

Task – Based Learning Strategies for Strengthening Reading Comprehension Skills

Diana Liceth López Casallas

Franklin Estiben Bello Obando

CAU Chiquinquirá

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Director: Ma. In TEFL. Oliver David Castellanos Reyes

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Abstract

This research project was developed with a group of ten fifth-grade students at San Francisco de Asis school, an elementary school located in Susa, Cundinamarca, Colombia. It emerged as a pedagogical innovation to fulfill the graduation requirement at the B.A in English as a Foreign Language Teaching at Santo Tomas University. The needs analysis survey revealed difficulties in the students' reading comprehension skills. In response, a set of 10 lesson plans based on Task-Based Learning (TBL) was implemented to develop and strengthen these skills.

The lesson plans incorporated reading strategies such as scanning, skimming, questioning, predicting, visualizing and summarizing, within the framework of Communicative Language Teaching (CLT) and aligned with standards set by the Ministry of Education in Colombia. This paper describes the stages of the pedagogical practice, highlighting the roles of the teacher- researcher and students in the learning process. Evidence of improved reading comprehension is provided through students' artifacts, transcriptions of video recordings and teachers' reflective journals. Additionally, the findings reveal further implications for future complementary action research implementation by the teacher-researchers or other EFL researchers.

Keywords: Task-based learning (TBL), reading comprehension, reading skills, Communicative Language Teaching (CLT), action research.

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Contextualization

Gimnasio Campestre San Francisco de Asis Elementary School, institution in which this current study and its future pedagogical intervention will be carried out, is a small, private institution located in the urban zone of Susa, a small town of Cundinamarca, Colombia. Most of the population attending in this institution comes from urban areas and around 30% of it comes from rural zones near the town.

This Institution is coed, and it runs in the morning schedule. It also counts on the facilities for the development of ludic and academic activities. It has 7 classrooms, a technology room, a playroom, a teacher's room, a science laboratory, a green zone for students to play and eat in the recess time, 2 bathrooms for preschool and 4 bathrooms for elementary school. Moreover, every classroom has a comfortable space, good light and cool temperature. Every student has his-her own desk; it is also relevant to clarify that preschool and elementary school are located on different sides of the school to play and work better according to their ages.

The target population for this study is a group of 10 students, 3 girls and 7 boys with ages between 9 to 11 years of age in 5th grade. Most of the students live in the urban zone, except 2 students that live in the rural area. 8 of these students live with both mother and father, the other 2 live just with their mothers. None of the students speak another language apart from Spanish.

This study counts on the authorization of the school led by the head director and the academic principal. Additionally, parents signed an authorization to allow the use of the data collected in video and audio during the study. Some data collection measures were considered during this process like not taking pictures of students' faces or labeling pictures with names to protect their identities.

After having an interview with the English teacher, it was noticeable that she has a good English proficiency that benefits the students and the Institution. In addition, she expressed that "English classes are developed through an active learning focus in TPR method following the structure of a book named let's go 3. This book focuses on the development of the four English skills but makes an emphasis on vocabulary and speaking".

Although the school does not include English as an emphasis of the school in the PEI, the English standards in Colombia's expectations are that 5th graders must have a basic level which means A1 following the European framework MCER. In an open question questionnaire, [2] the principal of the school affirms that she is conscious about the importance of English in elementary school, that's why she describes English like: "*English is a mandatory subject in the institution. Moreover, we make a big effort to teach this subject in a way that better fits the student's learning process.*"

That is one reason why they receive help and services from a prestigious English academy so that students can receive this class from a B1 English level teacher. Every grade from pre- school until 5th grade receives 2 hours of English Classes per week. There are two English teachers, and the methodology of the classes is focused on the communicative and Total Physical Response method.

After a class observation, it is noticeable that students indeed like their English classes. They enjoy learning and participating. On the other hand, parents are also another fundamental part of the Institution and the learning process of students. Parents play an important role considering that a group of 10 parents stated to be co-participants in their children's homework while 7 of them said their kids have someone at home pending on their homework and related school activities. They choose Saint Francis School for the emphasis in values, school

environment and, of course, because of the English level and methodology that is used while teaching this foreign language. Contrary to the state schools in the area that count on good education but a large number of students as most of the public Institutions in Colombia. This fact makes the process of learning a foreign language a challenge and an odyssey for students as well as for parents.

Research Question

How does task-based learning strengthen reading comprehension among 5th-grade students at Gimnasio San Francisco de Asis?

General research objective

To investigate in what ways the implementation of task-based learning strengthens reading comprehension.

Specific research objectives

To assess the effectiveness of task-based learning in fostering reading comprehension among 5th-grade students.

To identify the challenges and advantages associated with the implementation of task-based learning for strengthening reading comprehension.

To examine the extent of students' engagement and interaction during task-based learning activities focused on reading comprehension.

Theoretical Framework

This research study had as objective to strengthen reading comprehension in a group of 10 students from fifth grade and regarding to this, the following constructs arose in the study:

Task-Based Learning (TBL)

This research study has a first construct which is **Task-Based Learning (TBL)**. TBL is "an instructional approach that focuses on engaging learners in authentic, real-life tasks" (East, 2017). According to (Lindsay and Knight, 2017) "TBL focuses on learners completing tasks effectively, rather than just language accuracy by prioritizing learners' needs and interests ". The term task can be understood as an activity with clear objectives used in class where students feel the need and the motivation to learn and use the language. In fact, Brown (2015) defines a task as "an activity which requires learners to use the language in a purposeful way to achieve a specific goal" (p. 247). Nguyen Dinh Nhu Ha, Nguyen Loc, & Tran Tuyen (2022) also describes a task as an activity with a specific goal and performed by learners in a classroom with defined target language. (p. 3).

It is relevant to consider that the teacher chooses different tasks to approach 'students' needs and as the class goes students start performing simple to more challenging activities that expose them to a natural learning acquisition; at Saint Francis school there is a misconception towards English classes, because students have the idea that a class is an opportunity to play, and the conception about the effectiveness of the class depends on how much fun and dynamic activities the class had, which turns out to be totally wrong. This study considers among others to expose students to a meaningful and effective method such as:

Task Based Learning

"TBL makes the performance of meaningful task central to the learning process" (Harmer, 2015, P. 60). In short, task-based learning offers the opportunity to help this specific population through authentic learning.

Task based learning approach

Furthermore, many authors present different models of Task-Based Learning to follow up in a class. This research study follows Ellis (2016) model which consists of the following three major stages: Pre-task, Task Cycle and Post-Task. This model is the base of the pedagogical implementation to strengthen reading comprehension, where a set of lesson plans is applied following the steps of task-based learning approach.

