES THROUGH
COMMUNICATIVE TASKS TO IMPROVE THE ENGLISH WRITING
SKILLS OF THE STUDENTS OF SECONDARY SCHOOL**

Degree thesis to qualify for the degree of Master in Applied Linguistics

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DEDICATION

To my family and best friends for always being there for me, especially in this long, marvelous and difficult process. For trusting and supporting me...

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ABSTRACT AND KEYWORDS

The present investigation aimed at exploring the impact of the TBLT approach and the development of pragmatic skills in writing in the EFL class. Furthermore, this research aimed to explore the impact of the TBLT approach on students' motivation in the EFL class.

The participants were a group of 12 secondary education students from a private Catholic school in Viña del Mar. Three data collection instruments were applied, specifically: focus groups, reflective journal, and communicative writing tasks. A pedagogical intervention with 10 sessions was developed to include the TBLT approach and the pragmatic competencies mentioned above. Main findings reveal that the use of communicative activities and pragmatics competences in English classes improve students' writing skills and positively modifies their motivation to participate in English classes. Likewise, a change is demonstrated in the recommendation to carry out a more in-depth study with students from other cycles in order to explore other age groups within the same institution, in order to establish the effectiveness of the objectives proposed in this research considering a greater number of participants.

Keywords: TBLT, communicative tasks, pragmatic skills, writing skills, motivation, EFL, English.

RESUMEN Y DESCRIPTORES

La presente investigación tuvo como objetivo explorar el impacto del enfoque TBLT y el desarrollo de competencias pragmáticas en la escritura en la clase de inglés como lengua extranjera. Además, esta investigación pretendió explorar el impacto del enfoque TBLT en la motivación de los estudiantes en la clase de inglés como lengua extranjera.

Los participantes fueron un grupo de 12 estudiantes de educación secundaria de un colegio católico particular de Viña del Mar. Tres instrumentos de recolección de datos fueron aplicados, específicamente: grupos focales, diario de reflexiones y tareas de escritura comunicativa. Una intervención pedagógica con 10 sesiones fue desarrollada para poder incluir el enfoque TBLT y las competencias pragmáticas antes mencionadas. Principales hallazgos revelan que el uso de actividades comunicativas y las competencias pragmáticas en las clases de inglés mejoran las habilidades de escritura de los estudiantes y modifica de manera positiva su motivación a participar de las clases de inglés. Asimismo, se demuestra un cambio en la propia perspectiva que tienen los estudiantes de sus capacidades al momento de utilizar el inglés. Se recomienda realizar un estudio en mayor profundidad con estudiantes de otros ciclos con el fin de explorar otros grupos etáreos dentro del mismo establecimiento y poder establecer la efectividad de los objetivos planteados en esta investigación considerando una mayor cantidad de participantes.

Palabras claves: TBLT, tareas comunicativas, competencias pragmáticas, habilidades de escritura, motivación, EFL, inglés.

INTRODUCTION

Communication is present in our daily lives and it is important to know how to communicate appropriately according to the language we are using to let our ideas clear and not have misunderstandings with the people we are communicating to. English is one of the most essential languages around the world and that is the reason why schools in Chile teach English and allow students to learn not only about the language itself but also about the pragmatic aspects that go with its use.

Teaching writing skills in English as foreign language classes at school has always been a challenge for teachers, taking into consideration that writing is one of the skills that includes a variety of aspects of the language, such as spelling of the words, punctuation, vocabulary, among others. As Vejayan & Yunus (2022) have stated: "Writing skills is an important skill because writing is one way to communicate and to express oneself" (p. 1301). That is the reason why it is important for teachers to be able to apply different kinds of strategies to help the students to communicate using writing.

Teaching writing has become difficult because of the challenges faced by the students in learning writing, such as "lack of vocabulary, poor grammar, poor spelling, students' readiness and lack of exposure to books and reading materials" (Nyanamoney & Mohamad, 2019, p. 2). All these challenges for students are also for the teachers, who need to give the students all the necessary tools for effective communication. Composing in a non-native language during secondary education in Chile demands not just an expansive lexicon and intricate grammar but also the skill to arrange thoughts into a unified and connected piece of writing. Such a text necessitates an aspect often overlooked by some educators in their lessons: Pragmatics (Correa & Flores, 2018). According to Javad (2013) "pragmatics is the study of the context-dependent aspect of meaning which is systematically abstracted away from the construction of logical form" (p. 34).

In Chile, some teachers of public high schools might not be aware of the importance of exposing students to communicative and practical, written tasks. In Correa & Flores's (2018) opinion: "The reasons can be classes, not enough time to prepare classes or to assess students' drafts. Therefore, the process approach for writing appears as impractical and time-consuming" (p.249).

In the public educational Chilean system, the writing skill is promoted through written tasks of a communicative nature, which is part of the curriculum for EFL from the Ministry of Education in Chile (2005). In this line, according to the contents for 8th grade (2016), it is expected that the students develop writing skills in simple and contextualized communicative situations, personally relevant and with defined purposes. The use of the pragmatic and task- based approach to teach writing skills appears then as an effective methodology to use in English classes because the students need to know how to express themselves using the appropriate language skills, formal or informal language according to the context.

Adolescents, as a very demanding group of learners, need to be taught in a systematic way. As suggested by Lesiak (2015): "In this particular age level it is recommended to use methods of teaching which will emphasize all four learning skills like listening, speaking, reading and writing but put a stress especially on the communicative competence" (p. 256). Furthermore, motivation at this age level is a very important factor to consider. According to Babaee (2012) "it is believed that without ample motivation, even learners with the most notable abilities cannot achieve long-term goals. In other words, appropriate curricula and good instruction might not be enough to guarantee success" (p. 1). For that reason, teachers should know the level of motivation the students show during the classes, and identify what the students like the most. With that information teachers can create different activities and give the students tasks that motivate them to participate and learn.

From a cognitive viewpoint, there are two types of motivation: intrinsic and extrinsic. Intrinsic motivation is the one for which there is no apparent

reward except the activity itself. People engage in the tasks for their own sake and not because they lead to an extrinsic reward. Intrinsic motivation is aimed at bringing about certain internally rewarding consequences like feelings of competence and self-determination. Extrinsically motivated behaviors are carried out in anticipation of a reward from outside and beyond the self. Behaviors initiated to avoid punishment are also extrinsically motivated, even though many intrinsic advantages can result from those who view punishment avoidance as a challenge that can make their sense of proficiency and self-determination (Deci, 1975 cited by Alizadeh, 2016, p. 13).

The task- based language teaching gives the opportunity to put the pragmatics and the communicative competence in the center of the class and give a real-life context to what students are learning. Besides, it shows the students the limits between a formal or informal way to express their ideas as they do in their first language (L1). The learners' motivation increases when they do something they will use in their real life, such as being exposed to experiences that relate to emotions and feelings they recognize in their lives.

This study seeks to find out the impact of the use of pragmatic and task-based approach in teaching and learning of the writing skills in English as foreign language on the ability and motivation of a group of 8th graders in a private school in Viña del Mar. The goals of this study are the following. First, to establish if pragmatic knowledge improves the writing skills of the students in the English class. Second, to establish if task- based activities improve the writing skills of the students in the English class. Finally, to establish if the students' engagement (motivation) in writing tasks increases after the intervention.

The school where this study was carried out is a private Catholic school. This institution offers preschool, elementary and secondary education. English classes start in preschool with 2 hours of dedication at this level. EFL classes increase to 4 hours a week from 1st grade to 4th grade. In the higher levels, the students have 5 hours of English classes from 5th grade to 12th grade. The class in which the intervention was conducted is an 8th grade class with a total

of 24 students, of which 12 students agreed to participate in this study. The average of the English level of the students is A2 according to the results of TOEFL Primary Step 1 completed last year, however, this exam only evaluates listening and reading skills. It is important to mention that there is a significant difference between the level of ability in EFL of the students in this class, and that even though there are some of them who can understand and use English effectively, some others are at a very basic level. It is relevant for this study to indicate that the school offers inclusive education and, for that reason, there are students that present special educational needs, with diverse cognitive, socio-emotional diagnoses.

Communicative tasks and pragmatic competences will be the main focus to complete communicative writing tasks in the English classes. The students will be exposed to different activities with a real life purpose and corresponding context. The pedagogical intervention is divided into 2 phases: the pragmatic of formality and the pragmatic of informality, devoting 5 hours a week for 2 weeks for these two phases. That is a total of 10 hours to put into practice the methodology considered in this investigation. Every lesson will have activities that promote the use of communicative tasks using the four skills, but emphasizing the skill of writing.

To gather the data for this research a focus group will be carried out with the participants. The students will answer questions about their perception in order to know their opinion about the English classes, the factors that influence their opinion and their self-perception about the different English skills. This focus group will be completed in Spanish to give the students the opportunity to express their ideas as clearly as possible and make them feel comfortable. All the answers and opinions will be recorded with two different devices and then transcribed into word documents to be analyzed.

The students will complete two different communicative writing tasks at the end of the phases (formal and informal writing) following the instructions of the teacher and the information they will see during the classes. They will also complete a similar task at the beginning of every phase in order to compare their

performance before and after the intervention. They have to identify the format of the text, the appropriate words, expressions and grammar structures according to the context, and also the pragmatic aspects of these texts. It is expected that the students improve their English writing skills and demonstrate a pragmatic knowledge of the language, according to the writing task they are completing (formal email and YouTube comment). In addition, it is expected that their self-confidence at the moment of writing in English increases, taking into consideration that they will be aware about the context and type of text, appropriate words and grammar structure they have to use in the different texts and the topic of the writing task. With the use of Communicative Language Teaching (CLT) through Task Based Language Teaching (TBLT) and the focus on the development of their pragmatic competence, it is expected that the students will gain confidence and motivation in their performance, participating and completing the tasks in an effective and appropriate way.

This thesis has been structured into 5 chapters. Chapter I introduces the problem formulation, giving a description of the context, the identification and statement of the problem, the research questions and the general and specific objectives of the investigation. Chapter II reviews previous research conducted in terms of the main areas of concern, namely; Pragmatics, TBLT, process writing approach, engagement and motivation.

Chapter III focuses on the research design; participants and context of the study; data collection instruments and procedures; description of the pedagogical intervention sessions; and description of data analysis techniques. Chapter IV deals with analyses of findings and discussion of data. Finally, Chapter V provides the conclusions, namely; summary of findings, pedagogical implications, limitations as well as recommendations for further research.

CHAPTER I: PROBLEM FORMULATION

1.1 Description of context

Currently, English has the status of "foreign language" in the Chilean school curriculum. The progression from acquiring one's mother tongue to mastering a foreign language marks a significant shift, both in terms of developmental trajectory and learning development. While the foundation of the first language is laid at home through familiar interactions geared towards everyday communication, the journey towards proficiency in a foreign language unfolds within formal settings like schools. This transition underscores the distinct contexts in which language acquisition occurs and highlights the diverse purposes that language serves in our lives (Lizasoain, 2021).

In this context, learning English presents a huge opportunity for people who want to be prepared for the challenges of professional and adult life. However, generally speaking, the level of English skills that people achieve in Chile is limited. As investigators have pointed out: "Chile appears located in the number 39 out of 54 on the English Proficiency Index (EF EPI) 2012, which according to those who make the list, corresponds to a very low level, (Education First, 2012) (Rojas, Zapata & Herrera, 2013). As per the findings presented in the 2010 SIMCE English report by MINEDUC, a staggering 89% of Chilean students failed to attain the proficiency level necessary to certify a basic grasp of the language.

The instrument considered to identify the level of English of the students is TOEIC Bridge (Test of English for International Communication) and it tests reading and listening skills of students from 11th grade in all secondary educational institutions. SIMCE is administered at public and private schools and the results allow us to identify an important gap in the development of proficiency in the language between these two types of schools. It is expected that students can leave the schools with B1 English level according to the CEFR. Thus, Private schools strive to achieve these results, usually having

access to more and better teaching and learning resources than public schools. It is well known that the conditions of the classes in public schools are difficult for teachers who want to apply different strategies in the classroom. The amount of students per class and the socio-emotional context of the students can be a factor to take into consideration in the results.

Considering this situation, it is relevant for English teachers to use the appropriate methodologies to help the students to acquire the language. Communicative Language Teaching (CLT) is an approach that focuses the attention on the communicative skills of the students in a real world context so students can be motivated to participate in the classes seeing English can help them to understand the world. Rojas, Zapata & Herrera (2013) state that: "In Chile, this approach is adopted and acquires a character of normative through the Curricular Bases of Basic Education of English, published in 2012 by the MINEDUC" (p. 99). According to MINEDUC, English classes must be: Cooperative, interactive, task- based, contextualized and content- based.

Listening and reading skills are considered in the exam the students from the research site take every year to know their English level. The average of the English level of the students in this institution is A2 according to the results of TOEFL Primary Step 1 completed last year. Writing skills are not considered in this exam but it is relevant to know the abilities students have when they have to communicate their ideas using their own competences in the language. The school gives the opportunity to the students to certify their EFL level and that motivates them to keep learning and participate in the English classes. Most of the students feel they are not ready to take the exam because they have some doubts about their skills, but when they receive the results they are happy and surprised to know they are capable of understanding while reading or listening in English.

Despite the results about their receptive skills, it is important to identify their level in productive skills, specifically their writing skills and appreciate how they feel when they have to write in English. The development of this skill is difficult if we consider the amount of time the teacher needs to check the

students work and the attitude of the students at the moment of writing nowadays, where most of the students just want to use a computer or their cell phone and handwriting is not a big motivation for them. Akram (2014) mentions that “writing is one of those skills that deeply require students to be motivated and encouraged, if they are not involved/interested in writing tasks, don’t have a reason to write, the task set forth won’t be an effective learning experience” (p. 1).

Writing is a complex skill to teach and learn and investigating the most suitable methodologies to promote writing at any level seems imperative. Some of the basic factors that make writing difficult is the use of language aspects or abilities in writing like punctuation, spelling, grammatical accuracy, vocabulary and so on. As Jordan (1997 cited by Ratnawati, Salija & Abduh , 2019) argued: “Writing is often confusing with the process of putting words down on paper in the same structure as an outline prepared with appropriate style and vocabulary, the major ideas arranged in some often on the correction of mechanical and grammatical errors” (p. 2). EFL teachers must implement strategies to support students in developing their skills despite the difficulties that can appear in the process

Some other difficulties associated with the teaching of EFL writing can be divided into three categories: Linguistic, physiology and cognitive. The first difficulty encompasses aspects such as grammar, vocabulary, language use, and sentence structure in writing, all of which require constant monitoring. The second difficulty concerns the writer’s struggles due to the absence of direct interaction and feedback from readers during the writing process. This challenge revolves around the hurdles in crafting written material or composing content without immediate reader input. The third difficulty needs formal instruction in writing, including aspects such as spelling, punctuation, capitalization and paragraph structure (Pratiwi, 2012 cited by Ratnawati, Salija & Abduh, 2019). All these difficulties can be worked and practiced in the classroom using the TBLT approach because this approach is concerned with learner and not teacher activity and it relies on the teacher to produce and supply different tasks which

will give the learner the opportunity to experiment spontaneously, individually and originally with the foreign language, making students feel more at ease with the tasks and seeing a purpose in what they are doing in the classroom.

