



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

TASK BASED LEARNING ACTIVITIES TO DEVELOP
READING COMPREHENSION AMONG STUDENTS
OF NINTH-YEAR "A", AFTERNOON SESSION AT 27
DE FEBRERO HIGH SCHOOL IN THE CITY OF LOJA
DURING 2019-2020 SCHOOL YEAR

Thesis as a previous requirement to
obtain the Bachelor's Degree in Sciences
of Education, English Language Major.

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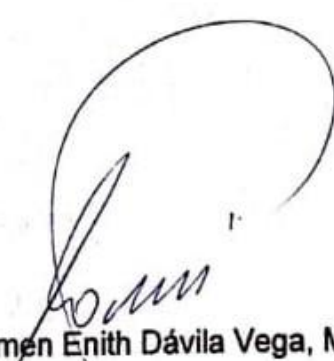
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CERTIFIES:

The present research work entitled **TASK BASED LEARNING ACTIVITIES TO DEVELOP READING COMPREHENSION AMONG STUDENTS OF NINTH-YEAR "A", AFTERNOON SESSION AT 27 DE FEBRERO HIGH SCHOOL IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR**, under the responsibility of the undergraduate student, **KIMBERLY SANTÍN BUSTAMANTE**, has been thoroughly revised and fully analyzed. Therefore, I authorize the presentation of thesis for the pertinent legal aims.

Loja, May 22nd, 2020



Dra. Carmen Enith Dávila Vega, Mg. Sc.
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THE AUTHOR

DEDICATION

I want to dedicate this work to God, who has helped me a lot in my personal and academic life. To my family, my mother Yaqueline, my father Oney and my sister Lileth, all my love and appreciation, they have always supported me during the good and bad days that I faced during my studies.

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a. TITLE

TASK BASED LEARNING ACTIVITIES TO DEVELOP READING COMPREHENSION AMONG STUDENTS OF NINTH-YEAR "A", AFTERNOON SESSION AT 27 DE FEBRERO HIGH SCHOOL IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR

b. RESUMEN

Este trabajo de investigación tuvo como objetivo mejorar la comprensión lectora a través de actividades de aprendizaje basadas en tareas con los estudiantes de noveno año "A". Los métodos utilizados en esta investigación para recopilar, describir, procesar e interpretar y analizar los datos fueron el científico, descriptivo, estadístico y analítico-sintético. Para recopilar información sobre las habilidades de comprensión lectora de los estudiantes, se emplearon algunos instrumentos, como pruebas y cuestionarios que se aplicaron a veintinueve estudiantes. Las fichas de observación y los diarios también se usaron para registrar el desempeño y la actitud de los estudiantes hacia las actividades de aprendizaje basadas en tareas. Los resultados mostraron que los estudiantes desarrollaron significativamente sus habilidades en la comprensión lectora, como descubrir la idea principal, identificar detalles complementarios y secuenciación. Se concluye que las actividades de aprendizaje basadas en tareas fueron efectivas para mejorar la comprensión lectora de los estudiantes, ya que los guiaron a comprender lo que leían e incrementaron su participación en clase.

ABSTRACT

This research work aimed to improve reading comprehension through task based learning activities among students of ninth-year "A", afternoon session at 27 de Febrero High School during the 2019 - 2020 school year. The methods utilized in this research to collect, describe, process, interpret and analyze data were: the scientific, descriptive, statistical, and analytic-synthetic. To collect information about students' reading comprehension skills, some instruments were employed, such as tests and questionnaires which were applied to twenty-nine students. Observation sheets and reflective journals were also used to record students' performance and attitude towards task based learning activities. The results showed that students developed significantly their abilities in reading comprehension, such as discovering main idea, identifying supporting details and sequencing events. To conclude, task based learning activities were effective to improve students' reading comprehension as they guided students to comprehend what they read and raised the desire to participate confidently in lesson.

c. INTRODUCTION

Reading comprehension has become an issue in society. Many people finish their academic studies without being able to read and comprehend even a short paragraph on their own. For that, students need extensive practice to master reading comprehension. Most of them find difficult to comprehend a reading text due to many reasons. For instance, they have never been exposed to reading environments, reading materials have been boring, or another important factor, they have not showed interest in reading throughout their lives. For this reason, the researcher intends to investigate the following question How do task based learning activities develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School in the city of Loja during the 2019–2020 school year?