Task-Based Learning involves three primary stages to follow along with the class, the first stage is called the pre-task stage, which is the opportunity for the teacher to introduce the topic by identifying words or expressions that can help students comprehend the task "The lecturer begins with an initial discussion of the learning topics related to the students experience" (Kuswoyo and wahyudin 2017, P. 119).

The second is the task cycle stage is where students develop the assigned task in small groups and plan how to present the results of this activity to the rest of the class, it is important to clarify that the teacher's role in this stage is monitoring "Students do several tasks, such as listing, sharing personal experiences, problem solving, and creating tasks, both, individually, in pairs, and in groups." (Wahyudin and Kuswoyo 2017, P. 119).

Concluding the task-based learning cycle, there is a language focus stage which focuses on analysis and practice, in here students have the opportunity of discussing and making emphasis on language features used along the previous stages "lecturer and students jointly analyze the various forms of language in the assignment, and then the students do the practice of completing the last assignment (outcome) (Kuswoyo and Wahyudin 2017, P. 119).

In this model, it is understood that Task-based learning emphasizes the accuracy and fluency of the language. "All in all, the Task-Based Learning initial performance focuses on fluency, then it moves to accuracy focusing on feedback and instruction and with subsequent task performance it moves to fluency again, demonstrating that despite form is important, it is not the main part of this task model" (Ellis, 2016, P. 143-144).

In addition, this study involves a second construct which is **Reading Comprehension**. This construct is fundamental for this study because it is what this project aims to strengthen in students at Saint Francis school. Reading comprehension is a strong predictor of academic achievement in multiple subjects, including science, social studies, language learning, etc. (Francis et al., 2018).

In contrast, "comprehension is to understand something that one does" (as cited in Islamiah, Aprizani and Perdana, 2017). Indeed, a person who comprehends something that is being read has the capacity to ask and answer questions about it and produce a written and even spoken summary. More than just reading or mastering skills such as pronunciation, the emphasis of this study is to strengthen comprehension so that students can communicate through it.

"Reading is considered a basic life skill, the lack of which can affect the student's academic growth and success" (Adel and Rajab, 2015, P. 29); following these ideas, reading

comprehension is fundamental not just for a couple of years but for life in general, teachers need to leave the comfort zone and start applying new methods, approaches and strategies that help students learning process to prepare students for the future.

Furthermore, reading comprehension is a term that can be achieved in different ways; this project focuses on reading strategies that can benefit students in order to strengthen reading comprehension as Nunan (1999, P. 249) stated "strategy is the mental and communicative procedures learners use to learn and use language" (as cited in Islamiah, Aprizani and Perdana, 2017).

When teaching reading comprehension to ESL students, reading strategies turn out to be useful tools that readers can apply to strengthen their reading comprehension, transforming a tedious drilling reading process to something more practical where students can even take part in it, using vocabulary and information from the text to ask and answer information, create new texts or give oral reports. Being more specific takes reading to a bigger scale, which is communication.

Reading Strategies and Skills

Different foreign language (EFL) studies have shown that the fact of applying reading strategies indeed improves reading comprehension. (Grabe & Stoller, 2017, p. 145) point out that "reading comprehension is the process of constructing meaning from written texts, which is significantly influenced by the deployment of various reading strategies, including activating prior knowledge, questioning, visualizing, making inferences, and summarizing". Similarly, (Kucera et al., 2018, p. 212) found that "effective reading comprehension is facilitated by the intentional use of reading strategies, such as monitoring comprehension, identifying main ideas,

making connections, and evaluating information". Based on it, we firmly believe reading strategies are the most effective way to strengthen reading comprehension.

According to an examination of policy, perceptions and influencing factors about English carried out by the British Council in Colombia, "the Goal of the national English language policy includes mandatory English in schools and, by 2019, fluency at B1 for secondary school graduates" (British Council, 2015, P. 8).

All of this, considering that English level in Colombia was and continues being under the standards set by the Ministerio de Educacion, even university students do not count on decent management of the language. As it was stated in the same document, this examination by the British council showed another interesting finding like "in 2012, two-thirds of university entrants were at A1 or less in English, according to standardized test results" (British Council, 2015, P. 8).

These results are not surprising considering that Colombian students are not prepared for taking exams, emphasizing reading comprehension, although emphasizing reading comprehension. However, the English standards proposed by the Ministry of Education clearly set as objectives for elementary and middle school "la adquisición de elementos de conversación y de lectura, al menos en una lengua extranjera" and "la comprensión y capacidad de expresarse en una lengua extranjera". (MEN, 2006, P.7).

All of these objectives are out of reach, if the teacher keeps avoiding reading comprehension since elementary school, "learning the detail of how texts are written and be understood is crucial to children's educational and personal development and can be helped by good teaching" (Cameron, 2001, P. 125). Through coherent teaching practice, students learn

more than a language, they acquire significant factors for their entire life.

Reading Strategies Applications

Scanning. It is a reading skill that involves quickly glancing through a text to locate specific information, such as names, dates, or keywords, without necessarily understanding the overall meaning (Grabe & Stroller, 2017, p. 127). Based on this definition, scanning reading strategy relates to the capacity to check a text rapidly looking for certain information for the reader's benefit.

Skimming. A reading skill that involves quickly glancing through a text to get a general impression of the content, main ideas and over generalization (Grabe & Stroller, 2017, p. 126). As Harestad stated (2010) "Skimming is reading fast to get an overview over the text".

Following these definitions, skimming objective is to get the general idea of a text or book.

Questioning. When readers ask and answer questions about a certain text in order to get, confirm or build comprehension (Jennings, Caldwell & Lerner, 2014). Hüçükoğlu (2013) states that "the questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information" (Hüçükoğlu, 2013, p. 711). Moreover, this is a strategy that can be used by the reader before, during and after the reading process. In the current study, students use questioning in order to prove their reading comprehension along the different tasks.

Predicting. In this study predicting can be used by the reader before the reading process to get an idea about it. Hüçükoğlu (2013) states that "one strategy for improving comprehension is predicting", moreover, in the same articles he affirms "research has shown that good readers

use their experience and knowledge to make predictions and formulate ideas as they read" (Hüçükoğlu, 2013, p. 714). In the same way, predicting allows interaction, a factor that increases students' interest in the reading process hence students improve their reading comprehension.