1.2 Identification of the problem

Taking into consideration the context described above, a real problem in teaching and learning English emerges. On account of this situation, the goal of this investigation is to foster the development of pragmatic competences through communicative tasks of high school students and to improve the engagement and motivation of the students during the intervention in the EFL class.

The study of pragmatics serves as a bridge between language as a formal system and language as a tool for social interaction. It underscores the need for language learners to develop pragmatic competence alongside linguistic proficiency, as effective communication hinges, not only on grammatical accuracy but also on the ability to navigate the subtleties of social meaning and interaction. Akbar Khansir & Pakdel (2021) point out that “pragmatics study sentences not in isolation but regarding contexts of situations, and it is defined as the interaction between a sequence of language and the real-world situation in which it is used” (p. 66).

In the pursuit of proficiency in language use, mere exposure to linguistic forms and meaning is not enough. Language learners must delve beyond surface-level comprehension to cultivate pragmatic skills essential for effective communication. As stated by Pirogova (2022) “to become efficient and competent language users, students have to study more than linguistic forms and meanings. Exposure to language is insufficient for the acquisition of pragmatic skills, so observations of language learners show that there is a great need to teach pragmatics” (p. 381). Then, if the students are aware about the context in which they are communicating their ideas, they will have more confidence about what they are writing and expressing. Developing pragmatic competences in the English classes is seen as a positive factor and an aspect to

take into account if we want to have competent students in the foreign language. Gonzalez- Cantalapiedra & Franco- Gámez (2015) say that “a large percentage of utterances depend on a context in order to convey meanings, the intention of the issuer, his sociocultural, historical, political and economic background must also be taken into account” (p. 111).

CLT through TBLT is seen as an appropriate methodology to encourage active learner involvement in a wide range of activities and tasks and strategies for communication. The task-based language teaching approach is a powerful and advancing learning method. Hismanoglu & Hismanoglu (2011) have argued that: “It promotes learning language knowledge and training skills in the process of performing tasks. Teachers are both instructors and guides. Similarly, learners are both receivers and main agents. It is via TBLT that learners will master how to make full use of their own communicative abilities to shift from L1 to the target language” (p. 49). The use of this approach to develop pragmatic competence appears as a useful tool if we consider that the communicative skills will help students to understand the context of the task in the real world they are using the language. Besides, according to Ellis (2009 cited by Hismanoglu & Hismanoglu, 2011) “task-based language teaching provides many benefits to aid foreign language learning. Some of the benefits that this author identifies are the following:

- ☐ TBLT provides the opportunity for ‘natural’ learning within the classroom context.
- ☐ It is intrinsically motivating.
- ☐ It contributes to the improvement of communicative fluency while not disregarding accuracy.
- ☐ It can be deployed together with a more traditional approach” (p. 49).

This approach allows teaching writing skills using the real world context to identify the appropriate vocabulary and grammar structures according to the pragmatic situation the students are writing. Writing is one of the four important

language skills and a significant aspect of English proficiency. Through writing, students actively shape and collaborate in the formulation of their identities within the academic community, whether as insider, outsiders or explorers (Cui, 2019 cited by Prasad Bhandari, 2021).

According to Akbar Khansir & Pakdel (2021) “teaching the English language has some of the most complex problems in the EFL classroom. One of the biggest problems is that English is used as a foreign language; it does not play an essential role in the national or social life of the people” (p. 77). Pragmatics competence appears as an appropriate tool to use in English teaching considering the multiple aspects of the language that are developed to include more than just the use of grammar and vocabulary. About this possibility, Shively (2010 cited by Pirogova, 2022) states that: “Pragmatic competence develops global skills as it includes understanding the aims, feelings, and communication styles of people from various cultural and social backgrounds” (p. 383). Consequently, investigators in the field of language teaching have argued that “raising learners' awareness of pragmatics helps to develop such important global skills as cross cross-cultural competence, empathy, and collaboration and communication skills” (Pirogova, 2022, p. 383).

Even though English is not an essential part of our students' lives, they are able to learn the differences but also similarities the languages have if they compare what we can do with it, and give a real purpose to the tasks they are performing in the classroom. As Ishihara & Cohen (2010) explain: “Pragmatic competence involves not only linguistic but also cultural knowledge. An awareness of sociocultural context is vital for L2 (second language) learning – yet developing this understanding is often challenging for many language learners” (Ishihara & Cohen, 2010 cited by Pirogova, 2022, p. 382). Javad Ansani (2013) mentions that “it makes sense to say that pragmatics is one of the most influential tools for teaching writing and it is up to the teachers to utilize in their teaching practices” (p. 48). There are many instructional strategies for teaching pragmatic competence. Researchers have proposed a number of

possible strategies, such as “implicit and explicit, inductive and deductive; many language researchers in target language have used learner's factors such as motivation” (Akbar Khansir & Pakdel, 2021, p. 75).

Task-based language teaching (TBLT) approach has gained prominence in the realm of second language acquisition, focusing on developing process-focused syllabi and devising communicative tasks to enhance learners’ real language use via the emergence of the communicative language teaching approach in the early 1980s and much stress on learners’ communicative abilities during the past twenty years (Jeon and Hahn, 2000 cited by Hismanoglu & Hismanoglu, 2011). The communicative skills that our students can develop reinforce when teachers include the pragmatics in their teaching practice considering the context they are giving to the tasks in the classroom. The use of the TBLT approach gives learners the opportunity to put into practice the content learned in the classroom in the real lives of the students. Communicative language teaching (CLT) places emphasis on real-life speaking and listening contexts, rather than solely focusing on enhancing reading and writing abilities. CLT methodologies typically promote active learner engagement through various activities and tasks, aiming to cultivate effective communication strategies (Akbar Khansir & Pakdel, 2021).

1.3 Statement of the problem

The problem identified in this study is reflected in the little knowledge that students have of the contexts in which EFL writing is developed and the identification of the appropriate language according to the context in which it is being used. Most of the English teachers in Chile focus their practice in the grammatical aspects of the language and do not consider other important aspects as the pragmatic aspects. As it has been discussed in this chapter, “Pragmatics requires language learners to talk to each other because they recognize their target language learning as growing out of giving and taking of communication” (Akbar Khansir & Pakdel, 2021, p. 70).

The integration of pragmatics and communicative activities as a central focus in the teaching of English as a foreign language appears as an effective tool to give the English classes another perspective and give students a chance to understand why learning English is important and useful for their daily lives. With the use of knowledge about pragmatics and task- based activities, the students will have a clear idea about what to write and what kind of language they have to use to communicate their ideas.

Language teachers can use Task-Based language teaching (TBLT) in their classes to help the students to develop their communicative competences and interact with their classmates using real life situations engaging them in listening, speaking, reading and writing tasks. “This approach creates situations for interactions between students and teachers, and among students within the classroom setting” (Prasad Bhandari, 2021, p. 178).

The purpose of the activities proposed in class is related to many tasks the students complete in their lives and they can associate what they are doing in the classroom with the activities they do outside the school. With the use of task- based activities and the pragmatic competences the students feel more motivated to participate and learn a new language. Alizadeh (2016) mentions that “motivation provides learners with an aim and direction to follow. Therefore, it has a key role in language learning. Due to the lack of enough motivation, some difficulties may happen for learners. Without desire to learn, it is very difficult for learners to gain effective learning” (p. 11).

1.4 Research questions

In the light of the above, the following research questions were established for this investigation.

- a) What is the impact of the TBLT approach on the development of pragmatic competences in writing in the EFL class?
- b) What is the impact of the TBLT approach on students’ engagement (motivation) in the EFL class?

1.5 General objectives

For this investigation, the following general objectives were proposed:

- a) To explore the impact of the TBLT approach on the development of pragmatic competences in writing in the EFL class.
- b) To explore the impact of the TBLT approach on students' motivation in the EFL class.

1.6 Specific objectives

In order to accomplish the general objectives, three specific objectives were proposed:

- a) To explore how the development of the pragmatics competences in the EFL class improves the students writing skills and motivation.
- b) To investigate in what way the use of the TBLT approach improves the students' writing skills.
- c) To establish a relation between the students' motivation and their writing skills.

Chapter I gave the opportunity to explore the important aspect of English teaching and the possibilities teachers have to improve the students' writing skills and their motivation during the English classes. It is well known that teaching English can be a huge challenge and the idea of using task-based activities and promoting the pragmatic competences in the classes can be an effective methodology to make the students be able to participate and learn something they will use in their real lives.

The chapter II will present the theoretical and referential framework where the concepts discussed in this chapter will be expanded and supported with the use of information from various authors and investigations. The principal concepts of this study will be delved into, such as: Pragmatic competences, task- based language teaching, process writing approach, engagement and motivation to learn a second language, in order for readers to understand the

theoretical and conceptual connection between the development of the writing skill in a second language and the teaching strategies that are most appropriate to fulfill this goal in a classroom.

CHAPTER II: REFERENTIAL AND THEORETICAL FRAMEWORK

2.1 Introduction to referential framework.

The referential framework aims to provide references for the context of this study. In order to complete the aim of this framework it is important to remember the research questions of this study. a) What is the impact of the TBLT approach on the development of pragmatic skills in writing in the EFL class? b) What is the impact of the TBLT approach on students' engagement (motivation) in the EFL class?

To answer these two questions, it is significant to understand the previous and recent works in the area of investigation in which this study focused to be amplified and guided. Consequently, the overview of these studies point to the different resources the English teachers use in their classes, considering the pragmatic competences and the TBLT approach to improve the students' writing skills and the students' motivation during the English classes. Different studies carried out in different Asian countries indicate positive effects of using the different concepts considered in this study, giving evidence that support the main objectives of this research, exploring the impact of the TBLT approach on the development of pragmatic competences in writing in the EFL class and the impact of the TBLT approach on students' motivation in the EFL class.

2.1.1 Pragmatic competencies to teach writing skills

Different studies have been conducted about the impact of pragmatics in the acquisition of a second language and its effect on the students' writing skills development. Most of these studies have taken place in Asian countries where teaching of English is relevant to establish international communication, finances and trade with different countries.

One of the studies regarding the effect of pragmatics competences in students' writing skills was carried out in Iran by Faghih (2013). The name of the study was "Pragmatics Effect on English Writing Ability among High School Students", and it was a quasi-experimental research. The main purpose was to

find a practical solution for improving writing skill among Iranian high school learners of EFL and 3 different instruments were considered to get data from the participants: California Standard Test (2008), Writing Discourse Completion Task, and Discourse Self-Assessment Task.

The participants of this study were forty high school students who were selected on the basis of their performance in PET, who were separated later in two groups: The experimental and the control group. The experimental group on the role of pragmatics lasted for about ten weeks, while the control group received only the traditional instruction on writing during the same period of time. The results showed that there is a meaningful relationship between pragmatic competency and the improvement of the EFL learners' writing skill. In addition, they showed an important difference between the control and the experimental group in the pretest and posttest results. The control group had no significant difference between the scores. However, the experimental group who received the new treatment could write more native-like texts and there was a significant difference between their pretest scores and posttest scores. The study concluded that the teachers can use insights from pragmatics to teach writing skill appropriately and by improving writing skill through pragmatics, EFL learners will be able to communicate in a more appropriate way.

For Faghih (2013) the results of his investigation allowed him to show the positive effect of pragmatics in writing skills. He concludes that “the findings reveal that pragmatics has had a significant effect on the EFL learners’ ability in writing. In other words, what in effect this study shows is to verify the existence of a positive relationship between pragmatics and improving writing ability” (p. 48).

One of the studies regarding the positive effects of pragmatic competences in the English classes was carried out in Iraq by Al-Ibady (2022). In this correlational study, the sample was selected randomly which consisted of a total of 40 students in the 3rd , and 4th years students of the Departments of English / College of Education for Human Sciences / University of Wasit. Two questionnaires and one test were applied to get the data of the study and were

implemented on the sample during the academic year (2021- 2022) to find out the correlation between pragmatic competence, language proficiency and writing performance.

The findings revealed that students' pragmatic competence correlates positively with their writing performance meanwhile their language proficiency correlates positively with their writing performance. Moreover, students' language proficiency is found to have more contribution in their level of writing performance than their pragmatic competence and the level of writing performance increases with the higher level of language proficiency.

The author concluded that the study pointed out that pragmatic competence, language proficiency, and writing performance were correlated significantly and positively.

Following the previous ideas that Faghih (2013) and Al-Ibady (2022) suggested about the positive effect of pragmatics in the development of students' English skills, another study by Ahmed (2022) conducted in Saudi Arabia suggests the importance of including the pragmatics competences in the English classes. This study aimed at student's opinions on the use of English language as a means of communication and to show the significance of language function, context, and authentic situations to develop pragmatic competence in an English Language university learners. To address the questions and objectives of this investigation a questionnaire was used, and it was applied to 150 students of the university.

The findings of this investigation revealed that the students have positive views toward the using of the language as communicative means in various, functions, contexts, and authentic situations inside and outside the classroom to enhance the student's fluency in using the target language as well as the take care about the language forms to avoid imperfect using of the language.

2.1.2 Task- based language teaching approach to teach writing skills

Task- based language teaching (TBLT) stands as a dynamic and innovative approach in language acquisition, renowned for its effectiveness in enhancing various linguistic competencies, including writing skills. TBLT offers a compelling framework that engages learners in authentic writing activities, fostering not only linguistics aspects but also critical thinking and problem-solving abilities. This is the rationale behind different studies that have been carried out around the world to verify the effectiveness of this approach to improve students' writing skills.

In this context, Madera & López (2019) conducted a study called "The impact of Task-Based Language Teaching on learners' writing skills". The study gives an account of an action research project aimed at determining the effect of Task-Based Language Teaching and various writing strategies on public school learners' writing skills. The study implicated a diagnostic stage, an action stage and an evaluation stage within an Action Research methodology. The participants of this research were chosen according to Cozby and Bates (2012) convenience sampling, which considers availability, schedule, members, and characteristics. This study was conducted with a group of 36 seventh graders (12 boys and 24 girls). Their ages ranged between 12 and 16.

The findings in the study by Madera & López (2019) demonstrated how the use of different communicative tasks can improve the writing skills of the students, giving them the opportunity to made significant advances in terms of vocabulary, syntax, grammar, and in their writing skill as a whole after the different stages.