Task based learning activities were chosen because they allow students to develop reading comprehension in different ways. These activities call students' attention and develop their reading abilities. They also offer a huge variety of innovative and meaningful tasks that help students to develop their higher order skills.

Another important reason that motivated the use of task based learning activities was that they enhance cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out reading tasks (Ellis, 2003).

The specific objectives to develop this investigation were: to research the theoretical and methodological references about the task based learning activities and their application on the reading comprehension, to diagnose the issues that limit the development of reading comprehension, to design an intervention plan based on task based learning activities in order to improve reading comprehension, to apply the most suitable task based learning activities in order to improve reading comprehension and to validate the effectiveness of task based learning activities to develop reading comprehension among students of ninth-year "A", afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.

Multiple methods were used during this thesis. **The scientific method** facilitated to find alternatives for possible solutions and assisted the collection of data to make relevant predictions and the analysis of it. **The descriptive method** described the different stages of the study and the kind of resources used by the researcher. **The analytic-synthetic method** was used to analyze the obtained results through the pretest and posttest and also to interpret the qualitative data from questionnaires observations sheets and reflective journal. **The statistic method** was useful to make the quantitative statistical analysis of the data obtained from the tests and questionnaires.

This current work contains the following parts. First, the **abstract** that includes the general objective of the research work, the methods,

instruments, population, main results from the tests and questionnaires and main conclusions. Second, the **introduction** which contains the contextualization of the problem, the research problem, reasons why the theme was chosen, specific objectives of the study, the methodology and the content of the thesis. Then, there is the **literature review**, which encloses information about the two variables task based learning activities and reading comprehension. The **materials and methods section**, includes different resources used during the intervention plan, the design of the research, methods, techniques and instruments applied in the investigation, as well as the population involved. After that, the **results section** which encompasses tables, figures and analysis of the data obtained from the application of tests and questionnaires. Next, the **discussion**, which incorporates the general score from the tests, the phases of intervention, and the contribution that the strategy had in the development of reading comprehension and, finally the **conclusions and recommendations** about the research work, which determine the main achievements and give some suggestions for future researchers, so that they aid students to develop reading comprehension.

d. LITERATURE REVIEW

TASK BASED LEARNING ACTIVITIES

Definition of Task Based Learning (TBL)

TBL is part of a communicative approach that has been followed since the emergence of communicative methodologies in the 1980s, it is regarded as a modern version of that methodology (Richards & Theodore S, 2001).

Richards and Theodore S (2001) found that “TBL refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching”(p.223).

Task.

Some different author’s perspectives about what a task means are described below.

Ellis (2003) defines a task as an activity “that call for primary meaning-focused language use”. The purpose of a task is learning a language, giving emphasis on the significance or importance of the task.

Moreover, Ellis (2003) includes a great amount of task definitions by different authors, for instance:

Long (1985) mentions that a task is “a piece of work undertaken for oneself or for others, freely or for some reward”. This is anything people do in everyday life, for example, at home, at work, and in between.

Richards, Platt and Webber (1985) ,Nunan (1989) and Breen(1989) agree in the fact that a task is a result of a process that necessarily involves language communication.

Willis (as cited in Yalcin & Basaran, 2008)adds an interesting definition of a task which it is not comprised of mainly speaking or communication, she claims that a task is “a goal-oriented activity with a clear purpose”.

Skehan (as cited in Ellis, 2003) reports that a task is “an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome”, what it means that a task is characterized by the meaning and the relationship that the activity has to the real world.

Types of tasks with their activities.

Willis (as cited in Richards and Theodore S, 2001) proposes six task types with their activities respectively, which are:

Listing.

Examples: Brainstorming, fact finding.

Ordering and sorting.

Examples: Put events from news into correct order, complete a chart using information from a text.

Comparing.

Examples: matching words with the correct meaning, finding similarities and differences.

Problem solving.

Examples: Puzzles and logic problems, real life problems, case study.

Sharing personal experiences.

Examples: Anecdotes, personal reminiscences, attitudes, opinions, personal reactions.