Visualizing. It is the process of seeing images in the mind about what is being read and have the capacity to show through a drawing or picture what was comprehended (Ghazanfari,2009). Teachers can use this strategy as a motivating tool, asking students to visualize places, characters or actions that come up after reading, in order to create an idea of what is being read. According to Hüçükoğlu (2013) visualization is a strategy that a good reader can employ, it requires the reader to construct an image of what is read and store it in the mind as a representation of the reader's interpretation.

Summarizing. a reading skill that involves identifying the main ideas and the most important information in a text, and then re-stating it in one's own words (Grabe & Stroller, 2017, p. 130). In the current study this strategy gives students the opportunity to report what has been understood, which is significant for analyzing students' reading comprehension. In addition, Hüçükoğlu (2013) defines summarizing as a strategy that helps the students to organize ideas including long texts, which usually ends up being an odyssey for students. }

Task assessment

Task assessment is the process of evaluating a specific task to determine its complexity, required time, necessary resources. It also improves planning, reduces errors, optimizes resources, and enhances productivity (Kumar et al., 2020).

A typical task assessment framework includes:

1. Task analysis

2. Resource allocation
3. Time estimation
4. Risk evaluation
5. Evaluation criteria (Lee at al., 2020)

Teaching English as a Foreign Language (TEFL) to children

Teaching English as a Foreign Language to children (TEFLC) refers to the practice of instructing children who are non-native English speakers in the English language. TEFLC also involves teaching English language and literacy skills to children aged 4-12, often in a fun and play-based learning environment (Pinter, 2017, p. 31).

Teaching English to children is often considered an easier stage than teaching adults because children's cognitive and linguistic abilities are still developing, making them more receptive to new language input." (Brown, 2015, P. 246). It means that while adults might focus more on the grammar and have better retention of vocabulary, children might struggle with it and instead develop a natural fluency that adult's envy.

Children from five upwards have specific characteristics when teaching, some important aspects that characterized teaching younger children are: "children are enthusiastic about learning, and they use everything in the physical world for learning and understanding things". (Harmer, 2015, P. 82). Moreover, Brown (2007) considers that teaching children a second language requires specific skills and intuitions that differ from those appropriate for adult teachings.

There are five categories proposed by Brown (2007) that need to be considered while working with young children: intellectual development, attention span, sensor input, affective factors, authentic and meaningful language. This project approaches one of the most important categories proposed by Brown which is authentic and meaningful language learning " in this category children are focused on what this new language can be used for here and now". (Brown, 2007, P. 104).

Concluding about teaching English to children, it is relevant to keep in mind that written language is harder to comprehend than oral. Still, that extra work and sustained effort guide students to future gratifications. "Motivating students to read and explore can be achieved by providing autonomy, relevance, and choice, allowing them to take ownership of their learning and develop a love for reading" (Grabe & Stoller, F.L (2017, p. 153).

Research Design

The procedure started with an adaptation process where 5th-grade students at Gimnasio San Francisco de Asis went from developing simple to more complex tasks, according to their performance the complexity of the tasks increased to help students strengthen reading comprehension. All of this taking into consideration that the emphasis and the method of the class was totally new for them, so it could involve a grade of difficulty at the beginning for students.

Every single lesson plan followed the three main stages of Task Based Learning, following Willis (2012) TBL framework "pre task which involves introduction to topic and class, task cycle which counts with the task planning as well as the report and Language focus that makes emphasis in the analysis and practice". Moreover, the lesson plans counted with a pre, along and post activities, steps that helped students to make part of their own learning process and indeed those steps facilitated the topic understanding.

This research was divided into two cycles. The first one was crucial to determine what kind of activities help strengthen reading comprehension. That supported the second cycle where there was more certainty about the activities and strategies that could answer the research questions. Each cycle counted on similar, practical and proven strategies but different tasks to offer students a large variety.

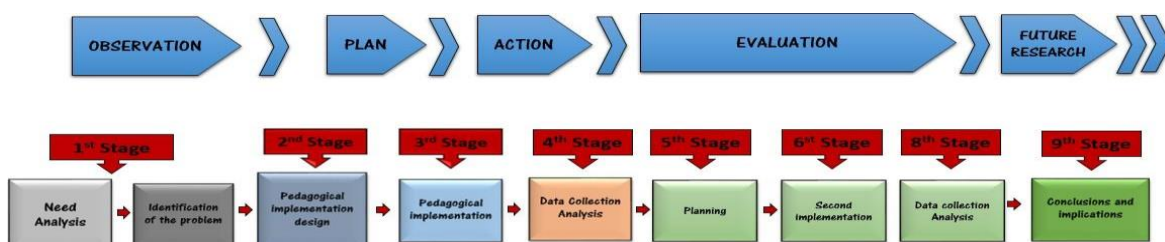


Figure 1 Research Statement, Author's Own Illustration

Methodology

After finishing the needs analysis stage, which involved other instruments: English teacher interview, direct non-participant observation, and diagnostic test. We could analyze the collected material and identify factors that were interfering in the student's English learning process. Students rarely practice writing or reading skills in class because the emphasis of it is vocabulary and speaking, as the English teacher mentioned in the interview.

Another factor is the lack of material; English classes follow the syllabus of a book called Let's Go 3, due to that factor the English teachers affirm that it would be great working on reading, but it is hard when students do not count on that material. Also, this fact has led the class to see writing just as a note-taking task. Additionally, through the non - participant observation two main factors were identified; the first one is that students enjoyed learning vocabulary through games that involved repetition, identification or following commands which is the methodology of the class.

All the activities previously mentioned make part of TPR (Total Physical Response) "TPR is a holistic approach to language learning that integrates physical movement, gestures, and actions to enhance comprehension and retention." (Brown, 2015, p. 187). The class was very active, and the students had a good time, but it did not count on meaningful activities where students could express more than single words. Moreover, checking the diagnosis test, another factor identified was students' difficulty for understanding simple texts and connecting ideas while reading.

Although they have a lot of vocabulary, it is difficult for them to connect ideas and comprehend simple sentences as well as basic texts related to topics previously seen. When

students were asked to write something like the text using their information, they were not able to write simple sentences or at least short texts, they just wrote some names, or some others wrote nothing at all.

As an anecdote along the class observation, while students were practicing vocabulary through games, they enjoyed the activity, but then when they were doing the note taking part one, students stood up and went to the board to ask the teacher what a word from the board meant. “The fact was that the word the students were asking for, was one of the words that they were practicing in the game, the students had it clear through images and pronunciation by the teacher, but he did not know his writing form, the reason why he could not identify it.