Madera & López (2019) established that "the implementation of the TBLT approach has a positive impact on students' English proficiency level since it helps students improve their writing skills" (p. 47).

In the same frame of reference, another recent study by Nguyen & Luu (2018) confirms the use of the TBLT approach has a positive impact on learners' writing performance. This quasi-experimental design study was carried out in

Vietnam and considered the participation of 40 freshmen equally split into the control group (CG) and experimental group (EG). The participants completed different questionnaires and tests during the pre and post stage of the study to compare the results. These results indicated that TBLT positively influenced EFL learners' writing performance with significant improvement of all five components namely vocabulary, content, grammar, organization and mechanics.

In addition, the findings by Nguyen & Luu (2018) revealed that there was a positive influence of TBLT on learner writing motivation and a positive correlation between learner writing motivation and writing performance.

From a similar perspective, Ahmed & Bidin (2016) analyzed the effect of the TBLT approach on writing skills of EFL learners in Malaysia. This quasi experimental study validated the use of this approach in promoting the writing skills of the learners. The participants of this study were 30 selected students from different universities of the country and they were in the first semester in a new university. The participants were separated into the experimental and control group and completed pre and post tests to compare the results and allowed the researchers to validate the effectiveness of TBLT in improving productive skills. The experimental group followed the TBLT approach in their classes, and the control group was taught by traditional methodology. Different indicators were considered in this investigation such as L2 complexity, fluency and accuracy. In all indicators the experimental group performed holistically better than the control group in their L2 writing skills.

Ahmed & Bidin (2016) concluded that the study indicates that there was an improvement in L2 performance indicators in terms of L2 complexity, fluency and accuracy measures of the research participants from the experimental group as compared to the language learners from the control group.

2.1.3 Engagement and motivation to learn writing skills

Traditional methods often struggle to sustain learners' engagement and motivation over time. However, TBLT emerges as an innovative and dynamic

approach which stimulates authentic communication situations and offer in the students to actively use the language to achieve specific goals. According to Amalia & Ramdhani (2018) the use of TBLT maintains the students' curiosity so that they keep their levels of attention and concentration. This statement comes from their study called "Task-Based Language Teaching in Enhancing Language Learning Motivation", which was carried out in Indonesia and tried to bring the evidence of the implementation of Task-Based Language Teaching as a method of teaching English as Foreign Language which is believed can enhance students' language learning motivation. This study used the Experimental method and quasi-experimental designs were applied. The design was implemented in form of the actual teaching to the sample students who were grouped into two groups; experimental and control group students.

An observation sheet was used to get the data of students' motivation during the implementation of the TBLT method. The researchers used observation sheets in order to see whether the method improved the students' motivation or not. The results of observation showed that students put great attention and effort toward the activities during TBLT. Statistically, there was a significant improvement in the motivation of the students who were taught by using TBLT.

On the same line, another study by Pazhakh (2017) shows that EFL Junior High School Students from Iran had a positive and significant effect on their motivation with the use of the TBLT approach in the classroom. The Oxford Quick Placement Test was applied to 100 students at the junior high school, but finally 80 participants were selected. Then, they were divided into two subgroups, namely control and experimental groups. The experimental group received the treatment, which was teaching and learning grammar through task-based instruction. The control group just received placebo. The classes were conducted in the morning once a week; each session lasted about 90 minutes. Pazhakh (2017) concluded that "the findings provided evidence that the learners who performed tasks became better motivated than those who did not, which means that TBLT had a positive and significant effect on the motivation of

EFL learners who experienced grammar learning through this method of instruction” (p. 257).

2.2 Introduction to theoretical framework.

The theoretical framework aims to provide the theory for the context of this study. In order to complete the aim of this framework it is important to remember the research questions of this study. a) What is the impact of the TBLT approach on the development of pragmatic skills in writing in the EFL class? b) What is the impact of the TBLT approach on students’ engagement (motivation) in the EFL class?

To answer these two questions, it is fundamental to provide a deep understanding of the theoretical background that supports this investigation and describe the concepts considered in this study. Firstly, the concept of pragmatic competencies will be examined in order to get a deep understanding of how these competencies can help the students to use the language appropriately . Secondly, the TBLT approach and its main aspects will be addressed so as to support the methodology used in this investigation. Thirdly, the process writing approach will be described to understand the benefits of using this approach in the English classes to teach writing skills. Finally, the engagement and motivation in English classes and learning process will be exposed considering the previous concepts explained in order to reinforce the relationship between motivation and significant learning.

2.2.1 Pragmatic competences

Languages around the world have something in common. Generally speaking, they share the different components that researchers in the field of Linguistics have identified: phonology, morphology, syntax, semantics, and pragmatics. All of these components are considered while teaching every language in the classroom and pragmatics appear as an important component in which this investigation took the principal role. But, what is pragmatics? Thomas (1995) views the study of pragmatics as meaning in interaction. For this author

“pragmatics in making meaning is a dynamic process, involving the negotiation of meaning between speaker and hearer, the context of utterance (physical, social and linguistic) and the meaning potential of an utterance” (p. 22). On the other hand, Crystal (1997) takes into account language users and meaning in social interaction. For this author, pragmatics is “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication” (p. 301).

Finally, Levinson (1983) views pragmatics as an inferential process. He states that “in order to participate in ordinary language usage, one must be able to make such calculations, both in production and interpretation. This ability is independent of idiosyncratic beliefs, feelings and usages (although it may refer to regular and relatively abstract principles. Pragmatics can be taken to be the description of this ability, as it operates both for particular languages and languages in general” (p. 53).

Real life interactions happen in a specific context that help the participants understand the topic and use the appropriate language while they are communicating. When students are learning a new language they are developing their communicative competence, a theoretical concept related to the ability to use grammatical, discourse, strategic and pragmatic abilities in real life contexts. As Shively (2010) stated: “Pragmatic competence refers to the knowledge and skills needed to use and interpret the meanings, assumptions, and actions expressed by language in its sociocultural context”. (p 106).

Developing pragmatic competence is important for EFL because students can mediate what they know about their own culture and realize there are different ways to communicate with people around the world and that knowing the culture of people it is essential to not have misunderstandings. When students understand pragmatics, they are able to follow what people are expressing and incorporate that understanding into what they are listening or reading. Some pragmatic aspects like being polite, giving advice, making

compliments or sending invitations are different in every country and it depends on the role of who they are interacting with. About the social norms of language use, Pirogova (2022) explains that: “Students should develop pragmatic competence (sociolinguistic competence) – the ability to understand the intentions of your interlocutors and proper use of language. Therefore, students should learn about pragmatic norms – standard ways of using language in certain contexts” (p. 382).

These contexts can be provided by teachers in the classroom using different kinds of materials and activities applying the real life situations where English is used. While teaching pragmatics, it is important to take into consideration that even though we need to pay attention to the expressions that deal with speech acts like apologies or requests, we need to help students to understand when they should use them according to the context of the situation.

Some other language features are also important in the teaching of pragmatics, such as intonation, grammatical structures, vocabulary, text organization, models of interactions, structures, vocabulary, text organization, models of interactions, and choice of topics and understanding pragmatic competences in English as a Foreign Language holds significance as it involves the ability to appropriately adjust language usage in various communication settings. When students engage in writing or speaking, they need to grasp how to adapt their language to suit both their audience and the given circumstances. Therefore, fostering pragmatic competence within English classes is crucial, as it offers the opportunity for teachers to provide learners with specific communication context for development.

According to Taguchi (2011) “pragmatic competence involves the ability to manage a complex interplay of language, language users and context of interaction” (p. 291). This ability is not easy to teach and there are some methodologies that can be used in order to make students identify the pragmatic competence of the English language while they are learning it. Explicit or implicit

intervention can be taken by teachers to apply the teaching of pragmatic competence in the classroom.

Investigators explain that explicit approaches involve direct explanation of target pragmatic features followed by practice, while implicit approaches withhold explanation but provide input and practice opportunities where learners can develop implicit understanding of pragmatic forms and their uses (Kasper & Rose, 2002). Moreover, a focus on pragmatic knowledge in the EFL classroom allows learners to be aware of such important values as empathy and develop their global skills to collaborate and communicate with different people using their pragmatic knowledge. Consequently, this competence gives the students the global perspective of people around the world and their culture taking the similarities but also the differences to understand the reason why people speak, and write, in a certain way.

2.2.2 Task-Based Language Teaching Approach

Task- based language teaching approach (TBLT) is an innovative approach that revolutionizes language education by focusing on real- world as the central unit of instruction. This approach emphasizes the practical use of language skills through meaningful tasks and differentiates from the most traditional methods that prioritize grammar rules and vocabulary lists.

“Task-based language learning (TBLT) is an approach where the planning of learning materials and teaching sessions are based around doing a task. In education, a task refers to an activity where communication is necessary: for example; deciding something, solving a problem, designing or organizing something, or telling someone to do something” (Ratnawati, 2019, p. 3). The TBLT approach offers language teachers a different alternative to the most “traditional” classroom, since the class does not focus on the grammatical content that will be taught, but is based on the task itself and how students will be able to use the language to perform and complete the tasks. Integrating a reflective element into teaching and learning can serve as a guide to illuminate the rationale behind TBLT, which is different from the most traditional

approaches. In this context, Nunan (2004) asserts that, “for learners who have done most of their learning in ‘traditional’ classrooms, TBLT can be mystifying and even alienating, leading them to ask, ‘Why are we doing this?’ Adding a reflective element to teaching can help learners see the rationale for the new approach” (p. 38).

Within these tasks, the classroom activities are used to communicate and use the language to achieve a specific objective related to what is done every day. These tasks, such as; visit the doctor, plan a trip, write an email, register somewhere, comment on a YouTube video, etc. These are situations that the students can identify easily because they carry them out in their daily lives and that involves them into the activities with a real purpose and meaning. Achieving communication through effective interaction with a clear objective gives students a different vision of the tasks they are performing and compares them with the daily needs in their lives outside the school. Tasks to obtain information, give opinions, make decisions, write an email or comment on a YouTube video stimulates students and allow the interaction to achieve a task as simple as they do in their real lives.

Nunan (2004) mentioned that one of the task-based principles is “the linking of classroom language learning with language use outside the classroom” (p. 1). This principle is enough to think about implementing these tasks in the classroom and give a purpose to learning languages in any country. According to Nunan, we can do a distinction between tasks. He mentions two different tasks: the real-world or target tasks, and pedagogical tasks.

Some examples of real-world or target task are painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patient, sorting letters, making a hotel reservation, writing a check, finding a street destination, and helping someone across a road. When these real- world tasks are transformed from the real world to the classroom, tasks become pedagogical in nature. Nunan (2004) presents his own definition of pedagogical task as “a 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” (p. 4).

The communicative tasks give the classroom a real-world focus and the students feel that the language they are learning will be useful outside the classroom. The TBLT approach strives to offer the learners the chances to experiment with the written and spoken language, engaging them in learning activities using authentic, practical and meaningful purposes that are involved in the classes (Nunan, 2004). The notion of stimulating a natural desire in learners to improve their language competence aligns with the idea of intrinsic motivation, which is crucial for sustained learning. When learners are presented with tasks that resonate with their interests and needs, they are more likely to be motivated to actively engage with the language and strive for improvements which is something we can appreciate in the results of this investigation.

The communicative tasks provide the classroom a real-world context and the students perceive the language they are learning as a useful language outside the classroom. In a task-based teaching setting, learners aim to acquire the language itself, but the focus of instructions shifts towards promoting interaction, dialogue and practical language application, rather than solely focusing on linguistic knowledge acquisition. “The topics that are discussed in communicative and task-based instructional environments are often of general interest to the learner, for example, how to obtain a driver's license” (Lightbown & Spada, 2013, p. 124).

Different considerations have to be taken at the moment of the design syllabus, putting attention into the common aspects in the macro and micro function, which integrates several and different tasks which are underpinned by a range of linguistic elements. Tasks and functions are closely related and it is the teacher's job to provide the students with the necessary particular communicative context. When developing units of work, Nunan (2004) gives a description about how an instructional sequence can be developed, focusing into six-step procedure: Schema building, controlled practice, authentic listening

practice, focus on linguistic elements, provide freer practice and introduce the pedagogical task.

TBLT has strengthened very important principles and techniques to be considered at the moment of teaching as mentioned before. Nunan (2004) presents seven principles of TBLT when developing the instruction sequence. These principles are: Scaffolding, task dependency, recycling, active learning, integration, recreation to creation and reflection.

The communicative tasks considered in this research, such as writing an email or a comment in a YouTube video represent the interests of the students and represent the main principles and techniques of the TBLT approach. Authentic materials were used during the intervention, considering the content based on learners' needs and elevating learners' personal experiences as valuable components of classroom learning. The students could communicate with their classmates and teacher through interaction using the target language, which allowed them to establish connections between language learning in the classroom and its real- world applications outside the classroom.

2.2.3 Process Writing Approach

Mastering the art of writing is more than just stringing words together, it is about communicating different ideas with words that can resonate, persuade or inspire. Writing skills are the foundation of effective communication, empowering individuals to express their thoughts, ideas and emotions with clarity and precision. "Writing is a medium of human communication that represents language and emotion with signs and symbols. The result of writing is called text, and the recipient of text is called a reader" (Norhidayah, Amelia & Hidayat, 2012, p. 131).

Writing allows the students to express themselves, and learning English as a foreign language allows them to understand and give their point of view using another language and share their ideas beyond their L1 to people around the world. For that reason, it is very important to give the opportunity to students to develop their writing skills in the classroom, using their creativity to express

themselves. Vejayan & Yunus (2022) refer to writing skills as “an important skill because writing is one way to communicate and to express oneself. It is used to perform mundane tasks like taking notes to more complex purposes like filling in forms and academic writing” (p. 1301).

As an important skill, writing has many aspects that have to be considered at the moment of starting any writing task, and sometimes the teaching of this skill can be difficult for the teachers and a process that not all the teachers are aware of. In relation to the process of teaching writing skills, Graham (1997 cited by Genç-Ersoy & Göl-Dede) notes that “The process of teaching writing can include the dimensions of knowledge about writing and writing issues, producing and processing texts, motivation, and directing thoughts and actions through appropriate strategies to achieve writing goals” (p. 569). In this case, the teacher is the person who needs to provide and give the students the right context of the tasks where all the aspects can be integrated using the goals of the writing process, incorporating the appropriate topics in line with the students’ interests and needs.

In view of the preceding details, some difficulties appear at the moment of teaching writing skills, not only with the teacher but also with the students. Understanding the challenges encountered by language learners encompasses both linguistic barriers and deficiencies in writing skills. In the words of Grossmann (2009), “the difficulties faced by learners are partly linguistic and partly due to a lack of skills to write. The latter arise because many students do not write in their L1 so lack the confidence and experience needed to write in an L2” (p. 5).