Creative tasks.

Examples: Media projects, creative writing like poems or social/historical investigations (p. 234).

Pica, Kanagy, and Falodun (as cited in Richards and Theodore S, 2001) classify tasks according to the type of interaction that occurs in task accomplishment. They present the following classification:

Jigsaw tasks.

Learners combine different pieces of information to form a whole.

Information-gap tasks.

It includes a negotiation with another group or student in order to find out the missing information and complete the activity.

Problem-solving tasks.

Students must arrive at a solution to the problem.

Decision-making tasks.

The same problem but now possible solutions are given and the students must choose one through negotiation and discussion.

Opinion exchange tasks.

Learners take part in a discussion and exchange of ideas. They do not need to reach agreement (p. 234).

TBL Activities to Develop Reading Comprehension

Information-gap activities.

These activities are “those that involve the transfer of information from one person to another, from one form to another or from one place to another” (FluentU, 2019). They have the aim to discover certain information, whether about the other person or related to a specific activity (Bte Abduh, 2013)

Moreover, Marashi & Mehdizadeh (2019) state that information-gap activities emphasize vocabulary and grammatical structures and allow students to use linguistic forms in a communicative way, and thus bring the language to life for students.

Matching activities.

Matching is defined as the activity to choose something that is right for a particular activity or purpose (Cambridge Dictionary, 2019). In these activities, students are given a list of possible answers which they have to match with some other list of words, phrases, sentences, paragraphs or visual clues (Prezi, 2013).

There are some tips to construct matching questions:

- Provide more possible options than questions
- Keep questions and options short and homogeneous (same type)
- Give clear instructions

- Be conscious of layout and format (keep both columns on the same page)
- Stems ("question") column on the left while responses column on the right. Number them.
- State whether or not the answers can be used more than once.

Ordering Activities.

These activities consist of putting a group of words, phrases, sentences or paragraphs in order. They are typically used to assess or evaluate reading comprehension (Prezi, 2013).

The way information is organized in a text helps the reader understand the ideas and make meaningful connections. The information from a text can be grouped in different ways, for example: sequentially (procedure) or by order of importance (persuasive argument). Using these activities students will be able to learn to read the text more independently and practice reading strategies, including skimming, scanning, rereading, making predictions, and making connections (Think Literacy, 2019).

To construct good order activities is important to make the instructions simple and clear and make sure that the information in text is not confusing.

Task Based Learning Framework

Willis (as cited in Richards & Theodore, 2001) recommends a clear structure for a lesson, taking into account the following steps.

Pretask.

It refers to the introduction to the topic and task with these characteristics:

- Teacher helps students to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using photos or flashcards, miming or introducing personal experiences related to the topic.
- Students can do a pretask like a game based on the topic.
- Teacher may highlight useful words and phrases but not preteach new structures.
- Students can be given a period of time to plan how to do the task.
- If the task is based on a text, students read part of it.

The task cycle.

Task.

- The task is done by students (either in groups or in pairs) and they have to use whatever language they already know and say whatever they want to say. This may be in response to reading a text.
- Teacher walks round and monitors, encouraging their attempts at communication in the target language.
- Teacher helps students to formulate what they want to say.
- Success in achieving the goals of the task help students' motivation.

Planning.

- It prepares for the next stage, when students are asked to report briefly to the whole class how they did the task and what the outcome was.
- Students draft and rehearse what they want to say or write.

- Teacher goes round to advise students on language, suggesting phrases and helping students to polish and correct their language.
- If the reports are in writing, teacher can encourage peer editing and use of dictionaries.
- The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.
- Individual students often take this chance to ask questions about specific language items.

Report.

- Teacher asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. The rest of the class may take notes.
- Teacher chairs, comments on the content of their reports, rephrases perhaps, but gives no overt public correction.

The language focus.

Analysis.

- Teacher sets some language-focused tasks, based on the descriptive texts students have read or on the transcripts of the recordings they have heard.
- Examples like finding words and phrases related to the title of the topic or text, reading the transcript, find words ending in s or 's and say what the s means.
- Teacher starts then students continue, often in pairs.