On the other hand, considering the LLEI, this research is about teaching and learning a foreign language which conducts this study to action research. Moreover, the focus of the study requires pedagogical intervention and active participation by the researchers. No research

project related to English had been applied before at Gimnasio Campestre San Francisco de Asis.

This is why this project is considered an innovative idea, not in terms of modernism or considering a big change in society but considering the focus of the research can influence the students' learning process.

Instruments

This research project used three data collection instruments to collect the specific and exact information for answering the main research question of the study and evidence the achievement of the two main research objectives.

Students' Artifacts

The word "ARTIFACTS" refers to documents or any activity done by the students, this instrument is beneficial for checking and analyzing student's process and performance along the way, also it can be used as a piece of evidence. "Students' artifacts are physical or digital products that students create as evidence of their learnings, including texts, images, videos, audio recordings or other compositions" (DeWitt, 2018, p. 15). In this study, we collected any physics artifact that students developed in class and showed their clear performance in terms of reading comprehension. Additionally, students' artifacts were significant to get specific information about their performance according to the lesson's objectives and to detect early problems in every individual. This kind of data collection also gave us suitable material to evidence the students' improvement to identify if students indeed strengthen reading comprehension through the implementation of Task Task-Based Learning.

Teacher's Reflective Journal

It was a handy instrument especially for seeing student's advances in reading comprehension. Also, to describe how the pedagogical implementation process went and how students responded to it. In general, it was a great tool to reflect on the process. According to Lankshear, C and Knobel, M. (2004). Teachers' journals are "used to record hunches, feelings, assumptions about people or processes and the like as part of the reflective and verification

process". (Cited by Becerra, C. 2018). In this specific study, the journal is used to reflect upon the class, checking important factors such as motivation, reaction, attitude, performance and discipline. One of the main reasons for using the teacher's reflective journal was that we could define what kind and in what ways activities and strategies were meaningful to students to respond to the main research question.

Video Recording

When discussing research and data collection, there are different and pervasive tools such as: observation, interviews and others. Anyway, the reality is that while studying a certain group of students in a classroom, some aspects such as: reactions, feeling and gestures may go unnoticed when the data collection instruments mentioned before are used. "The increased presence of video in people's everyday lives as well as institutional practices means researchers often have access to 'naturally occurring' video data" (Cited by Jewitt, C. 2012). In our experience as English teachers, we are conscious about the complexity of analyzing a learning and teaching process, that's why we consider that video recording gave us exact information for reflecting about the whole process, to identify students' strengths as well as difficulties towards the implementation of Task Based Learning.

Implementation

The communicative approach

Communicative language teaching is an approach based on the functionality of the language; it means learning to communicate not just in the classroom but outside of it in an authentic context. According to Lindsay and Knight (2006) one of the most essential features of the communicative approach is "emphasis in meaning and using the language rather than on the structure and form of the language" (p 20). Being more specific, this approach intends to take students to a meaningful English learning process, where students can interact with other classmates inside and outside of the classroom using the knowledge acquired along the class.

Brown (2007) affirms that "CTL suggests a focus in all the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence" (p 46). Another factor that must be considered when talking about the communicative approach is that teachers take a facilitator and guide role to allow students to be autonomous in their learning process.

Through this study, students are expected to strengthen their reading comprehension through the TBL method that gives us the opportunity of focusing on meaningful learning, where it is more important what language was made for "communication" rather than how it is formed "vocabulary and grammar". Moreover, the accuracy of every single task to achieve the learning objective, as Harmer (2015) stated "activities in CLT typically involve students in real or realistic communication, where the achievement of the communicative task they are performing is at least as important as the accuracy of their language use" (p. 57).

Furthermore, the Task Based Learning teaching method was implemented because it

allowed us to follow a task sequence and generate meaningful learning, a fact that helps students in many ways. For instance, developing a pre-task, task cycle, language focus, and assessment strictly gave students enough tools to build and comprehend a topic. Every lesson was developed following the processes previously mentioned, it was essential to keep relation among tasks, it means that everything was designed to respond to the objectives set for the class. Another factor that was important in the use of TBL was the role of the students; they started to acquire a self-learning role because they were the ones in charge of their learning process, reason why all the classes had a time for socialization, discussion and feedback by the end.

Through this pedagogical implementation, the teachers acquired different roles, first as motivators, which turns out to be one of the most important, considering that students are being involved in a totally different class and need the teachers' encouragement to effort as much as they can for their own benefit. Another role is being monitors or trainers, where students and their performance are the core of the class, in that order of ideas every single task needs the teacher's feedback and monitoring.

On the other hand, students acquire an active learner role where interaction is the main point. Here, the teachers don't have much control because Task-Based Learning focuses on giving students the opportunity to experiment with the language and the class by themselves. As Nguyen Dinh Nhu Ha, Nguyen Loc, & Tran Tuyen (2022) affirm, "the nature of this approach is to help learners master the target language by meaningful task-based activities.

Considering that this project implies pedagogical interaction and implementation, its research design indeed belongs to Action research. This term can be understood as a participative and collaborative process which develops reflection practices based on the interpretation made by participants (as cited by Clark, Porath, Thiele, & Jobe, 2020) a way of reflective research that

targets to benefit the participants according to their own social and educational practices. Also, it is simply defined as the process where there is direct action, following specific steps such as: analyze and determine a particular issue or situation, set and design a plan, carry out the implementation that could be the possible solution, observe and analyze the data collected or the results gotten along the way and finally reflect about the products and the research in general.

Moreover, action research is a process for improving educational practice. Its methods involve action, evaluation, and reflection (as cited by Clark, Porath, Thiele, & Jobe, 2020) It is relevant to clarify that while applying an action research study, even a single person or a teacher can do it, to analyze and improve his / her context as long as this person counts on an active role, what means to be in touch and close interaction with the participants involved in the study.

In our case, we follow action research where implementation is essential, considering that our objective is to strengthen reading comprehension where the designing of a set of lesson plans that fits the needs of the students is essential; as well as the fact of following all the stages in action research, to take this project to a good term in a context where we are some of the English teachers in charge of the group, fact that certainly makes the research doable and viable.

This pedagogical implementation lasts two academic terms, which means ten weeks, with an intensity of two hours of class per week. Along with this process students followed the school syllabus 'let's go 3' book. As the material previously mentioned did not include reading comprehension, all the material used was created following the scope and sequence of the book, it is relevant to mention that every guide applied along this implementation was our creation.

The pedagogical objectives that lead this implementation are:

1. Teacher-researchers will work on 5th graders' needs.
2. This study will follow the steps of Task-Based Learning Approach.
3. The teacher-researchers will carry out the exact analysis process to see students' progress.
4. This study will prove the pertinence of the study.
5. The teacher-researchers will generate an impact in the context.

