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1. Información General	
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Título del documento	Contextualized worksheets focused on tasks for two oral communication micro-skillls
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Palabras Claves	Materiales contextualizados, aprendizaje basado en tareas, dos micro habilidades de la comunicación oral y contexto rural.

2. Descripción
This qualitative action research study explores the contribution of developing and implementing contextualized worksheets, centered on the Task Based Learning (TBL henceforth) approach on two oral micro-skills to enhance communicate functions and body language in a seventh-grade class at Diego Gómez de Mena a Public Rural School. The data gathered emerged through students' artifacts (worksheets), teacher's field notes and video recordings. The participants were twenty-three graders from a rural zone in Rio Frio, Tabio. The findings evinced that the use of contextualized worksheets made the process of speaking, pleasant, easier and fun, as they included their daily routines and learning styles in context. Furthermore, the results also suggested that the use of students' mother tongue, pair and group work fostered communication

about their likes, feelings and thoughts to describe their experiences and situations within their rural context, in favor of their learning environment and their motivation towards the oral communication in the English as a Foreign Language (EFL, hereafter) class. Regarding some pedagogical implications, it was evident that students were aware of their active role in the class while learning and expressing themselves in English joyfully and confidently since the topics were related to meaningful tasks in the rural context. Additionally, EFL teachers in the institution and I as a teacher-researcher-text developer realized the advantages that contextualized tasks offer students to communicate orally while having fun.

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4. Contenidos

The theoretical constructs underlying this qualitative action research study are Materials Development (MD), Task-Based Learning (TBL here after), Oral Communication (OC), and Rural Context (RC henceforth) to build contextualized worksheets based on TBL learning strategies to develop seventh graders' micro-speaking skills in a rural public school.

The concept of materials refers to all resources used to facilitate knowledge acquisition, no matter the context or age. Tomlinson (2011) suggested that, "material is anything which is used to help learners to learn" (p.13) or the use of a variety of resources to help learners learn the language (Tomlinson, 1998). For Rico Troncoso (2012), "language materials ... are a source of exposure for learners to language and culture." (p. 130) In addition, Núñez et al. (2013) affirmed that materials "are socio-cultural resources that facilitate not only linguistic interaction but also cultural

exchanges between the various human groups." (p. 10). Thus, besides simplifying the learning process, materials aim at facilitating socio-cultural encounters.

In reference to contextualized materials, the term 'contextualized' corresponds to real setting, design teaching resources, to accomplish meaningful and effective learning. In this sense, Graves (1997) and Núñez and Téllez (2015) contended that contextualization is assumed as to give materials the suitable form to respond to students' needs and attain learning targets. In doing so, Núñez, et al. (2013) asserted that contextualizing materials implies principles, theoretical frameworks, and components of this process. Thus, contextualized worksheets respond to students' real context learning needs and interests.

In regards to TBL approach, several scholars agree on describing a task as the main objective during the language learning process. Willis (1996) defined tasks as "activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (p. 23). Ellis (2003) considers task "as a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed" (p.16). Tomlinson (2011) defined tasks as, "activities in which the learners are asked to use the target language in order to achieve a particular outcome within a particular context (e.g. solving a problem; planning a meeting; selecting candidates for an interview etc." (pp.14-16). These views converge on the concept of task to accomplish expected results, and the proper use of the target language as it occurs in the real world, incorporating all the language skills.

Additionally, the process of teaching spoken language involves the development of some micro-skills. Among the micro skills stated by Brown (2001), I selected two of them: "To accomplish appropriately communicative functions according to situations, participants, and goals, and use facial features, kinesis, body language, and other nonverbal cues along with verbal

language to convey meanings" (p. 272). On this basis, students can interact and convey a message regardless of their length, while describing and performing situations about their real life in the rural context, which are supported by gestures, movements and mimics.

The term "Rural Context" (RC hereafter) has special relevance due to the implications of teaching a second language in this kind of community. In this regard, Castro and Reboratti stated that "an area can be considered rural if has less than 2.000 in habitants… if an area has from 19% to 49% of its inhabitants in rural areas, it is considered an intermediate region" (as cited in Bonilla & Cruz, 2013, p. 119). However, other definitions associate with economic activities in rural settings. Grajales and Concheiro (2009) affirmed that "in economic terms, it is assumed that rural population traditionally deals with the primary sector own activities" (p. 147). (Trans). It refers to primary sector activities such as agriculture and livestock.

5. Metodología

Approach. According to the nature of my research study, I selected the implementation of a qualitative research approach as it allows me to collect, analyze and evaluate data based on the observations followed by the description of students' performance throughout the communicative tasks. From Merriam's (1998) view, "Research is, after all, producing knowledge about the world, in our case, the world of educational practice" (p. 3). Thus, action research implies observation and detailed analysis of the context of the study, and the researcher's plan to hold it. Regarding qualitative research, Taylor, Bodgan and DeVault (2016) found "the phrase qualitative methodology refers to research that produce descriptive data-people's own written or spoken words and observable behavior" (p. 7). Hence, this approach fits needs and features of this study, yielding to perceive students' behavior through my pedagogical intervention.

This type of research is an interpretative study in which "education is considered to be a

process and school is a lived experience" (Merriam, 1998, p. 4). In other words, "qualitative research is an umbrella concept covering several forms of inquiry that help us understand and explain the meaning of social phenomena with as little disruption of the natural setting as possible" (Merriam, 1998, p. 5). This approach attains the needs of my research study since it allows a better understanding of the stages students followed through their oral interaction in their natural context. Denzin and Lincoln (2000) conceived qualitative research as multi-method in focus, involving interpretive, naturalistic approach to its subject matter.

6. Conclusiones
• Contextualized materials, an excellent opportunity to connect the EFL class objectives with the students' real context. Home-grown materials (Masuhara, 1998).   • TBL approach can be adapted to students' learning context, making emphasis on oral communication skills. Teachers are free to build up their own methods according to the needs of the context (Canagarajah, 2002).   • The two OC micro-skills allowed students to recognize, name, ask and answer questions to describe their real-life situations in oral form with gestures and mime. Speaking is an oral process of meaning construction and expression (El-Koumy, 2004)   • Teaching-learning relationship in the rural context became more pleasant and allowed students to feel confident through the interactions. The equated environment improves teacher-student relationships (Dillon et al. 2005)

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