- Teacher goes round to help; students can ask individual questions.
- In plenary, teacher then reviews the analysis, possibly writing relevant language up on the board in list form; students may make notes.

Practice.

- Teacher conducts practice activities as needed, based on the language analysis work already on the board, or using examples from the text or transcript.
- Practice activities can include: choral repetition, memory challenge games, sentence completion, matching verbs, etc.(p. 240).

Evaluation and Reflection.

- Teacher asks students to reflect on the task cycle and say or write down how they felt about it and what they learned.
- Teacher can ask questions like What did you learn today?or Did you like it?

READING COMPREHENSION

Definition of Reading Comprehension

Harris & Hodges (as cited in Moore, McClelland, Alef, & Vogel, 2016) define reading comprehension as “the construction of meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context”

Bojovic (2014) states that reading comprehension is “a process of getting meaning from and bringing meaning to a text”. It implies identifying the

product of reading that is comprehension.

According to Heilman, Arthur W, et al (as cited in Sinaga, 2015), reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. This concept requires students' interpretation during the reading process.

Levels of Comprehension

Burns (as cited in Sinaga, 2015) states four levels of comprehension that must be achieved in reading, they are:

Literal reading.

It involves acquiring information directly stated in a selection and it is also a prerequisite for higher - levels understanding. The skills that are involved are the following:

- The ability to follow direction.
- The ability to restate the author's material in other words.

Interpretive reading.

It involves reading between the line or making inference. The skills that are involved are the following:

- Inferring main idea of a passage in which the main ideas are not directly stated.
- Inferring cause and effect relationship when they are not directly stated, detecting the author's purpose in writing.

Critical reading.

It is an evaluation of written materials-comparing the idea discovered in the materials with knowing standards and drawing conclusion about accuracy, appropriateness, and time. The skills that are involved are the following:

- Active readers
- Questioning searching for facts

Creative reading.

It involves going beyond the material presented by the author. It requires readers to use their imagination. The skills that are involved are the following:

- Production of new insight.
- Fresh approach.
- Original construct (p.11).

Teaching Reading Comprehension

Teachers may apply some activities before, during and after reading to make students involve in the reading process (Budiharso, 2014). This process includes the following stages with some activities that teachers can use in each phase.

Pre-reading activities.

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. The purpose of these activities is to motivate and attracts students' attention to the text. Students want to

read if reading satisfies their desires to conquer their world and if reading feeds their interests. (Harris & Smith, 1986) The activities could be: presenting key words, asking questions related to the topic, or explaining briefly the contents of the text. Moreover, teachers can use some attractive color scheme, a cartoon, a picture, or some other approaches to gain the attention of the students and showing them what they will be able to do when finishing the reading class.

During/ whilst reading activities.

They are the activities that the reader does while reading takes place. Greenwood (1981) suggests five activities to do in while reading, these activities include:

- Identifying the main idea.
- Finding details in a text.
- Following a sequence.
- Inferring from the text.
- Recognizing the discourse patterns.

Post-reading activities.

They are the activities conducted by a reader after reading with the aim to recheck reader's understanding on the text topic being read. These activities according to Tierney and Cunningham (1984) could be post-questions, feedback, and group and whole class discussions. This discussion can be in a group or whole-class discussion. The discussion may depend on the class size. If the class is big, it will be better to have group

discussion. If the class is small, it will be better to have whole class discussion.

Strategies in Teaching Reading Comprehension

Brown (as cited in Sinaga, 2015) states some strategies that teachers can apply in teaching reading comprehension, they are:

Identify the purpose in reading.

By identifying the purpose in reading, the students know what they are looking for and can weed out potential distracting information. Teacher need to make sure that students catch what the purpose of reading is.

Use graphemic rules and patterns to aid in bottom-up decoding.

As students find difficult to make correspondences between spoken and written English, hints and explanations about certain English orthographic rules and peculiarities could be needed.

Reading silently.

This is for relatively rapid comprehension (for intermediate to advanced levels). It can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners.

Use semantic mapping or clustering.

It helps the reader to provide some order to the mind chaos while reading. The purpose of this strategy is to make students collectively induce order and hierarchy to a passage.

Analyze Vocabulary.