Considering the parameters of the school the students need to be evaluated through task assessment and evaluated qualitatively, which means that every student needs to be assessed by the end of each class through any activity (test, summary, report, socialization, etc.) with the only objective to verify students' learning process.

Data Analysis

Analyzing the focus of this research project, all the evidence collected gives us qualitative data considering that the main point is to find how to strengthen reading comprehension through the implementation of Task Based Learning. As Polkinghorne (2005) stated "The purpose of qualitative data is to provide evidence (to make evident) the characteristics of an experience. The data are in the form of descriptions or accounts that increase and understanding of human life as lived". (p. 141). In addition, this data analysis, made through exploratory analysis, allowed the researcher to find connections and generate possible solutions for a specific problem.

As Osborne and Fitzpatrick (2012) explained "exploratory factor analysis was created so that researchers could explore the structure of their data" (p. 1). Also, cluster analysis came out as the ideal type of data analysis, which consists of the action of grouping data elements. According to Romesburg (2004) "researchers need to find out which objects in a set are similar, the best known of these research goals is the making of classifications" (p. 2).

This research study counts on two implementation cycles. The first was done in order to get the first possible findings and relevant aspects to be considered as well as reading strategies efficacy. The first data analysis was carried out by checking and analyzing all the data collection instruments, after reviewing each instrument through cluster analysis "students' artifacts, video recording and teacher reflective journal".



LESSON 1, STUDENT 1	JOURNAL 1	LESSON #1, VIDEO 2 (MIN 5:19 – 7:52).
	<p><i>"The reading part was challenging for students as it was expected for being the first class, because they wanted to translate word by word, for them it was hard to follow scanning strategy, also students needed the teacher most of the time, the goal of the class was not completely fulfilled".</i></p>	<p>TEACHER: you are gonna have 5 minutes to read and complete the information. 5 minutes no more. TEACHER: Aja exactly... so people individually when I count to three. 1, 2, 3 and go, start. STUDENT 2: <i>que es nationality?</i> TEACHER: <i>for example your nationality is Colombian</i> STUDENT 3: <i>living city es donde vive? si, claro?</i> TEACHER: <i>so remember, nombre, edad, nacionalidad, numero de hermanos</i> STUDENT 4: <i>teacher, que significa name of the person who answered</i> STUDENT 5: <i>Profe, puede lo de My name is mike</i> STUDENT 6: <i>teacher que significa</i> TEACHER: Remember that we have 5 minutes no more, go go. STUDENT 2: <i>que es living city</i> TEACHER: <i>for example I live in Chicuinquirá, you live in Suiza</i> STUDENT 5: <i>happ, la tercera</i> TEACHER: <i>nationality, nacionalidad</i> STUDENT 7: <i>teacher pero aqui no dice los años</i> TEACHER: <i>Yes, look for it, look for</i></p>
LESSON 6, STUDENT 1	JOURNAL 5	LESSON #6, VIDEO 2 (4:15 – 7:00)
	<p><i>"It is important to highlight the relevance of following each part of the class and each task step by step, for instance in this class the fact of getting to know the vocabulary and the topic of the class little by little helped the students to learn in an easy, practical and meaningful way".</i></p>	<p>TEACHER: Okay 1, 2, 3 go. STUDENT 1: <i>una pregunta teacher</i> TEACHER: wait a minute. STUDENT 2: <i>teacher, que significaba living city?</i> TEACHER: STUDENT 3: Finish STUDENT 4: Finish TEACHER: Aja, very nice excellent job Camilo. STUDENT 2: <i>Profe y escribimos la edad de la hermana?</i></p>

Figure 2 Cluster Analysis. See the complete triangulation chart in appendices. Author's Own Illustration

It was important to highlight the aspects that responded to the research question as well as the objectives and verify if they were evident in all the instruments or just in some of them. Additionally, it was necessary to check every single lesson applied to check the positive and the negative parts in terms of reading comprehension. After matching the information, some general findings came out as a guide for applying a more effective second cycle.

Along with the implementation of the first cycle different situations were important to keep in mind for the implementation of the second cycle. First, the lesson was outstanding, but it was difficult for students considering that it was a new skill (reading) for them and a different class in the way it was developed. Some students adapted relatively fast and by the second lesson they had no problem, instead students with low English level faced some difficulties in the first lessons, then as the rest they adapted too.

Some of the challenges faced while applying TBL to strengthen reading comprehension were the students' lack of knowledge in terms of punctuation, a fact that indeed affected the lessons because students could comprehend the main words, but they did not separate ideas following the punctuation marks, so they did not know and ended up mixing all the information.

Another situation that was hard to handle was the word-by-word translation, all they wanted to do was to translate word by word and felt unable to continue reading if they did not know the meaning of a word. Another fact that was very noticeable in the first cycle was the importance of the teachers' role, in the first 3 lessons students wanted and needed the teacher all the time, they had difficulty following general instructions all they wanted was the teacher to help them and explaining all over again, along the process they were learning to be active learners and see the teacher as a monitor who was there leading but not doing their tasks and that helped them a lot to perform tasks by themselves, to be the ones in charge of their learning process.

Some meaningful aspects to highlight by the end of the first cycle was the efficiency of some reading strategies, as an example questioning and scanning, they were strategies that showed their efficiency since the first class.

However, a second cycle was necessary where relevant changes in the lesson plans were made, implementing a larger variety and more specific tasks in terms of reading comprehension in favor of getting more precise results.

Once the second cycle finished, each instrument collected was analyzed in detail, highlighting aspects or possible findings that could answer the research questions and the objectives. It was necessary to see if those aspects were present in the three data collection instruments, a triangulation chart was needed to classify information and show pieces of evidence about the possible findings. (See Appendix L, triangulation chart).

Then a more specific chart was designed to clearly show the findings obtained through the cluster analysis in the triangulation chart. This chart involved the main aspects of the research project as: pedagogical base "Task Based learning" teaching objective "reading comprehension" and population characteristic "teaching English to children".