The learners often encounter other difficulties such as the phenomenon known as overgeneralization. This phenomenon occurs when the learners, in their attempts to apply language rules or concepts within the target language, extend these rules beyond appropriate boundaries, regardless of whether the rule aligns with their native language or not. Brown (1987 cited by Grossmann, 2009) explains that overgeneralization “occurs as the second language learner acts within the target language, generalizing a particular rule or item in the

second language – irrespective of the native language – beyond legitimate bounds” (p. 5). Contemplating the difficulties in writing the students face, it becomes evident that students are surrounded by linguistic aspects at the moment of writing. However, linguistic difficulties are not the only aspects to consider, Carroll (1990 cited by Genç-Ersoy & Göl-Dede, 2022) emphasizes that “it is difficult for students to realize the importance of writing in terms of learning when they only interpret the writing process as the correct learning of spelling and grammar and reflecting it on their writing” (p. 570). The engagement the students have with the class and the context of the writing activities can help them to participate and give the learning experience a meaningful and enriching process.

The use of different approaches arises at the moment of teaching writing skills, and the process writing approach was considered in this investigation in order to improve the students’ writing skills and to provide the writing tasks a structure model. This approach gives the classroom the opportunity to create group brainstorming exercises, general discussion, and group planning activities to decide the content of the piece of writing. In relation to process writing approach, Grossmann D. (2009) notes that “the process approach, as its name suggests, focuses on the process one goes through when writing, including generating ideas, deciding which ideas are relevant to the message and then using the language available to communicate that message in a process that evolves as it develops” (p. 7). This author also mentions that some of the important aspects of this approach is the peer correction and group evaluation, and that they are encouraged at the moment of presenting a writing task.

This approach then allows students to put in practice their linguistics skills, develop their writing skills unconsciously and give the teacher a role as a facilitator in the writing process. The process approach advocated for the iterative nature of writing, in which multiple drafts and a meticulous focus on purpose are needed but not the only aspects to consider. In the words of Steele (1992 cited by Norhidayah, Amelia & Hidayat, 2012).

To incorporate the process writing approach as a classroom activity there are several stages to consider. To the four basic writing stages - planning, drafting, revising and editing- other three stages externally imposed on students by the teacher are considered: responding, evaluation and post-writing. The application of this approach in the classroom needs structure and orderly teaching of the process skills to be successful, using all the stages cited earlier. Teachers often plan appropriate classroom activities where the students can follow every writing stage and learn specific writing skills (Seow, 2002).

2.2.4 Engagement and Motivation

The students' engagement and motivation during the English classes are very important factors during the learning process. The context in which the class is held needs to be appropriate for the students to feel motivated and participate in the classes in order to learn and apply what they are learning.

Christenson et al., (2012) state that “student engagement is the glue, or mediator, that links important contexts—home, school, peers, and community—to students and, in turn, to outcomes of interest” (p. 3). These outcomes can come from the different activities and tasks the teacher can include in the classes. Taking into consideration the interests of the students can help the teacher to motivate them because they are speaking, writing, reading and listening about a topic they like and have seen in their lives outside the school.

Motivation serves as the primary driving force for beginning the journey of acquiring a second language. When students feel motivated to learn English, they will encourage them to succeed in the process. In contrast, lack of motivation leads to disengagement, resulting in a lack of attention during the learning process. (Hafadhotul & Tri Murtini, 2019).

For that reason, it is relevant to assess how the students are responding to the different activities we are doing in the classroom and give them the appropriate environment in the classroom to have effective learning. Christenson et al. (2012) offer an interesting perspective, stating that “motivation and engagement are influenced by context, that there are individual differences

in how students respond to the environment, and that these constructs are linked to important student outcomes” (p. 14).

The motivation and engagement the students can have is really important because without sufficient motivation, even individuals with exceptional abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure learner achievement. Motivation is a multifaceted physiological phenomenon encompassing individuals’ desires and aspirations. It involves the sense of need, prompting actions that propel individuals towards achieving goals. (Melendy, 2008 cited by Kia Puay, 2020, p. 1).

The interests and desires the learners have are described as intrinsically motivation, which is the inner drive that compels individuals to engage in activities they are doing. In his work, Kia Puay (2020) emphasizes that “learners who are intrinsically motivated, enjoy activities, skills development or courses just for the fulfillment of learning and are persistent in their goal achievements” (p. 8). The goals presented in the classes are important to make the students feel motivated and engaged with the learning process because it brings certain internally rewarding consequences that make the students feel a self-determination to complete what they started.

During this investigation all the concepts mentioned in this Chapter were applied in order to focus the attention to find an answer to the research questions and identify the different opinions and results of other investigations. Most of the investigation consulted agree with the development of pragmatic competences in the classroom, considering the TBLT approach to give the students the opportunity to learn not only the language through communicative tasks, but also learn about the culture and use of language in different contexts. Besides, it is said that without motivation and engagement, learning a second or foreign language can be a problem in the learning process, so it is important to give the students the appropriate environment with topics and activities they enjoy. during the classes.

In the following chapter, the Methodological framework of this study is presented. Relevant information which explains the method used to carry out the present investigation is discussed, Namely: the research design; participants and context of the study; data collection instruments and procedures; description of the pedagogical intervention sessions; and description of data analysis techniques.

CHAPTER III: METHODOLOGICAL FRAMEWORK

3.1 Introduction

This chapter aims at presenting the research methodology used for this investigation. First, the research design and the paradigm under which this investigation was conducted will be described. Second, the most relevant information about the participants and context of the study will be presented. Next, the pedagogical intervention sessions and how these were completed will be explained. Following this, the data collection instruments will be explained. Finally, the data collection procedures and methods of analysis will be described.

3.2 Research Design

The research design of this investigation corresponds to a qualitative case and aims to explore the impact the use of pragmatic knowledge and the TBLT approach in EFL classes has on the engagement of the students and their writing skills. McKay (2006) mentions that “a case study is a single instance of some bound system, which can range from one individual to a class, a school, or an entire community. The data gathered can include interview data, narrative accounts, classroom observations, verbal reports, and written documents” (p. 71).

In this study the English class will be the single instance in which the students will be the protagonists of the collected data. Cohen, Manion & Morrison (2007) continue with the idea of the single instance of a bounded system, and include that a case study “provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles” (p. 181).

The use of a case study approach can provide a cause-effect result, using the real world to implement a different approach to the teaching of writing, and it can help identify its effectiveness. Case study stands out as an invaluable tool utilized to meticulously examine the language development trajectories of distinct groups. As stated by McKay (2006) “In the area of L2 teaching and

learning, case studies are frequently used to trace the language development of a particular group of learners” (p. 71). Finally, some of the reasons to use the case study research are:

- It provides a chronological narrative of events relevant to the case.
- It blends a description of events with the analysis of them.
- It focuses on individual actors or groups of actors, and seeks to understand their perceptions of events.
- It highlights specific events that are relevant to the case.
- The researcher is integrally involved in the case. (Hitchcock and Hughes, 1995 cited in Cohen Manion & Morrison, 2007, p. 182).

3.3 Participants and context of the study

Los Sagrados Corazones Monjas Francesas of Viña Del Mar is a private Catholic school founded by the sisters of the Congregation of the Sacred Hearts in 1904. The mission of the school is to inspire the students and guide them with the values of goodness, respect, solidarity, justice and peace. The vision includes the aspiration of being an inclusive and quality learning community and giving the students the Sagrados Corazones’ identity. This school is divided into preschool, elementary and secondary education and the English classes start during the preschool education.

The class in which we planned to hold the intervention is 8th grade of secondary education with a total of 24 students, of which 12 students are the participants in this study and will be the sample taken for the data analysis. The students are between 13 and 14 years old. Among the participants, there are 4 boys and 8 girls with different English levels. The average of the English level of the students is A2 according to the results of TOEFL Primary Step 1 completed last year. This exam only considers listening and reading skills. It is important to mention that there is a big difference between some of the students in the same class, and that even though there are some of them who can understand and use English effectively, some others are at a very basic level.

It is relevant for this study to indicate that the school includes students with special educational needs and different cognitive and socio-emotional diagnoses that make the class very diverse and the English level of the students changes among them. As this is a private school, some of the participants have had the opportunity to travel abroad and communicate in English in the real world or have the idea to travel in the future. These chances give the students the motivation and necessity to learn English to use the language in the real world, including also some other personal interests such as video games, TV series, musical preferences, among others.

3.4 Pedagogical Intervention sessions

Communicative tasks and Pragmatics information were used to teach writing skills for 2 weeks, 5 hours a week. That is a total of 10 hours to put into practice the methodology proposed in this investigation. Every lesson had activities that promoted the use of communicative tasks using the four skills, but placing the focus on writing. The students were exposed to different communicative writing tasks, with the corresponding pragmatic competences and the corresponding purpose for each one of them. The investigation considered a different focus in the methodologies the teacher was using in the regular classes, in order to be able to identify an improvement in the writing skills and motivation of the students within the class.

The students completed two different writing tasks (formal and informal writing) in two different social instances, thus covering the pragmatics of formality and the pragmatics of informality. Learners had the instructions of the teacher and they followed the information during the lessons as a guide. They had to identify the type and format of the text, the appropriate words, grammar structures and expressions according to the context given. The teacher used the process writing approach to carry out the writing tasks. It was expected that their writing skills and motivation improved considerably once the intervention ended.

3.4.1 Preliminar tasks without the TBLT approach

In order to compare the results of the participants before and after the pedagogical intervention, two different preliminary writing tasks were completed by the students without the TBLT approach. The writing tasks were done in a specific classroom with all the participants in the same moment before starting with the pedagogical intervention. The teacher asked the students to write an email with their personal opinion about a specific topic, and a comment about a YouTube video they had seen recently. Both writing were completed by the students using their language and pragmatic competences without any particular approach.

3.4.2 PHASE 1 (formality in EFL writing)

Phase 1, divided into 3 lessons in a total of 5 hours included individual, pair and group work using different kinds of communicative tasks and introducing the pragmatic competences to a formal writing task.

Lesson 1: In the first lesson, the students watched a video and identified expressions to be polite. Then, they identified which expressions were more and less polite, watching two options and deciding which one sounded better. After that, they worked in groups of four and received cards with different expressions. The teacher asked the students to shuffle the cards and place them face-down in a pile on the desk. Students took turns to pick up the top card from the pile and change the command on the card into a polite request starting with “Could you..” and ending with “Please”. The other group members then raced to do or mime the requested action. The student who made the request responded by saying “Thank you” to the first student to do the action correctly. That was the winner of the round, kept the card, and replied with “You’re welcome”.

Example:

Card: Tell me your name.

Student A: Could you tell me your name, please?

Student B: My name is Lucy.

Student A: Thank you, Lucy.

Student B: You're welcome.

To continue with the lesson, they watched an animated short film with a story, discussed the video with the classmate and shared their ideas with the rest of the class: Did you like it? why? why not? In pairs they wrote down adjectives to describe what they thought about the short film and how they felt. Using those words, they created a general opinion to write a formal email to the creator of the short film to communicate their opinion. They had to consider the politeness and format in this task. They showed the writing to the teacher for feedback.

Lesson 2: The second lesson included the introduction of the format and expressions of a formal email, taking into consideration the writings from the activity of lesson 1. The students watched a video about emails and the teacher asked some questions about writing an email.

- a. What is an email?
- b. When do people send emails?
- c. What kind of emails are in the video?
- d. Can you name some useful expressions for formal email?

A worksheet was presented to put into practice the pragmatic competences about a formal email presented in the video, in which they could identify the format and specific expressions to use. As the main task, the students thought about an interesting topic for them and started the draft of their formal email giving their personal opinion about the video to the teacher and considering the elements seen in the lessons.

Lesson 3: In the last lesson of phase 1, the students finished the draft of their writing task from the previous class. During this writing process the students revised and edited their writing following the teacher's feedback to complete their writing. To write their final version of the emails, the students went to the

computer lab, wrote and sent the email they had written in the worksheet.

3.4.3 PHASE 2 (informality in EFL writing)

The phase 2, divided into 3 lessons in a total of 5 hours, included individual, pair and group work using different kinds of communicative tasks and introducing the pragmatic competences to complete the writing task.

Lesson 1: In the first lesson of phase 2, the students watched a video and identified the topic of the class. The topic was YouTube, a topic the students really know and like. Then, they talked about what they know about it and completed a survey with different statements and shared their answers with the rest of the class. The main task was completed in pairs. The students took roles A- B to ask and answer about YouTube in a role play activity. Every student had to ask and answer the questions taking turns to complete the task. The answers were written on a sheet of paper.

Lesson 2: In the second lesson, the students watched four YouTube videos and wrote words that described what they thought about them. To help them with the vocabulary, they completed a vocabulary activity writing different words for every alphabet letter using a dictionary or their cell phone. To continue with the lesson, the students identified real comments on YouTube to have an idea and compared the comments in English with the comments they usually write on YouTube in their daily lives. Finally, the students watched a video about their best moments of 2023 and wrote a comment using the words and ideas from the previous activities. This first comment was considered the first draft of the writing task.

Lesson 3: To introduce the final class, the students watched the last video of the previous class again, which was a video with photos of their best moments during the year 2023. They continued working on their comments and finished them considering the revising and editing stages. Finally, the students went to the computer lab and wrote the comment about the video on Youtube, as they do in their real life using a computer or their own cell phone.

3.5 Data collection instruments

To achieve the aims of this research and collect the necessary data three different instruments were used. These instruments were: Focus groups, reflective journal and communicative writing tasks. These instruments are described below.

3.5.1 Focus group

Before starting with the intervention, a focus group was conducted to capture the students' opinion and perceptions about the English classes and their English skills. The participants had to answer the same questions and share their opinion before and after the intervention. A focus group method was used because focus groups bring together several participants to discuss a topic of mutual interest to themselves and the researcher.

Researchers have the flexibility to use the audio recording and transcripts derived from focus group sessions either independently as valuable data sources or in conjunction with other methods of data collection (Morgan & Spanish, 1984). These participants of the focus group will be chosen individuals with expertise or familiarity regarding the subject matter, capable of prodigy pertinent information on the designated topic to yield the necessary data (Gundumogula & Gundumogula, 2020).

All the participants in this research were chosen according to their performance in the English classes and the differences they had in order to provide authenticity and veracity in their answers and opinions. All the participants share the experience in the same English classroom but they have their own point of view which offers the study more interesting and real data. The teacher was the researcher and the moderator in this focus group and it was completed in Spanish to give the students the opportunity to express their ideas as clearly as possible and make them feel comfortable considering the chosen school is not a bilingual one. The focus groups were separated into 3

groups of 4 students, each according to the conditions of the day and the assistance of the participants.