An appropriate technique to know the meaning of a word in passage is by

guessing but the key to successful guessing is to make it reasonably accurate. In the case of an unknown word in passage, these following techniques can be used:

- Look for prefixes (*co-*, *inter-*, *un-*, *etc.*) that may give clues.
- Look at the semantic context (topic) for clues.
- Look for suffixes (*-tion*, *-tive*, *-ally*, *etc.*) that may indicate what part of speech it is.
- Look for roots that are familiar (e.g., *intervening* may be a word a student doesn't know, but recognizing that the root *ven* comes from Latin "to come" would yield the meaning "to come in between").
- Look for grammatical contexts that may signal information.

Distinguish between literal and implied meanings.

It requires top-down processing skills due to not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers (pp. 13-14).

Professional Development Service for teachers (2015) proposes additional comprehension strategies that are defined as the 'mental processes' that good readers use to understand text. These strategies are:

Predicting.

It helps activate prior knowledge and it is based on clues in text (pictures, subtitles, etc.)

Connecting.

It includes making strong connections between their prior knowledge and

the new information presented in text.

Comparing.

This is about thinking more specifically about connections they are making, e.g. How is this different to....?

Inferring.

It refers to taking information from a text and creating their own interpretations beyond the literal level.

Synthesizing.

It consists of piecing information together as students read a text, to keep track of what is happening.

Skimming.

It involves glancing quickly through material to gain a general impression or overview of the content. This involves the reader passing over much of the detail to get the general gist of what the text contains.

Scanning.

Scanning involves glancing through material to locate specific details such as names, dates, places or some particular content.

Summarising and Paraphrasing.

It reduces larger texts to focus on important elements and re-state/re-write text in own words using key words to capture main focus.

Reading Skills

According to Roit (2015), reading skills are tools readers use to organize the structure of text, e.g., main idea and supporting details, compare and

contrast, sequencing, etc. These skills require practice in order to become automatic, they are:

Identifying cause and effect relationships.

This is one of the most important aspects of comprehension instruction. It is beneficial for students to learn signal words called causal indicators, these signal words include the following: because, for, since, therefore, so, consequently, reason for, source of, led to, in order that, due to, and as a result.

Understanding a sequence.

The use of time and order signal words such as before, after, first, and next and clearly, instruction about how to recognize and understand time- and order sequences of events can contribute greatly to students' comprehension of a variety of texts. Finding meaning in a text depends on the ability to understand and place the details, the sequence of events, within some larger context—the beginning, middle, and end of a story. (Teacher Vision, 2007)

Comparing and contrasting.

This ability is for pointing out similarities and differences between two or more topics, including ideas, characters, settings, or events. Compare-contrast signal words can be used as the following: like, as, still, although, yet, similarly, different from, opposite, same, too, in contrast, but, however, rather, and on the other hand.

Classifying and categorizing.

It means putting like things or ideas together, is a natural human activity.

Identifying and distinguishing main Ideas and details.

This is crucial to full comprehension if students identify relevant information in a text, including main ideas and the relations among ideas. Distinguishing main ideas will guide students to use their prior knowledge of the topic of a selection to help them determine what is more and less important.

- Main idea is the chief point an author is making about a topic. It sums up the author's primary message (University of Hawaii, Manoa, 2014)
It is important to find the main idea because it is the key to get the result in reading: comprehension. (Monterrey Peninsula College, 2014)
- Supporting details are facts, statements, examples-specifics which guide us to a full understanding of the main idea. They also clarify, illuminate, explain, describe, expand and illustrate the main idea (University of Hawaii, Manoa, 2014). It is important to distinguish between:
 - Major details--the most important facts or ideas that directly explain the main idea
 - Minor details--facts or ideas that provide additional information or explain a major detail. (McWhorter & T., 2012)

Distinguishing fact from opinion.

Students need to evaluate what they read by distinguishing facts from opinions. Teachers should help students to understand that a fact can be verified or tested and an opinion cannot be demonstrated.

Assessing Reading

Alderson (2000) explains that there is no best method for testing reading. “No single test method can fulfil all the varied purposes for which we might test” However, he claims that certain techniques might be suitable for testing reading, as the following:

Multiple choice tests.

These techniques allow testers to control the range of possible answers to comprehension questions and the students’ thought processes when responding.