Task Based Learning "Communication"	Reading Comprehension "Strategies"	Teaching English to Children "Meaningful Learning"
<p>- TBL cycles help develop reading comprehension skills such as: scanning, questioning, summarizing and contextualizing.</p> <p>- Students construct language and engage in tasks when those are based on contexts they can relate to.</p> <p style="text-align: center;">TBL</p> <p>- promotes interaction among students.</p>	<p>The use of scanning strategy and keywords enhances understanding of a text's sentence structure and main ideas.</p> <p>- Questioning is the most effective strategy to strengthen reading comprehension compared to the other skills implemented.</p> <p>- Applying scanning strategy focusing on key words as part of pre-task facilitates reading comprehension in further stages.</p>	<p>- Following a TBL sequence facilitates learning and achievement of lesson objectives.</p> <p>- Providing a large variety of tasks adjusted to the 'students' level and age can help meaningful learning.</p>

Figure 3 The main aspects of the research project, Author's own illustration

According to the previous chart, the research question as well as the objectives could be answered.

How does task-based learning strengthen reading comprehension among 5th-grade

students at Gimnasio San Francisco de Asis?

Through the use of scanning strategy and keywords that enhance understanding of sentence structure and main ideas of a text.

By applying scanning, focusing on keywords as part of the pre-task facilitates reading comprehension in further stages.

By implementing TBL cycles which includes strategies such as scanning, questioning, summarizing and contextualizing.

Advantages of implementing task-based learning in children

Following a TBL sequence facilitates

- Language learning
- Achievement of lesson objectives
- Interaction among students

Challenges to implement task-based learning in children

To provide a large variety of tasks adjusted to the 'students' level and age, which can help meaningful learning.

Tasks should be based on contexts students can relate to, to construct language and engage in them.

Conclusions

In response to the primary research objectives regarding the efficacy of task-based learning in strengthening reading comprehension among fifth-grade students at an elementary school in Susa, Cundinamarca, Colombia, this study successfully achieved its objectives. The findings underscored that the implementation of reading strategies such as questioning, scanning, summarizing, contextualizing, and focusing on key words within the task-based learning cycles significantly bolstered reading comprehension. These strategies were observed to improve understanding of sentence structures and main ideas within texts, thereby facilitating enhanced comprehension across successive task-based learning phases.

Moreover, adhering to the structured sequences of task-based learning facilitated various educational outcomes, including language acquisition, attainment of lesson objectives, and increased student interaction. Recommendations derived from this study emphasize the importance of offering a diverse range of tasks tailored to students' English proficiency and age, as well as aligning tasks with students' contextual backgrounds to foster language construction and sustain engagement and relevance in the learning process.

This micro-project not only contributes to the scholarly discourse within the field but also represents an innovative initiative within the institution's educational context. As the first English language research endeavor conducted at this institution, it highlights critical considerations essential for optimizing English as a Foreign Language (EFL) learning processes."

Implications

This project contributes to Teaching English as a Foreign Language (TEFL) which is the first research field at LLEI in Santo Tomas University as well as the Research Macro Project 1 through a successful and innovative pedagogical intervention in the implementation of Task-based learning in reading comprehension improvement skills with a group of fifth graders at an elementary school in Susa, Cundinamarca, Colombia in which both parts, researchers and target population acquired meaningful benefits.

This research paper showed that task-based learning is an excellent method to implement in class. Still, in further research, integrating skills could be implemented while using TBL intended to offer students a more complete process.

Additionally, for future research studies related to reading comprehension, it is important to involve more the other skills such as grammar, listening and speaking while applying natural context activities making allowances that they are related, and they could help to improve not only students' reading skills but English as a whole. Also, it is advisable to involve punctuation and pronunciation, in view that they are connected and could help make reading comprehension more successful.

Along with the implementation, a very noticeable finding was that applying fascinating, short and different activities indeed helped to strengthen concentration and discipline. This means that students approached their learning process more comfortably and efficiently due to the results obtained through the pedagogical implementation.

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Appendices

Appendix A

Need Analysis Survey Results

https://usantotomaseducomy.sharepoint.com/:f:/r/personal/dianalopezc_usantotomas_edu_co/Documents/APPENDICES/NEED%20ANALYSIS?csf=1&web=1&e=TWsILb

Need analysis results

The target population for this study is a group of 10 students, 3 girls and 7 boys with ages between 9 to 11 years of age in 5th grade; most of the students live in the urban zone, except 2 students that live in the rural area, 8 of them live with both parents, the other 2 live just with their mothers and none of the students speak another language apart from Spanish. According to subject preferences, 5 out of 7 students expressed they like English but just 2 of them chose English as their favorite, the rest of the students chose subjects like arts and Mathematics as their favorite ones. Most of the population attending in this institution comes from the urban area and around 30% of it comes from rural zones nearby the town.

Appendix B

Open question questionnaire to the principal

https://usantotomaseducomy.sharepoint.com/:f:/g/personal/franklinbelloo_usantotomas_edu_co/Eny5aWxz-iZDrLPi2ZHe5sQB8cHGHGTHMIbIUOQpRUJsA?e=fgXde7

Appendix C

School Authorization and Consent Forms

https://usantotomaseducomy.sharepoint.com/:f:/r/personal/dianalopezc_usantotomas_edu_co/Documents/APPENDICES/CONSENTIMIENTO?csf=1&web=1&e=U0akhZ

Appendix D

English Teacher Interview

https://usantotomaseducomy.sharepoint.com/:f:/r/personal/dianalopezc_usantotomas_edu_co/Documents/APPENDICES/ENGLISH%20TEACHER%20INTERVIEW%7D?csf=1&web=1&e=2SCsiH

Appendix E

English Teacher Lesson Plan and Non-Participant Observation

https://usantotomaseducomy.sharepoint.com/:f:/r/personal/dianalopezc_usantotomas_edu_co/Documents/APPENDICES/NON%20PARTICIPANT%20OBSERVATION?csf=1&web=1&e=x6dtsf

Appendix F

Lesson Plan 1

LESSON PLAN

Lesson Name: <u>What people do</u> Institution: <u>Gimnasio Campestre San Francisco School</u> Student-Teacher in Charge: <u>Diana Liceth Lopez Casallas</u> Grade: <u>4th Grade</u> Date: <u>October 31st, 2018</u> Time of the class: <u>2 Hours, 50 min</u>	Lesson Number: <u>1</u>
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Introduction and Rationale: In this class students will be able to learn about activities and frequency adverbs through different reading strategies.	
Objectives	<p>Language: Students will be able to comprehend short texts related to different activities that other people do daily.</p> <p>Learning: Students will use different strategies like: transferring information, scanning, previewing and contextualizing.</p> <p>Communicative: Students will be able to write their own texts about activities they do and share it with their classmates.</p>