Finally, this focus group was in a particular classroom used only for specific purposes so the students had the necessary space and ventilation to make them feel comfortable. The chairs were in a circle so they could see each other's faces and share their ideas in a different way. This is also mentioned by Gundumogula & Gundumogula (2020) who say that “a spacious room with enough light and ventilation should be selected to conduct the sessions.

Semicircular or circular seating would be ideal as it allows everyone to see, to listen to and to engage with one another during the discussions” (p. 299). This focus group was considered to collect information about the students' perception of the English Class and writing skills. The questions were: 1) How do you feel about the English Class? 2) What are the factors you can identify that you feel that way? 3) Evaluate your English skills (reading, listening, speaking and writing) from 1 to 10.

3.5.2 Reflective journal

To capture the teacher's perspective about the class before, during and after the intervention a reflective journal was used as a research instrument. All data was written in a word document using the corresponding stages and dates of the intervention. This research instrument was considered to provide detailed evidence about the intervention, using the observations and the thoughts, opinions and feelings that emerged during the study to have the perspective of the teacher.

A reflective journal was considered to get details about the revealing details of the events that unfold during the execution of a program or change, as well as the perspective of the participants. This information empowers researchers to assess the impact and effectiveness of the process or change (Bashan & Holsblat, 2017). The researcher, in this case the English teacher, was in charge of the reflective journal and was the person who could appreciate the

students' reactions to the different communicative tasks which gives the study another perspective about the intervention and the student's opinions.

3.5.3 Communicative writing task

Two different communicative writing tasks were implemented as data collection procedures, at the beginning and at the end of every phase of the intervention, following the task-based approach. This approach allows the students to become active learners during the activities. According to Panavelil (2015) it also “gives teachers an opportunity to develop activities in the form of interesting tasks on familiar subjects. The lesson is based on the completion of a task and the language studied is determined by what happens as the students proceed with the work” (p. 116).

The tasks completed in this study were two writing tasks, where the students had to write an email in Phase 1 and a comment in a YouTube video in Phase 2. Both writing tasks were considered to give the participants a familiar context and a real purpose to the task. Panavelil (2015) mentions that “the familiarity of the topic and the enjoyment of the task are a solution to students' writing difficulties” (p. 116). The students are involved in the topic of the writing task and the grammar or spelling mistakes take second place in their performance.

The communicative writing tasks were used to identify the impact they have in the writing skills and pragmatic competences of the students. Genç-Ersoy & Göl-Dede (2022) states that “encouraging students to participate in writing activities and improving their writing skills require a systematic pragmatic approach” (p. 570). These communicative tasks gave the opportunity to include Pragmatics information in the English class and provided the students with an understanding of the context in which the language is being used. The teacher ought to create an environment and context conducive to successful learning in the specific subject by selecting the appropriate topic in line with the students' interests and requirements. Nevertheless, it can be discussed that a teacher who can pragmatically integrate these objectives can anticipate a

productive writing instruction process (Adas & Bakir, 2013 cited by Genç-Ersoy & Göl-Dede, 2022).

3.6 Data collection procedures

Several steps were carried out in order to analyze, document and select the different types of data obtained. Before starting the intervention, a series of steps were completed to obtain the corresponding authorization to use the data collected. Signed Informed assents for minor participants and informed consent forms for parents were requested. These two documents were obtained before the intervention. Of the 24 students in the whole class, only 12 completed, signed and delivered these documents. Their performance in the English classes was also considered as relevant information for this study, which served to corroborate that participants had different capabilities and motivation in the English class.

3.6.1 Focus group

The focus group was the first instrument completed before the pedagogical intervention to have the opinion before and after the study. The participants were told to be selected to participate in the study and a schedule was given to them with the groups participants and the day and hour of the focus group to organize their times. The classroom selected to perform the focus group was a classroom with the necessary space and ventilation to make the students feel comfortable. The table and chairs were distributed with the table in the center and the chairs around it in a circle. The main idea of this distribution was to give the participants a different space they are used to in their classroom, besides being in a circle gives the opportunity to speak and give their opinion looking at each other's faces as in a common conversation.

To record the opinions and answers of the participants two technological devices were used. A cell phone and an I-pad of the researcher were located in two different spots of the table to capture the ideas of the participants as clearly as possible. The questions were in Spanish to give the participants the

opportunity to express themselves in their mother tongue and make them feel more comfortable at the moment of speaking. Only the most relevant ideas were translated into English to be included in this investigation as evidence.

There were a total of 3 focus groups formed by 4 participants each. When all the focus groups were completed, three before and three after the intervention with the same participants, the audios were transcribed in a word document by the researcher separated according to the moment in which they were conducted and the corresponding number of the group. Every student of the groups was given a particular number to identify them and not use their names during the transcription. As an example: Participant 1, participant 2, and so on. The answers and ideas that emerged from the focus group were selected according to information they provided. There were three different aspects to consider: Feelings about the English classes, factors that influence those feelings and their own perception about their skills in English.

3.6.2 Reflective journal

To include the perspective of the teacher (researcher in this study) in the intervention a reflective journal was written and it was analyzed following the steps below.

The teacher wrote the journal in a word document, and started it giving an introduction of the context of the participants, in this case the school and the English class, giving information about how English classes were taught at the school and the methodologies used. Apart from that, the teacher gives an appreciation about the benefits of the intervention could have in the students motivation and writing skills. Before the intervention, a description of the activities, methodologies, feelings of the students about the class, their writing skills and motivation observed were written in the journal to compare the entries between before, during and after. During the pedagogical intervention, the teacher wrote thoughts and observations of the class, including the dates after every class, the participation of the whole class and the attitude of the students in a total of ten pedagogical intervention sessions. Finally, after all the

intervention sessions the teacher included the final observations and conclusions about the study, considering the main aspects of the study: Pragmatic competences, communicative activities, students motivation and writing skills. This journal was written in English to be incorporated in this investigation.

3.6.3 Communicative writing task

To collect the data about the use of pragmatics and the writing skills of the students, communicative writing tasks were included in the English classes following the task- based approach. These writing tasks were about writing and sending a formal email giving their opinion about a particular topic chosen by them and to write a comment on a YouTube video created by the teacher giving their opinion about it. Both writing tasks had to include a certain format and expressions according to the context and the person they were writing to, incorporating the pragmatic of formality to write the email and the pragmatic of informality in the YouTube comment.

Two rubrics were created to identify the differences or similarities between their writing before and after the pedagogical intervention. These rubrics were completed with the corresponding scores of the participants in every phase. The rubrics considered different aspects to be evaluated, focusing on the pragmatic aspects. According to the Common European Framework of Reference for Languages (CEFR), there are linguistic markers of social relations, and they are different in every language and culture, depending on such factors as a) relative status, b) closeness of relation, c) register of discourse, etc. English and Spanish share pragmatic aspects at the moment of communication and these were considered to evaluate the students' writing performance. The formal email put attention into the formal register, including the formal greeting, closing statement, closing salutation and signature, among others. On the other hand, the youTube comment rubric put attention into the informal register, which included the use of emojis, questions, exclamations, among others. In both rubrics the pragmatic competences aspects were

included taking the principal ideas from the CEFR, where the thematic organization, coherence and cohesion, logical ordering, style and register are mentioned. The students had to give their personal opinion using their writing skills and considering the situational context given in the classes.

The scores were included in a table to compare the formal email and comment writing in the preliminary stage and the end of the pedagogical intervention included in the pragmatic of formality and informality phases.

3.7 Data analysis

To analyze the data obtained in this research a content analysis method was used. Content analysis stands as a cornerstone methodology in the realm of research, offering a systematic and rigorous approach to examine qualitative data across diverse fields and disciplines. This qualitative content analysis “allows the researchers to understand social reality and subjective but scientific manner” (Zhang & Wildemuth, 2005, p. 1).

The information from the word documents with the transcriptions of the focus groups and the reflective journal was analyzed following the steps from “Qualitative analysis content” by Zhang and Wildermuth (2005). These steps were the following: to prepare the data, define the unit of analysis, develop categories and coding scheme, test coding scheme, code all the text, assess coding consistency, draw conclusion coded data and report methods and findings. The codes mentioned above were created for the focus group and reflective journal with the same formula: number/role of the participant- number of the comment- positive or negative- information (feelings or factor)- main idea of the answer.

Ex.1: P1-C1-POS-FEEL-GOOD

Ex. 2: T-C1-NEG-FEEL-LACK OF CONFIDENCE

To complete the data analysis of the focus groups the codes created were classified by units according to the patterns and themes, considering the feelings and factors before and after the intervention.

To analyze the third aspect a table was created with the numbers the students rated themselves from 1 to 10, being 1 the worst and 10 the best, in the four English skills but just considering the writing skills qualification according to their own perception about it. Finally, the tables created with the results of the tasks completed before and after the intervention were compared in a different table to identify changes in their perspective about writing skills.

The final purpose of this chapter was to describe the research design and the paradigm under which this investigation was conducted. Including a description of the participants and context of the study, an illustration of the pedagogical intervention sessions and how these were completed, an explanation of the data collection instruments, a description of the data collection procedures and finally, the methods to analyze the data collected.

The next Chapter deals with the results and analysis of the core categories that emerged to find an answer to the research questions of the present investigation. Furthermore, a discussion based on the results obtained from the data analysis will be presented.

CHAPTER IV: RESULTS AND DISCUSSION

4.1 Introduction

The referential and theoretical framework gave us a clear idea about the concepts applied in this investigation and the positive effects they have in the English classes. With this we can say that the development of pragmatic competences through communicative tasks allow the students to improve their writing skills and their engagement and motivation during the english classes. The results in this chapter will show the positive effects that other studies have demonstrated to provide empirical evidence to encourage the English teacher to apply the TBLT approach and pragmatic competences in their classes.

Before presenting the results and discussion of this investigation it is necessary to remind the research questions mentioned in Chapter I: a) What is the impact of the TBLT approach on the development of pragmatic competences in writing in the EFL class? b) What is the impact of the TBLT approach on students' engagement (motivation) in the EFL class?. Thus, in order to obtain the necessary data to answer these research questions, a pedagogical intervention was designed and implemented in the selected class, where the learner had to complete the communicative tasks and activities that included the pragmatics of formality and informality in two different writing tasks.

In addition, three data collection instruments were administered: a focus group which was administered to 12 learners who were part of this research, a reflective journal completed by the researcher during the pedagogical intervention, and the communicative writing tasks that allowed the researcher to identify and compare the results before and after the intervention. Finally, it is pertinent to mention that the data analysis of the data collected during this research went through a coding process, as the data followed a content analysis, explained in the previous chapter.

Consequently, this chapter will present the finding and discussion of the data collected through the instruments mentioned above, in which the students

and the teacher provided relevant information to this investigation. The research questions will be answered using the data collected, giving examples of the analysis and the results. Thus, section 4.2 presents the analysis of the impact of the TBLT approach on the development of pragmatic competences in writing in the EFL class, and section 4.3 presents the analysis related to the impact of the TBLT approach on students' engagement (motivation) in the EFL class.

4.2 Research question 1: *What is the impact of the TBLT approach on the development of pragmatic competences in writing in the EFL class?*

The first research question of this investigation will be answered in this section, considering the data collected in the communicative writing tasks completed in Phase 1 and Phase 2 by the participants before and after the pedagogical intervention, and the data from the focus group. The results obtained in both instruments showed a positive impact in the development of the pragmatic competence in writing skills. In addition, all the names of the participants were changed into the specific given number.

Before starting with the pedagogical intervention using the TBLT approach, the participants had to write a formal email and a YouTube comment in order to compare their results at the end of the intervention. Table 1 and 2 show the comparison between the scores of the email writing and YouTube comment before and after the intervention:

Table 1: Phase 1- Pre and post intervention- Formal email

N° of the participant	PRE INTERVENTION	POST INTERVENTION
PARTICIPANT 1	23	35
PARTICIPANT 2	24	39
PARTICIPANT 3	24	29
PARTICIPANT 4	24	36
PARTICIPANT 5	25	35
PARTICIPANT 6	20	34
PARTICIPANT 7	26	34
PARTICIPANT 8	28	35
PARTICIPANT 9	23	31
PARTICIPANT 10	26	35
PARTICIPANT 11	28	28
PARTICIPANT 12	23	33

Table 2: Phase 2- Pre and post intervention- YouTube video

N° of the participant	PRE INTERVENTION	POST INTERVENTION
PARTICIPANT 1	23	28
PARTICIPANT 2	15	28
PARTICIPANT 3	15	28
PARTICIPANT 4	X	24
PARTICIPANT 5	17	28
PARTICIPANT 6	X	28
PARTICIPANT 7	X	27
PARTICIPANT 8	X	27
PARTICIPANT 9	17	24
PARTICIPANT 10	X	25
PARTICIPANT 11	X	X
PARTICIPANT 12	X	X

Note: X represents the students who did not attend the class.

Table 1 and 2 allows us to indicate that the TBLT approach used in the pedagogical intervention has a positive impact in the development of the pragmatic competences of the students, and consequently has a positive impact in the writing skills of the students. The real life purpose of the writing tasks that the TBLT approach provided to the English classes promoted the students' participation and emphasized the practical use of language skills with activities they students usually do. All the participants of the study improved their scores after the pedagogical intervention and were able to identify the pragmatics of formality and informality in two different communicative writing tasks. In both writing tasks the participants demonstrated the intervention had a positive effect in their writing performance and used aspects that characterize the writing of a formal email and a YouTube comment.