Type of Activity	Description	Timing per step or activity	Material or resources
PRE - TASK	Students get to know the topic of the class (activities) by playing hangman. The teacher explains what it means (actions we do along the day) and provide students with an example.	10 min	Guide #1 flash cards Vocabulary papers
	Write <i>activities</i> on the board and ask one student to pass take a little paper with an activity written on it (the activities are related with background knowledge that students learned in previous classes according to the syllabus) the students mimic the activity and the rest guess, once they know the word, the students write it on the board.	5 min	
	Student go around the classroom where they find the new vocabulary related with activities (do homework, practice English, fly a plane, play baseball, listen to music and make the bed). they find the written word in	5 min	

	<p>a sentence; students predict about the meaning in the guide 1.</p> <p>Students check each sentence reading one by one and discuss if the prediction was accurate or not, the group together work in the correction of the activity led by the teacher.</p> <p>The teacher writes on the board some frequency adverbs such as: always, usually, sometimes and never and ask students to classify the vocabulary according to the frequency they perform the activities learned in the vocabulary (do homework, practice English, fly a plane, play baseball, listen to music and make the bed) writing sentences in the guide 1, exercise 2 (I always practice baseball) this activity helps students review the main topic and contextualize the vocabulary.</p>	<p>5 min</p> <p>5 min</p>	
<p>TASK CYCLE</p>	<p>Tell students about scanning strategy (high speed reading to look for specific information), provide students with a short text in Spanish and do a little practice all together in order to help students understand and have a reference about this strategy.</p> <p>Allow students scan the text in the guide, exercise 3, and develop exercise 4 simultaneously according to the text.</p> <p>TASK: give student 5 minutes to scan the reading "Emma's routine". And complete the exercise in the guide.</p> <p>PLANNING: students are set in pairs, they read carefully the text taking turns, and students compare their answers in the exercise 4. (The teacher provides with guidance and feedback to help them improve the skill through tips or strategies) such as: don't read every word, use clues on the page such as titles.</p>	<p>5 min</p> <p>5 min</p> <p>5 min</p>	

	<p>REPORT: Each group reads one part of the text (Emma's routine) for the rest, give the answer of the guide, exercise 4. In case of having different answers, student discuss about the possible answer and the teacher might help them asking questions in order to get the accurate answer.</p> <p>The teacher highlights strengths and difficulties along the different activities and suggests how to improve.</p>	10 min	
LANGUAGE FOCUS	<p>To finish the class students, contextualize the topic writing about themselves (frequency in which they develop the activities learned in the vocabulary).</p> <p>ANALYSIS: Students write a similar text using their own information and following guidelines from the previous reading (Emma's routine) in the guide, exercise 5. it is expected that students can related the reading</p>	15 min	
	<p>PRACTICE: students organize in a circle and they change the guides with another student, they read the composition written by his/ her classmate following the same strategy applied while reading in class "scanning" then, some questions will be included to trigger scanning such as (how old is she/he? how often does she or he practice baseball? where does she or he live? and so on and then they complete a chart in the guide, exercise 6. following the strategy applied in class "transferring information".</p>	30 min	
Assessment Description	To finish the class students, receive a multiple-choice test ¹ where they have to answer according to the text applied along the practice. Through this test the teacher can measure student's reading comprehension.		

Figure 4 Lesson Plan 1, Author's Own Illustration

Appendix G

Students Artifacts Guide 1, Sample

READING COMPREHENSION GUIDE #1

1. Predicting (write what you consider each word means).

WORD	PREDICTED MEANING
Practice English	
Fly a plane	
Do homework	
Make the bed	
Listen to music	
Play baseball	

2. Contextualizing (classify the previous activities according to the frequency in which you develop them).

What about me!	
I <u>always</u>	
I <u>usually</u>	
I <u>sometimes</u>	
I <u>never</u>	

Figure 5 Reading Comprehension Guide, Author's Own Illustration

5. Contextualizing (following the guidelines, write about you)

_____ 's routine

Hi! My name is _____, I'm _____ old and I am
 _____, I live with _____ and
 _____ in _____ city.

I always _____
 _____, I usually _____
 _____, I sometimes _____
 _____ and I never _____
 _____.

6. Transferring information (read your classmate composition and complete the chart).

NAME OF THE PERSON WHO ANSWERED: _____	
NAME	
AGE	
NATIONALITY	
NUMBER OF BROTHER OR SISTERS.	
LIVING CITY	
ALWAYS	
USUALLY	
SOMETIMES	
NEVER	

ANNEX 2

Figure 6 Students Artifacts Guide, Author's Own Illustration

LET'S EVALUATE
GUIDE #1

NAME: _____ **DATE:** _____

1. How often does she / he practice English?

- Always
- Usually
- Sometimes
- Never

2. How often does she / he fly a plane?

- Always
- Usually
- Sometimes
- Never

3. How often does she / he make the bed?

- Always
- Usually
- Sometimes
- Never

4. How often does she / he practice basketball?

- Always
- Usually
- Sometimes
- Never

5. How often does she / he listen to music?

- Always
- Usually
- Sometimes
- Never

Figure 7 Students Artifacts Guide, Author's Own Illustration

Appendix H

Journal 1

TEACHER'S REFLECTIVE JOURNAL FORMAT

<p>STUDENT'S NAME: <u>Diana Liceth Lopez Casallas</u> JOURNAL: <u>1</u> SCHOOL AND/OR COMMUNITY NAME: <u>Saint Francis School</u> GROUP: <u>Fourth Graders</u> DATE: <u>October 31st, 2018</u> PLACE: <u>Chiquinquirá, Boyacá</u></p> <p>ACTIVITY TO REFLECT ON: Pre-task, task cycle, language focus and assessment.</p> <p>PURPOSE OF THE ACTIVITY: In this class students will be able to learn about activities and frequency adverbs through different reading strategies such as transferring information, scanning, contextualizing.</p>	
DESCRIPTION	REFLECTION / ANALYSIS
<p>PRE TASK</p> <p>The teacher started the class by greeting the students and also allowing them to predict about the topic of the class, students participated actively in the hang man activity.</p> <p>After that, students practiced the vocabulary through a very communicative activity "mimic", this activity was very meaningful because beyond motivating students, it gave them the opportunity to be part of the class giving out options and express more about their background knowledge.</p> <p>Then, students proceed to predict the meaning of the vocabulary through the use of it in real sentences, this task was somehow challenging because students showed difficulty following instructions, but after some teacher's guidance students could do the activity and discuss the final prediction with their classmates and the teacher's guidance.</p> <p>Finishing the pre task cycle, students contextualized the vocabulary writing about the frequency in which they carry out those activities from the vocabulary. Students did a good job although it was necessary the</p>	<p>PRE TASK</p> <p>The fact of involving a kind of activity or game starting the class really motivates students, in this class it was very useful because it was the first class students had following a different class method and more that having fun the idea was helping students to strengthen reading through meaningful tasks and strategies where they were the core of the class. Students were participating because it was their task and that helped to start the class in a good environment.</p> <p>While practicing the vocabulary through mimic, students could express more and even use background vocabulary related with the topic and that is really important because this activity helped them to recycle and really use English by themselves.</p> <p>The fact of being this the first time of being involved in a totally different class method "TBL" gave them a hard time. After the explanation of the instructions a couple of students were asking questions like: what do we have to do? In that case the teacher helped them solving doubts and re explaining again being more specific. On the other hand it was somehow positive too.</p>