Before starting with the pedagogical intervention using the TBLT approach the students demonstrated difficulties at the moment of writing a formal email. The YouTube comment was more interesting for them, which allowed them to have a better performance before and after in comparison with the formal email. However, in both cases the students had problems recognizing the specific pragmatic aspects of the different context provided, as shown in tables 3 and 4:

Table 3: Pre intervention - Formal email

Data analysis - Formal email
PRE INTERVENTION- PHASE 1

N° of the participant ----- Pragmatics concepts	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
<i>The email has the subject of the email.</i>	4	4	4	4	1	2	4	4	4	4	4	4
<i>The email has a formal salutation/ greeting.</i>	2	2	2	1	1	2	2	2	1	2	2	2
<i>The email has an introductory paragraph.</i>	2	2	2	2	3	2	3	4	1	3	4	2
<i>The email has a main content paragraph.</i>	2	4	4	3	3	2	2	4	3	2	4	2
<i>The email has a closing statement.</i>	2	1	1	2	2	2	2	1	2	2	1	2
<i>The email has a closing salutation and signature.</i>	1	1	1	2	2	1	1	1	2	1	1	1
<i>The email has the corresponding spaces between every paragraph.</i>	2	1	1	1	3	1	3	2	1	3	2	2
<i>The email is written taking in consideration the grammar and spelling of the words.</i>	3	4	4	4	4	4	3	4	4	3	4	3
<i>The opinion is clear and organized.</i>	3	3	3	2	3	2	3	3	3	3	3	3
<i>The email is written using the corresponding capital letters and punctuation.</i>	2	2	2	3	3	2	3	3	2	3	3	2
TOTAL / 40 pts	23	24	24	24	25	20	26	28	23	26	28	23

Table 4: Pre intervention - YouTube comment

N° of the participant ----- Pragmatics concepts	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
<i>The comment has a question.</i>	1	1	1	X	1	X	X	X	1	X	X	X
<i>The comment has an exclamation.</i>	4	1	1	X	1	X	X	X	4	X	X	X
<i>The comment includes emojis.</i>	2	1	1	X	1	X	X	X	1	X	X	X
<i>The comment does not have bad or insulting words.</i>	4	4	4	X	4	X	X	X	1	X	X	X
<i>The comment is related to the video on YouTube.</i>	4	4	4	X	4	X	X	X	4	X	X	X
<i>The comment is written taking in consideration the grammar and spelling of the words.</i>	4	2	2	X	3	X	X	X	3	X	X	X
<i>The opinion is clear and organized and includes at least 30 words.</i>	4	2	2	X	3	X	X	X	3	X	X	X
TOTAL / 28 pts	23	15	15	X	17	X	X	X	17	X	X	X

Note: X represents the students who did not attend the class.

The results of these writing tasks before the intervention shown in tables 3 and 4 include the scores from the rubric and allows us to identify some weak

points at the moment of writing. The scores improved after the pedagogical intervention of Phases 1 and 2, where the students used the corresponding expressions and the corresponding register in their writing.

The pedagogical intervention helped the students to identify the purposes of the tasks, providing a real world context inside the classroom and following the stages of the TBLT approach and Process writing approach in the English classes. The use of authentic materials in the class, as videos and real life writing examples let the participants get involved in the task. In addition, the focus on the process of writing and the generation of ideas allowed the participants to pay attention to the relevant aspects of the writing such as drafting and editing. This improvement is reflected in the following tables:

Table 5: Phase 1- *Post intervention- Formal email*

Data analysis - Formal email
POST INTERVENTION- PHASE 1

N° of the participant ----- Pragmatics concepts	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
<i>The email has the subject of the email.</i>	4	4	4	4	4	4	4	4	4	4	4	4
<i>The email has a formal salutation/ greeting.</i>	4	4	4	4	4	4	4	4	2	4	3	3
<i>The email has an introductory paragraph.</i>	3	4	3	4	4	2	3	4	2	4	2	4
<i>The email has a main content paragraph.</i>	4	4	2	4	4	4	3	3	3	3	3	3
<i>The email has a closing statement.</i>	4	3	3	4	2	3	4	3	2	2	2	2
<i>The email has a closing salutation and signature.</i>	4	4	4	4	3	3	4	3	4	4	2	2
<i>The email has the corresponding spaces between every paragraph.</i>	3	4	4	3	3	3	4	4	4	4	3	4
<i>The email is written taking in consideration the grammar and spelling of the words.</i>	3	4	2	4	4	4	4	4	4	4	3	4
<i>The opinion is clear and organized.</i>	3	4	2	3	3	4	2	3	3	3	3	3
<i>The email is written using the corresponding capital letters and punctuation.</i>	3	4	1	2	4	3	2	3	3	3	3	4
TOTAL / 40 pts	35	39	29	36	35	34	34	35	31	35	28	33

Table 6: Phase 2- Post intervention- YouTube comment

N° of the participant ----- Pragmatics concepts	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
<i>The comment has a question.</i>	4	4	4	1	4	4	4	4	1	4	X	X
<i>The comment has an exclamation.</i>	4	4	4	4	4	4	4	4	4	1	X	X
<i>The comment includes emojis.</i>	4	4	4	4	4	4	4	4	4	4	X	X
<i>The comment does not have bad or insulting words.</i>	4	4	4	4	4	4	4	4	4	4	X	X
<i>The comment is related to the video on YouTube.</i>	4	4	4	4	4	4	4	4	4	4	X	X
<i>The comment is written taking in consideration the grammar and spelling of the words.</i>	4	4	4	3	4	4	3	3	3	4	X	X
<i>The opinion is clear and organized and includes at least 30 words.</i>	4	4	4	4	4	4	4	4	4	4	X	X
TOTAL / 28 pts	28	28	28	24	28	28	27	27	24	25	X	X

Note: X represents the students who did not attend the class.

Most of the participants after phase 1 and 2 improved their scores and considered the formal and informal aspects while writing the email and the YouTube comment. If we compare the scores before and after we can notice that all of the participants improved their writing skills considering the pragmatic competences needed according to the context. The pragmatic competences included in the classes allowed the students to be aware about what they were doing in English classes, writing a personal opinion using the formal and informal register.

At the moment of completing the writing tasks, the participants had different resources before and after the intervention. Before the intervention, the teacher put together the participants in a classroom and told them to write a formal email and a YouTube comment about a topic they were interested in, using a piece of paper and a pencil. Figures 1, 2 and 3 shows the participants writing before the intervention:

Figure 1: Pre intervention task - Phase 1- Participants 11 and 8

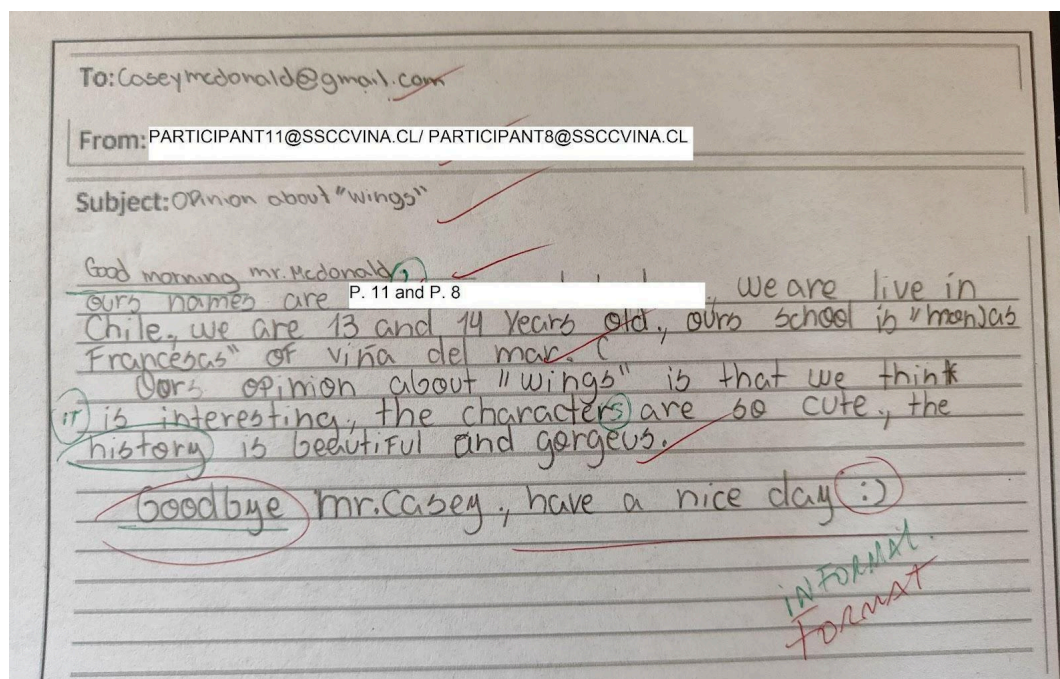
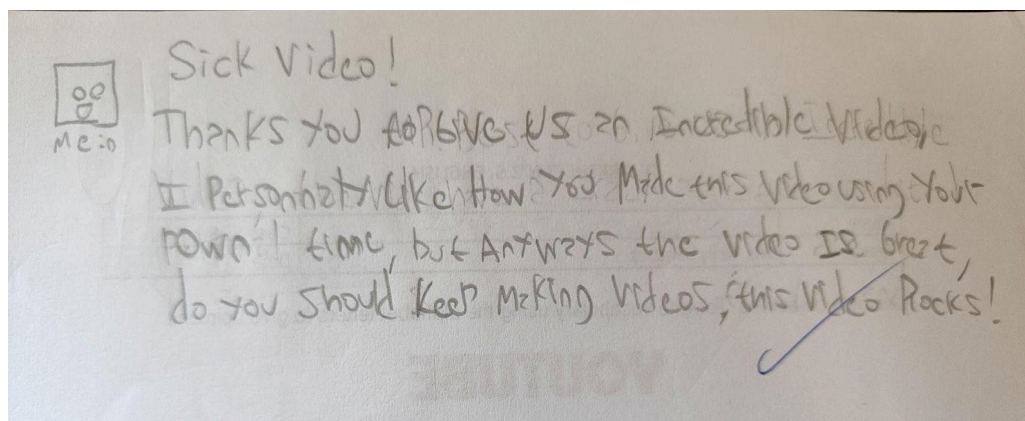


Figure 2: Pre intervention task- Phase 2 - Participant 1



In figure 1, we can identify problems at the moment of writing a formal email. The participants 11 and 8 wrote expressions like "Hello!" or "Goodbye!" in their writings and include a "happy face" in the closing salutation. Besides, it demonstrates the participants are not aware about how to write an email using formal expressions. In most of the formal email participants did not include important expressions that a formal email needs in order to be classified as one.

For example, the subject, formal greeting/ salutation, introductory paragraph, main content paragraph, closing statement and closing, signature and spaces between every paragraph. The results before the intervention show that most of the participants did not include a formal salutation or greeting, a closing statement, a closing salutation and signature, and the corresponding spaces between every paragraph. In some emails the capital letters were not used and the punctuation was also a problem. On the other hand, when the participants were asked to write the YouTube comments, they demonstrated a better knowledge of that type of writing and had few problems to start writing.

During the pedagogical intervention the students completed their drafts and presented them to the teacher. The students were able to revise and edit their writings before going to the computer lab in both phases. After the pedagogical intervention of Phases 1 and 2, the students completed the writing task in the computer lab. The emails were sent to the teacher's email and the participants wrote their opinion about an interesting topic they chose. To obtain evidence of phase 2, the participants wrote a comment about a YouTube video in classes. The video was created by the teacher with the pictures of the best moments of the class during 2023.

This writing task was more interesting for the students because they were more familiar with this type of writing in their real lives. This video was uploaded on YouTube but the comments were written in CLASSROOM for technical reasons. The participants entered CLASSROOM, watched the video and wrote the comment on the same platform. The participants wrote the comment on CLASSROOM and not directly on YouTube because the institutional email does not allow them to comment on YouTube. The results of their email and comments about the video are shown below:

Figure 3: Post intervention- Phase 1- Participant 1

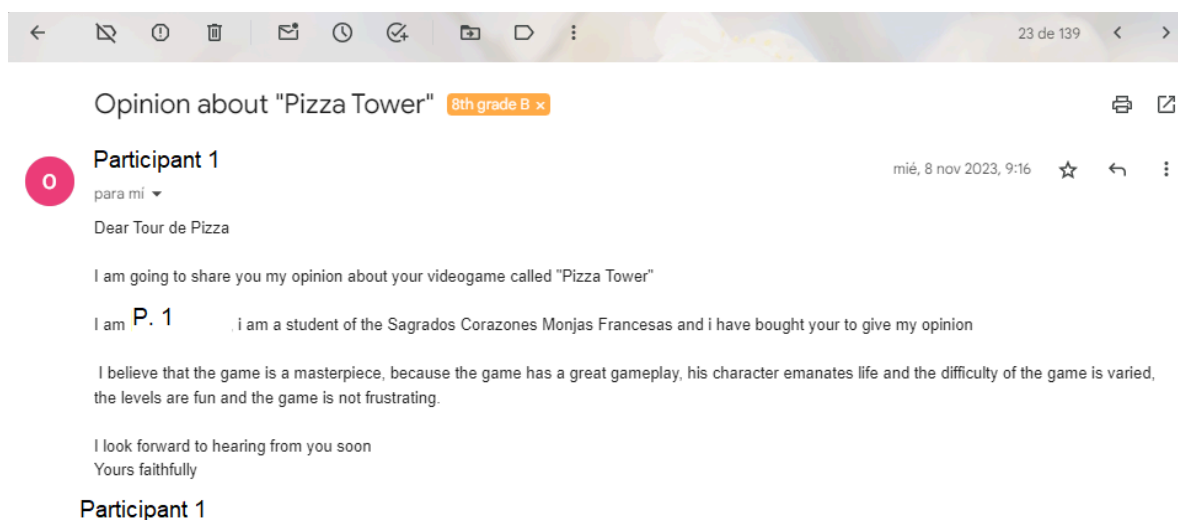


Figure 4: Post intervention- Phase 2- Participant 6, 5 and 2.



Madera & López (2019) mention in their study “The impact of task-based language teaching on learners writing skills” carried out in Indonesia, shows a positive effect of the TBLT approach in the students writing skills, “the students found the activities very interesting and their motivation made them work with excitement. Students’ performance increased significantly. In brief, TBLT helped them achieve the goals proposed in the tasks” (p. 46). Another study in Iran showed that “pragmatic competence in teaching writing exerts a considerable influence on the scores which the high school EFL learners have received” (Faghih, 2013, p. 48). Similar results appeared in this investigation indicating an

improvement in the students' pragmatics and writing competences during and after the pedagogical intervention using the TBLT approach.

With the findings of their study, Madera & López (2019) indicate that "the implementation of the TBLT approach has a positive impact on students' English proficiency level since it helps students improve their writing skills. Additionally, TBLT promotes activities that are favorable for the learning process" (P. 47) The results in the present investigation can also state the positive impact the TBLT approach has in the writing skills of the participant, giving them more interesting and familiar goals to use the English, which encouraged them to try and start their writing tasks.

Sunthara & Vishnu (2016) in their study "A task-based approach to develop the writing skills in English of students at college level" identified the positive effects of the TBLT approach and concluded that "Task-Based Approach has proved to be a successful approach to develop the students' writing skills at any level. It can keep up the students' interest and help them achieve their goal" (P. 2148).

Thereby, with all the evidence shown, we can say that the impact of the TBLT approach on the development of pragmatic competences in writing in the EFL class is positive and huge in terms of the improvements the students demonstrate during and after the pedagogical intervention.

4.3 Research question 2: *What is the impact of the TBLT approach on students' engagement (motivation) in the EFL class?*

The second research question of this investigation will be answered in this section, considering the data collected from the focus group and the reflective journal completed by the researcher before and after the pedagogical intervention. The findings in both instruments indicates a positive impact of the TBLT approach on students' engagement and motivation in the EFL classes. This impact is reflected in the opinion the participants had before and after the

pedagogical intervention, where all the participants felt more motivated with the communicative tasks they had to complete.

In order to compare the comments and feelings about the English class before and after the intervention two tables were completed with the information from the focus group and teacher's journal. These tables provide a general vision about the feelings the students expressed about the English class and the observations the teacher had about the students during the classes. Tables 7 and 8 present the comparison between the pre and post intervention feelings in both instruments:

Table 7: Pre and Post intervention- Focus Group

PRE INTERVENTION	POSITIVE	NEGATIVE
TOTAL	12	4
POST INTERVENTION	POSITIVE	NEGATIVE
TOTAL	9	0

Table 8: Pre and Post intervention- Teacher's Journal

PRE INTERVENTION	POSITIVE	NEGATIVE
TOTAL	1	3
POST INTERVENTION	POSITIVE	NEGATIVE
TOTAL	3	0

As tables 7 and 8 show, the participants and the teacher had positive feelings about the class before the intervention. However, some negative feelings appeared, identifying that the students felt nervous, bored, anxious and stressed, mostly because the class was monotonous and followed a similar methodology during the year.

The students had to answer the question: How do you feel in the English class? This question was asked before and after the intervention. Some of their

answers are reflected in the following entries before the pedagogical intervention:

Learners' Focus Group Entry, Pre Intervention, Participant 10:

"I like English, so I feel good but I would still like to speak more in English during the class".

Learners' Focus Group Entry, Pre Intervention, Participant 11:

"The truth is that I personally feel good, although sometimes I don't understand what is being said because I don't know English, but it is still entertaining and sometimes interactive".

All the participants of the investigation mentioned they felt good in the English classes. However, some negative feelings came to the participants mind in particular moments of the class, such as: stressed and nervous:

Learners' Focus Group Entry, Pre Intervention, Participant 3:

"I feel good, but when I have to participate, when the teacher asks me, and she says if I can read a text there, I kind of get more nervous".

Learners' Focus Group Entry, Pre Intervention, Participant 4:

"I'm fine, although sometimes I get stressed because I don't read English as fluently so when I have to read I get stuck and stressed".

These two comments suggest that participants 3 and 4 felt nervous or stressed in the EFL class when the teacher asked them to perform a task in front of the class. Reading aloud refers to an activity which does not resemble real life, so the students did not feel comfortable with those kinds of activities. This study provided the students a real life context to communicate using the foreign language, which supported the students' engagement.

The researcher could also identify the attitude of the participants before the pedagogical intervention. Some of the entries in the reflexive journal give us

the opportunity to understand the student's motivation and feelings before the intervention. The teacher wrote positive and negative feelings and attitudes of the students she could identify during the classes:

Researcher's Journal Entry, Pre- Intervention, Comment 1:

"During the English classes students participate when they have to read, listen, speak and write but I observed they are not so confident about their capabilities and they usually try not to participate and the same students read or speak when the teacher asks for volunteers in every class".

Researcher's Journal Entry, Pre- Intervention, Comment 4:

"The motivation in writing is not present in most of the students, because they do not see the real purpose of the task".

Researcher's Journal Entry, Pre- Intervention, Comment 5:

"The class is in general terms quiet and most of the students complete the activities but there is not a chance to communicate in English because the students are not so motivated".

Researcher's Journal Entry, Pre- Intervention, Comment 8:

"Most of the students feel good and comfortable in the classes but they found them a little bit boring because of the use of the book and the time of the classes".

The factors mentioned by the participants to answer why they feel good and relaxed are several. Some of the factors are the English management, the teacher and the different activities carried during the class, including games, videos and group work.

After the pedagogical intervention positive feelings were mentioned, in which all the participants answered they felt motivated, comfortable and good at the English class, and nobody felt stressed or nervous as shown before. These positive feelings are related to the use of real life context of the writing task

considered the TBLT approach. Nunan (2004) mentions that the TBLT approach strives to offer the learners the chances to experiment with the written and spoken language, engaging them in learning activities using authentic, practical and meaningful purposes that are involved in the classes. With the pedagogical intervention the learners were able to use their personal experiences and use them in the classroom, improving their engagement with the English classes. Learners mentioned how they felt after the intervention, answering a similar question: How did you feel in the English classes during the pedagogical intervention?. Some of the learners' answers are the following:

Learners' Focus Group Entry, Post Intervention, Participant 2:

"Yes, I felt more motivated than before".

Learners' Focus Group Entry, Post Intervention, Participant 4:

"Ehhhh yes, I was more motivated because it was in a different format".

Learners' Focus Group Entry, Post Intervention, Participant 9:

"Yes, I felt motivated because I could speak about something I was interested in".

After the pedagogical intervention all the students felt more positive about the English class and mentioned positive feelings during the intervention that considered the TBLT approach. None of the participants mentioned negative feelings, which allows us to conclude that the TBLT approach has a positive impact on students' engagement and motivation in the EFL class.

The participants mentioned several reasons why they felt more motivated but the most repeated reason was because they talked and wrote about something they were interested in and the methodology of the classes changed in comparison with the regular English classes. Additionally, the participants mentioned they felt more motivated because they could apply English in new activities that are more related to their real lives. They found the classes more

interesting than before. This can be evidenced through the following opinions from the focus group:

Learners' Focus Group Entry, Post Intervention, Participant 5:

"As participant 3 says, I liked the dynamics of the classes, and also using the book and the notebook, but with the two-week intervention it was funnier, better".

Learners' Focus Group Entry, Post Intervention, Participant 10:

"Well, I liked the class, I felt comfortable because I always like to apply English in new ways, I always change the languages on my computer to English to try to be more immersed, and know more, so that's why I like to have new ideas, because for example I had not sent an email in English. It was my first time writing an email or a comment in English and that was very entertaining"

Learners' Focus Group Entry, Post Intervention, Participant 10:

"Because the activities we did were not so much like filling out things from the book or, I don't know, writing certain things, it was more dynamic".

These opinions indicate that the participants in this research enjoy the way in which the English class was presented during the two weeks of the pedagogical intervention using the TBLT approach. The opinions represent a positive impact in the use of communicative tasks, giving them the opportunity to give their opinion about a familiar topic and do activities they can recognize in their real lives outside the classroom.

The researcher's observations in the reflexive journal give the opportunity to have a clear picture about the students. During the English classes, the students were described with a good attitude but a little bit bored about the activities carried out in the English class, which involve the use of the English book. During the pedagogical intervention the students felt more motivated because they saw the purpose of the class and could complete different kinds of activities, such as completing a survey, interviewing a classmate, sharing and

giving opinions, watching videos on youTube and writing about interesting topics. About these communicative tasks, the teacher mentioned the following:

Researcher's Journal Entry, During the Intervention, Comment 14:

"The students were very interested in this activity because most of them did not know how to write a formal email and they wanted to know in case they had to do it in their daily lives in the real world".

Researcher's Journal Entry, During the Intervention, Comment 17:

"During the second phase students had to go from formal to informal writing, which they found very entertaining and motivating. YouTube was the chosen topic the students were to talk, read, listen and write so they were very enthusiastic, especially for the final task".

Researcher's Journal Entry, During the Intervention, Comment 18:

"They enjoyed this activity because they have already watched some of the videos so they associated the activity with something of their real life."

To conclude, at the end of the intervention the teacher wrote the final reflexions about how the students reacted to the two weeks intervention and how the TBLT approach and use of pragmatics competences helped the students to improve their writing skills and motivation with the class:

Researcher's Journal Entry, Post- Intervention, Comment 21:

"Finally, in the second phase of the intervention, I could identify that the students felt more comfortable and motivated to participate because youTube is a familiar and well known website so they wanted to do the tasks and to know what they had to do".

Researcher's Journal Entry, Post- Intervention, Comment 22:

"They enjoyed the activities because they associated the writing tasks with something of their real life, which helped them to understand and give their opinion about different topics using different speech acts".

The final comments made by the teacher give us the idea of an improvement in the motivation and engagement of the students while doing the communicative activities. Promoting the participation using interesting topics and writing tasks the students do in their real lives, such as writing an email or commenting on a YouTube video. These activities mentioned by the participants on the focus group and by the teacher in the reflective journal, underline the change the students had when they had to complete them, showing a big motivation and identifying the real purpose of the writing.

The positive impact of TBLT on students' motivation is evident in the heightened levels of on-task behavior observed during the intervention. (Amalia & Ramdhani, 2018). The results of this investigation allow the researcher to stipulate that there is a close relationship between the use of the TBLT approach in the EFL classroom and the motivation the students have to learn a foreign language.

Thus, in the light of all the mentioned above, the next and final chapter of the present investigation will provide the concluding remarks as well as the main implications of this research. Moreover, the limitations of this study and suggestions for further research in the area will also be mentioned in order to complement the ideas emerged during the investigation process.

CHAPTER V: CONCLUSION

As an English teacher in Chile the application of different strategies and methodologies in the classroom is an important challenge in order to give the students the appropriate tools to learn and acquire the language and everything it goes with. For that reason, this research was carried out to answer important questions: a) What is the impact of the TBLT approach on the development of pragmatic competences in writing in the EFL class? b) What is the impact of the TBLT approach on students' engagement (motivation) in the EFL class?

According to the results and discussion of the previous chapter, we can conclude that the TBLT approach has a positive impact in both: The development of the pragmatic competences in writing and the students motivation in the EFL class. The findings of this study underscore the significant positive impact of the TBLT approach at the moment of teaching English a foreign language. Through the implementation of communicative tasks, TBLT has been shown to effectively enhance students' writing skills by providing opportunities for meaningful language use and practice. Moreover, the results indicate a notable increase in students' motivation, as evidenced by higher levels of engagement and enthusiasm during the pedagogical intervention. The nature of TBLT tasks fosters a supportive learning environment, where the students are encouraged to actively participate and interact with the language. The development of writing skills cultivates the sense of ownership and autonomy over the learning process, leading to increased motivation and commitment.

During this investigation different aspects and concepts of teaching were applied to provide empirical evidence of the impact they have in the students' writing skills, engagement and motivation with the English class. The use of the TBLT approach in the classes considering the real world and the interests of the students allowed them to recognize the context in which they were using the language and identify the real purpose of learning English. According to the results, students improved their writing skills, providing self confidence in their performance. The development of pragmatic competences in the classes had

also a positive impact in the students' writing skills, using their knowledge to differentiate the context in which they were using the language and the different expressions they had to use in each one.

The activities considered using the TBLT approach also gave the students a bigger motivation to participate in the classes, completing the communicative activities proposed with a better attitude and demonstrating interest in what they were doing. In the focus group the students felt more motivated after the pedagogical intervention, because they found the class more entertaining and the final tasks, such as, writing a formal email or comment a YouTube video, were tasks they can do in their real lives, outside the school which made the class more interesting and motivating.

5.1 Limitations

In spite of most of the results of this investigation being obtained with no major difficulties during the pedagogical intervention, some limitations of the study related to time appeared. In this sense, the time in which the students presented their assent form to participate in the research and the parents' consent form for students to participate in the research signed by their parents had a delay in a week, giving the researcher a problem in terms of the pedagogical sessions considered for this investigation.

Even though the researcher had a previous plan within three weeks, it had to be only two of them, giving a short period of time to consider the best options for the study. The material used in the pedagogical intervention was also a limitation, specially because the time to plan the classes is not enough to create the material, prepare the class, check the students work, give feedback, etc. Considering this, even though the use of the TBLT approach helped the students with a positive impact in their writing skills and motivation, it is unlikely to think of classes like this during the whole year because it is not easy to find appropriate material on the web so the teacher has to create their own material. Besides, the time the teachers need to check and give feedback to the students is not enough considering the hours we had to do this at the school.

5.2 Suggestions for Further Research

This investigation revealed the impact of the TBLT approach on the development of pragmatic competences in writing in the EFL class and the impact of the TBLT approach on students' engagement (motivation) in the EFL class. Likewise, this investigation showed a positive impact giving the possibility of two main inquiries from this study.

Firstly, it would become interesting to know more about the impact of the TBLT approach on the development of the pragmatics competences in writing skills and motivation in the EFL class for a longer period of pedagogical intervention and apply this in other grades inside the same school to compare the results.

Secondly, it would be useful to know about the English teacher's opinions about the use of the TBLT approach in their classes and all the concepts and aspects considered in this investigation to provide a different perspective for a deeper understanding about the real use of the TBLT approach and development of the pragmatic competences in the English classes as the MINEDUC suggests.

Considering the results of this investigation we can say that using this approach and the pragmatic competences can be a useful tool to help the students to improve not only their writing skills but also their engagement with English class.

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APPENDICES

This section provides relevant information for the design and execution of the investigation that was not included in the chapters of this master's thesis. For explanatory purposes, this information can be presented as images, consent forms, samples of activities, data analysis tables and so on.

→ APPENDIX 1

“Parents’ Consent Form for Students to participate in the research”



ACTA DE CONSENTIMIENTO PARA PADRES

Yo,....., Rut....., he leído y discutido la información anterior con el investigador responsable del estudio y mis preguntas han sido respondidas adecuadamente. Se me ha aclarado, además, que puedo realizar preguntas en cualquier momento de la investigación.

Se me han informado el objetivo del estudio, los procedimientos y actividades que implica este estudio, y los posibles riesgos y beneficios (en caso de haberlos).

Se me ha informado, además, que la participación de mi hijo/a es voluntaria y que podrá renunciar a participar como informante en el estudio en cualquier momento, sin causa y sin consecuencia alguna. Esta decisión no afectará a mi hijo/a ni a la relación que tengo con el Colegio Los Sagrados Corazones Monjas Francesas.

Si durante el transcurso de la investigación, surge información relevante para continuar participando en el estudio, el investigador deberá entregar esta información.

He sido informado y entiendo que los datos obtenidos en el estudio pueden ser publicados o difundidos con fines científicos o educativos manteniendo la absoluta confidencialidad de los informantes.

Si durante el transcurso de la investigación me surgen dudas respecto a la investigación o sobre la participación de mi hijo/a en el estudio, puedo contactarme con el Investigador Responsable, Kelly Sabrina Sánchez Cruz, email: kellysanchez@ssccvina.cl

Declaro estar libre de presión para decidir la participación de mi hijo/a en el estudio.

Doy el consentimiento para la participación de mi hijo/a en la investigación titulada “Teaching of pragmatic competences through communicative tasks to improve the English writing skills of the students of secondary school.”