<p>intervention by the teacher or the use of some keywords in Spanish to help them really understand the activity.</p> <p>TASK CYCLE</p> <p>The teacher started this part by explaining students about the different strategies that were going to be used “scanning and transferring information”. It was necessary to give an example in Spanish to help students have better idea about it.</p> <p>Then, students proceed to read the text in a certain amount of time, as it was the first time they really focused in reading students were asking lots of questions and they indeed wanted to translate every single word into Spanish.</p> <p>After reading the short text, they continue developing the exercise where they had to transfer some information in order to complete a chart, although they received the previous explanation, some of them where asking about the meaning of some of the words. But all of them did the activity and by the end they had clear what they had to do.</p> <p>To finish this part, students shared the information in pairs, comparing and making corrections at the same time. Something good was that they had few mistakes and then with the teachers help we all created a little discussion to correct and verify the different answers. It was a good opportunity to highlight the importance of the different strategies.</p> <p>LANGUAGE FOCUS</p> <p>Students wrote their own texts following the guidelines from the previous reading, they overall got the idea in some occasions they asked some questions to confirm that what they were doing was pretty much correct.</p>	<p>because students participated giving different ideas about the prediction what created a little discussion that gave students the opportunity to expand their knowledge.</p> <p>In most of the activities something that was very noticeable was the difficulty while following instructions, as a first class it is normal because students are used to follow the teacher in every single activity, and in here the role changed and they were the ones in charge of developing different tasks. They needed a lot the support from the teacher and they wanted to ask every single thing and have an explanation in Spanish what needs to be change along the process of this implementation.</p> <p>TASK CYCLE</p> <p>Explaining students about the specific strategy to be followed in class indeed needs a clear example, considering that it is something totally new for them. In this case the fact of giving them a Spanish example indeed facilitated the rest of the class in a 60%.</p> <p>The reading part was challenging for students as it was expected for being the first class, because they wanted to translate word by word, for them it was hard to follow scanning strategy, also students needed the teacher most of the time. the goal of the class was not completely fulfilled. By the time that students had to do the transferring information activity they were asking a lot of question about the meaning of some words at the beginning, but as part of the process the teacher used to do a general and clear explanation and then let students worked on their own to help them to follow instruction and have more confidence. Considering that some of them knew the words but they wanted to confirm and translate all the time.</p>
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<p>Most of the students really concentrated in the activity and developed it in the right time, some other took a little bit longer what all of them accomplished it.</p> <p>Then, students changed their little compositions with other students and individually did the activity where transferring information was used, as it was the second time it was way easier for them, and by this time students had a clearer idea about scanning so instead of asking the meaning of every single word students were focusing in key words that helped them understand the text faster.</p> <p>To finish the class students answered a test where they had to choose the correct answer according to their classmate text. Most of them answer correctly and for them this part was pretty much easy considering that they followed a full process, and by this time they were familiar with the vocabulary and the text.</p>	<p>At the end students had the opportunity to share the information, making correction. This step was crucial to give students strategies to avoid translating. One of the best advices that helped students was the fact of focusing in key words. Also, this part was meaningful considering that we made corrections all together and the teacher provided pupils with a feedback that helped students understand and realize about their strengths as well as their weaknesses.</p> <p>LANGUAGE FOCUS</p> <p>Students carried out the activity with more confidence, as a teacher I realized that so many times they asked questions but just for verifying that what they were doing was correct. Moreover, The fact of creating something following some guidelines helped students a lot.</p> <p>After, while doing the transferring information exercise students did a better job because they had a better idea of the full activity. Also, I realized that some of them understood right away because they were focusing in key words and not in reading word by word. For instance one student was reading one of his classmate's text and loud he said "Nicolas never makes his bed, how dirty" although it was a little bit rude it proves that he was clearly understanding what he was reading. And that was the point.</p> <p>By the time of the assessment, students had no difficulty answering because when TBL "task based learning" is followed step by step, students acquire meaningful knowledge in a very practical way. Probably at the beginning students had difficulty but after discussing, sharing, working individually and so many other things students ended up being so involved and familiar with the topic. This class was very rewarding because although they were being assessed they found it easy, they knew</p>
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	the answers and they knew what they were doing.
EVALUATION	
<p>For future classes it is important to take into account the use of the same strategies to see students' progress. Other thing that is very relevant is the fact of helping students to be more independent and start thinking more in English rather than translating, one of the possible suggestions could be finding the way to contextualize more so that students get to learn in a meaningful way instead of memorizing single words.</p> <p>One final recommendation is to be very specific while giving instructions or explanations and follow TBL steps to facilitates students learning process.</p>	

Figure 8 Teacher's Reflective Journal Format, Author's Own Illustration

Appendix I

Lesson Plans

https://usantotomaseducomy.sharepoint.com/:f:/r/personal/dianalopezc_usantotomas_edu_co/Documents/APPENDICES/LESSON%20PLANS?csf=1&web=1&e=njvsSM

Appendix J

Students Artifacts Samples

https://usantotomaseducomy.sharepoint.com/:f:/r/personal/dianalopezc_usantotomas_edu_co/Documents/APPENDICES/STUDENTS%20ARTIFACTS?csf=1&web=1&e=mVX3dn

Appendix K

Reflective Journals

https://usantotomaseducomy.sharepoint.com/:f:/r/personal/dianalopezc_usantotomas_edu_co/Documents/APPENDICES/REFLECTIVE%20JOURNALS?csf=1&web=1&e=rL0SZp

Appendix L

Triangulation Table

https://usantotomaseducomy.sharepoint.com/:w:/r/personal/dianalopezc_usantotomas_edu_co/Documents/APPENDICES/TRIANGULATION%20CHART.docx?d=wb8b3c8691619411fba608e71f1419c3d&csf=1&web=1&e=nyf0Sf