Nombre y Firma del padre/madre o tutor/a	Nombre y Firma del Director/a del establecimiento educacional	Nombre y Firma del/la Investigador/a responsable
--	---	--

Fecha ____/____/____

→ APPENDIX 2

“Students´ Assent Form for Students to participate in the research”



ASENTIMIENTO INFORMADO PARA PARTICIPANTES MENORES DE EDAD

Mi nombre es Kelly Sabrina Sánchez Cruz y trabajo en el Colegio Los Sagrados Corazones Monjas Francesas. Vamos a realizar un estudio que se llama “Teaching of pragmatic competences through communicative tasks to improve the English writing skills of the students of secondary school.”, para establecer si el conocimiento de las competencias pragmáticas y uso de tareas comunicativas en las clases de inglés mejoran las habilidades de escritura de los estudiantes , y para ello queremos pedirte que nos ayudes. Puedes hacer las preguntas que quieras antes de decidir tu participación.

Tu participación consistiría en participar en las clases de inglés realizando las actividades llevadas a cabo por la profesora y responder preguntas en los focus group para obtener información personal sobre la asignatura antes mencionada.

Tu participación en el estudio es voluntaria, es decir, aun cuando tu papá [mamá, apoderado o tutor/a], haya dicho que puedes participar, si tú no quieres hacerlo puedes decir que no. Es tu decisión si participas o no en el estudio. También es importante que sepas que si en un momento dado no quieres seguir participando, o no quieres responder alguna pregunta en particular, no habrá ningún problema. Tampoco influirá en tu trabajo regular en la clase de inglés ni en tus notas del colegio.

Tu participación no implicará un retroceso en los objetivos de la asignatura ya que se han considerado al momento de planificar la intervención, tanto en contenido como en metodología.

Toda la información que nos proporciones [o las mediciones que realicemos] será confidencial. Esto quiere decir que no diremos a nadie tus respuestas [o resultados de mediciones], sólo lo sabrán las personas que forman parte del equipo de este estudio.

Si aceptas participar, te pido que pongas por favor un (✓) en el cuadrito de abajo que dice “Sí quiero participar” y que escribas tu nombre en el espacio indicado. Recuerda que puedes preguntar lo que quieras tanto antes como después de tomar tu decisión. Si no quiere participar, pon un (✓) en el cuadro que dice “No quiero participar”.

☐ Sí quiero participar

☐ No quiero participar

Nombre: _____

Nombre y firma de la persona que obtiene el asentimiento:

Fecha: _____ de _____ de ____.

→ APPENDIX 3

“Focus group questions”

Focus Group questions about English Classes

PRE- POST INTERVENTION

1. ¿Cómo te sientes en las clases de inglés?

- ¿Te gustan las clases de inglés?
- ¿Crees que es importante aprender inglés?

2. ¿Qué factores hacen que te sientas así?

3. ¿Cuáles son las tareas de las clases de inglés que te cuestan más?

Evaluar en todas las habilidades del 1 al 10 (Reading, listening, speaking and writing), siendo 10 lo mejor y 1 lo peor.

→ APPENDIX 4

“Focus group transcription, analysis and code creation”

Group 1- Pre intervention

Teacher: Este focus group consta de 3 preguntas las cuales podrán responder en el orden que deseen y estamos con los participantes 1, 2, 3 y 4. Comenzamos, la primera pregunta dice: ¿Cómo te sientes en las clases de inglés?

P1: Ahhh la verdad bastante bien, y bueno eso.

T: Yaa, bien... ¿Participante 2?

P2: Bien, aunque me aburro a veces porque termino antes.

T: Que termines las actividades antes te hace sentir aburrido, okey. ¿Participante 4?

P4: A mí también me pasa lo mismo, pero a mí me gusta la clase de inglés porque a veces podemos hacer otras cosas distintas, como juegos y cosas que también nos ayudan a aprender.

T: ¿Participante 3?

P3: A mí, por ejemplo, me gusta porque participamos todos, pero a veces lo único malo es que hacen mucho ruido.

T: Ya, el ambiente de la clase, más que la clase en sí. y en términos de emociones, a parte de sentirse bien, Te sientes relajado o igual tiene esa sensación de nervios, de que quizá hay cosas que no se, va a ser muy difícil. ¿Cuando sabes que van a ver clases de inglés como te sientes?

P3: Bien, pero cuando me toca así, cuando me preguntan, y dice si puedo leer un texto ahí como que me pongo más nervioso.

 Kelly Sánchez Cruz
16:54 17 ene

P2- C1-POS-FEELINGS-GOOG

 Kelly Sánchez Cruz
11:23 18 ene

P2- C2-NEG-FEELINGS- BORED

 Kelly Sánchez Cruz
16:54 17 ene

P4- C1- POS-FEELINGS-LIKE

 Kelly Sánchez Cruz
16:55 17 ene

P3- C1- POS-FEELINGS-LIKE

 Kelly Sánchez Cruz
16:56 17 ene

DATA ANALYSIS- ENGAGEMENT AND MOTIVATION IN THE ENGLISH CLASS

BEFORE THE PEDAGOGICAL INTERVENTION

FEELINGS	POSITIVE COMMENTS
P1- C1- POS-FEEL-GOOD	Teacher: [...] ¿Cómo te sientes en las clases de inglés? P1: Ahhh la verdad bastante bien, y bueno eso.
P2- C3- POS-FEEL-RELAXED	T: Ya, gracias. Participante 2, en tu caso, aparte de sentirse bien, ¿cómo más dirías que te sientes? P2: Relajado, porque confío en mis capacidades, pero de vez en cuando, por ejemplo, en saber en qué tiempo presente, pasado, futuro estamos hablando, no me sé los nombres, solo sé como usarlos.

→ APPENDIX 5

“Reflexive journal analysis and code creation”

TEACHER'S JOURNAL

The English classes at Los Sagrados Corazones Monjas Francesas school from Viña del Mar, have similar methodology and activities during the year. They include videos, games, group and pair work, communicative tasks and the use of an English book for every level. The annual context of the English classes with 8th graders at SSCC school focus the attention on the objectives the students have to complete during the units and the grammar and vocabulary they include. Even though communicative activities are done and the pragmatic competences are promoted, they are not the main focus of the classes. The book is a guide for the teacher and students to follow every class and include pragmatic and communicative activities that can be used in some of the classes. With the intervention of this study, students could be immersed into communicative tasks during two weeks in every class. These classes allowed the students to find a purpose to use English with activities from real life and with what they do in their daily life in their native language, in this case in Spanish.

Before the intervention: During the English classes students participate when they have to read, listen, speak and write but I observed they are not so confident about their capabilities and they usually try not to participate and the same students read or speak when the teacher asks for volunteers in every class. The English class includes videos, games and activities where the students can apply the content learnt during the classes and that is welcome by the students. At the moment of writing, they usually complete activities from the book in which they have to write vocabulary and answer questions. Sometimes they have to write sentences in their notebook using the grammar structure and vocabulary of the unit. They are not used to writing paragraphs or extended texts because they do not feel prepared and they are very insecure about the spelling of the word and the appropriate grammar tense in what they are writing. The motivation in writing then is not present in most of the students, I can say



Kelly Sánchez Cruz
11:02 18 ene

T-C1-NEG-FEELINGS-LACK OF CONFIDENCE



Kelly Sánchez Cruz
16:28 18 ene

T-C2-POS-FACT-ACTIVITIES

DATA ANALYSIS- TEACHER'S JOURNAL

BEFORE THE PEDAGOGICAL INTERVENTION

FEELINGS IN THE CLASSROOM

CLASS OBSERVATION	POSITIVE COMMENTS
T-C8-POS-FEEL- GOOD/COMFORTABLE	Most of the students feel good and comfortable in the classes but they found them a little bit boring because of the use of the book and the time of the classes.

CLASS OBSERVATION	NEGATIVE COMMENTS
T-C1-NEG-FEEL-LACK OF CONFIDENCE	During the English classes students participate when they have to read, listen, speak and write but I observed they are not so confident about their capabilities and they usually try not to participate and the same students read or speak when the teacher asks for volunteers in every class.

→ APPENDIX 6

“Tasks and Materials of the Pedagogical Intervention”



WORKSHEET N°1.5. ENGLISH.

Name		Class	8th grade
Teacher	Ms. Kelly Sánchez	Date	

Learning objectives: To identify parts of an email. To write an email.

Preparation

Circle *True* or *False* for these sentences.

- | | | | |
|----|---|-------------|--------------|
| 1. | You should use polite expressions and more formal grammatical structures. | <i>True</i> | <i>False</i> |
| 2. | You don't have to include all the points mentioned in the question. | <i>True</i> | <i>False</i> |
| 3. | You can use contractions in a formal email. | <i>True</i> | <i>False</i> |
| 4. | You should avoid using conventional expressions for starting and finishing the email. | <i>True</i> | <i>False</i> |
| 5. | You should use this style for a person you don't know. | <i>True</i> | <i>False</i> |

A. Read the job application email. Then, match each part of the email to its correct title using the letters on the left side of the email.

To: normanbooth@travelwellhotel.org
From: apeterson@gmail.com
a. Subject: Receptionist Position
b. Dear Mr. Booth,
c. I am looking for employment and would like to apply for the position of receptionist at your hotel which was advertised on the Getajob website.
d. I am a 22-year-old hospitality graduate with a degree in hotel management. I have experience working in hotels, both in the UK and abroad, in a variety of different roles. I am fluent in French and German and speak conversational Spanish too.
I believe I would be a suitable candidate for the job as I enjoy working with people. I have excellent communication skills and work well in a busy environment.
e. I look forward to hearing from you.
f. Yours faithfully,
Alice Peterson

- | | | | |
|-------------------------------------|-------|----------------------------|-------|
| 1. closing salutation and signature | | 4. introductory paragraph | |
| 2. greeting / salutation | | 5. main content paragraphs | |
| 3. closing statement | | 6. subject | |



- C. Think about a game, tv series, movie, band or youtube video they have been interested in during the last month. Write an Email giving your opinion about it.

90

TOPICS DISCUSSION

YOUTUBE

Student 'A'

- *Discuss the questions below with your partner.*

1. How often do you watch YouTube?
2. Which is better: YouTube or TV? Why?
3. Why do some YouTube videos 'go viral' (become very popular)?
4. Is watching YouTube a good way to spend your free time? Why? / Why not?
5. How did people spend their free time before the Internet?
6. How can people make money by uploading YouTube videos?
7. Do you ever write 'comments' under YouTube videos? Why? / Why not?
8. YouTube or Facebook: which is better? Why?
9. Do you think YouTube will replace TV in the future? Why? / Why not?
10. Are you going to watch YouTube later today? Why? / Why not?

A



TOPICS DISCUSSION

YOUTUBE

Student 'B'

- *Discuss the questions below with your partner.*

1. When was the last time you watched YouTube?
2. Have you ever uploaded a video to YouTube? If 'yes', what was the video about?
3. Do you 'subscribe' to any YouTube channels? If 'yes', which one(s)?
4. At what age should children start to watch YouTube?
5. How old is YouTube?
6. Can watching YouTube improve your English?
7. When was the last time you 'disliked' a YouTube video?
8. Which is better: watching YouTube or reading a book? Why?
9. How has YouTube changed our modern society?
10. Talk about an interesting YouTube video you have watched.





WORKSHEET Nº2.5. ENGLISH.

Name		Class	8th grade
Teacher	Ms. Kelly Sánchez	Date	

Learning objectives: To give an opinion about YOUTUBE.

opinions about YouTube



Qs:

- How often do you watch YouTube videos?
- What kinds of YouTube videos do you like to watch?

■ Now, read the sentences below. Circle the numbers that best express your opinions.

■ Then, compare your answers with your classmates. Give reasons.

YouTube videos are fun.	1	2	3	4	5
Anyone can become a famous YouTuber if they really want to.	1	2	3	4	5
Life was probably very boring before YouTube was invented.	1	2	3	4	5
YouTube is very educational.	1	2	3	4	5
YouTube will still be popular in another 50 years.	1	2	3	4	5
Watching YouTube videos is one of the best ways to improve your English listening ability.	1	2	3	4	5
YouTube videos are a waste of time.	1	2	3	4	5
YouTube is better than Instagram.	1	2	3	4	5
You can become rich by making YouTube videos.	1	2	3	4	5
It's a good idea to "like" YouTube videos when you enjoy them.	1	2	3	4	5
Watching YouTube videos is better than reading books.	1	2	3	4	5
Most people watch YouTube.	1	2	3	4	5

POSSIBLE ANSWERS

- 5 I agree completely
- 4 I mostly agree
- 3 I'm not sure
- 2 I mostly disagree
- 1 I disagree completely



<https://youtu.be/hvCvYFREwCE>



→ APPENDIX 7

“Assessment Instruments”



WRITING EVALUATION

ENGLISH

Name		Class	8th grade B
Teacher	Ms Kelly Sánchez	Date	

Objetivo de Aprendizaje: Expresar opinión de forma escrita a través de correo electrónico formato formal.

<i>Formal Email Format</i>	All elements present	Most elements present	Some elements present	Hardly any elements present
<i>The email has the subject of the email.</i>	4	3	2	1
<i>The email has a formal salutation/ greeting.</i>	4	3	2	1
<i>The email has an introductory paragraph.</i>	4	3	2	1
<i>The email has a main content paragraph.</i>	4	3	2	1
<i>The email has a closing statement.</i>	4	3	2	1
<i>The email has a closing salutation and signature.</i>	4	3	2	1
<i>The email follows the formal format learnt in class.</i>	4	3	2	1

<i>Writing expresión</i>	All elements present	Most elements present	Some elements present	Hardly any elements present
<i>The email is written taking in consideration the grammar and spelling of the words.</i>	4	3	2	1
<i>The opinion is clear and organized.</i>	4	3	2	1
<i>The email is written using the corresponding capital letters and punctuation.</i>	4	3	2	1

Comentarios/Comments: _____



WRITING EVALUATION

ENGLISH

Name		Class	8th grade B
Teacher	Ms Kelly Sánchez	Date	

Objetivo de Aprendizaje: Expresar opinión de forma escrita a través del envío de correo electrónico formal a persona de su preferencia.

<i>Formal Email Format</i>	All elements present	Most elements present	Some elements present	Hardly any elements present
<i>The comment has at least 30 words.</i>	4	3	2	1
<i>The comment has a question.</i>	4	3	2	1
<i>The comment has an exclamation.</i>	4	3	2	1
<i>The comment includes emojis.</i>	4	3	2	1
<i>The comment does not have bad or insulting words.</i>	4	3	2	1
<i>The comment is related to the video on YouTube.</i>	4	3	2	1
<i>The comment follows the format learnt in class.</i>	4	3	2	1

<i>Writing expresión</i>	All elements present	Most elements present	Some elements present	Hardly any elements present
<i>The comment is written taking in consideration the grammar and spelling of the words.</i>	4	3	2	1
<i>The opinion is clear and organized and includes at least 30 words.</i>	4	3	2	1

Comentarios/Comments: _____