Matching questions.

They are also called multiple matching. Some examples of this technique are matching headings for paragraphs to their corresponding paragraph or titles of books against extracts from each book and so on.

Short –answer tests.

They are just questions that required a brief response.

Ordering tasks.

In these tasks, candidates are given a scrambled set of words, sentences, paragraphs or texts and have to put them into their correct order.

Dichotomous items.

It is a popular technique that is formed with items with only two choices. The candidates have 50 % of getting the correct answer. For example, true or false items.

Editing tests.

They consist of passages in which errors have been introduced, which the candidate has to identify. These errors can be in multiple-choice format or can be more open.

The C-test.

The purpose is to reduce redundancy. In C-tests, the second half of every second word is deleted and has to be restored by the reader.

The free-recall test.

This technique provides a purer measure of comprehension. In this test, students are asked to read a text, to put it in one side, and then to write down everything they can remember from the text.

The summary test.

In these tests, students read a text and then are required to summarize the main ideas, either of the whole text or part of it.

The gapped summary.

For doing this activity, students read a text, and then read a summary of the same text, from which key words have been removed. Their task is to restore the missing words. That will be possible if students have both read and understood the main ideas of the original text.

Information-transfer activities.

The student's task is to identify in the target text the required information and then to transfer it, often in some transposed form, on to a table, map or whatever. The answers can be numbers or names, phrases or short sentences (pp. 203-247).

Reading Materials

To improve students' reading comprehension is important to design appropriate material. Harmer (2010) holds some suggestions that teacher can apply during a reading lesson, they are:

Jigsaw reading.

They are pieces of sentences that belong to a reading. The purpose is to arrange the parts to recover the original story. Students read a short text which sets up a problem and then, the others students in a group read three different texts, all of which are about the same thing (different aspects of behaviour such as anger, or different reports on a problem, or different parts of a story or strange event). When they have read their texts, they come together in groups where each student has read a different text, and they try to work out the whole story, or describe the whole situation.

Reading puzzles.

It motivates students to perform reading tasks. It consists of a text chopped up so that each paragraph is on a different piece of paper. Students have to reassemble the text. Series of emails out of sequence can be given to the students, they order the parts of the emails.

Using newspapers.

They are handy to do matching exercises for example, ones where students have to match articles with their headlines or with representative pictures.

Poetry.

Lines from poems are distributed among students in groups. They have to reassemble the poem by putting the lines in order.

The University of Texas (2019) reports additional materials to apply in a reading lesson, they are:

Narrative text.

Texts that includes: short stories, myths, folktales, tall tales, fables, legends, autobiographies, biographies, fantasies, historical fiction, mysteries, science fiction, and plays.

Expository text.

It is also called informational text. It includes newspapers, content area textbooks, magazines, brochures, and catalogues.

An expository text can be a description which encloses specific details about a topic, person, event, or idea or it could be a sequence that presents, for instance, actions leading to a historical event or the steps in a scientific process.

Graphic organizer.

It is a useful tool that is used to organize text structures and guide comprehension before, during, and after reading. It also helps students to

remember important details in narrative texts and expository texts (The University of Texas, 2019).

e. MATERIALS AND METHODS

Materials

The materials used to complete this research were human, material and technical. In regards to the human resources, students of ninth year "A" at 27 de Febrero High school were the participants and the researcher. The material resources implemented included lesson plans based on the Activation-Connection and Affirmation model, which were functional to carry out the intervention plan. Flashcards, songs and photos were used to engage students in the class during the activation phase. Narrative and expository texts were handy to help students discover the main idea and the supporting details respectively. Worksheets were designed to create a list of matching and ordering activities and guide students to comprehend what they read. Moreover, jigsaw readings and reading puzzles were utilized to find a sequence in a reading. Finally, in terms of technical material, the researcher used computer, cellphone and speakers. They all were effective to implement the intervention plan and all the stages.

Design of the research

This research was developed following the steps of an action research design proposed by Creswell (2012) who mentions that it is a “systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their

particular educational setting operates, their teaching, and their student learning”.

The process of action research includes the following steps: identify a problem to study, locate resources to help address the problem, develop and implement a plan of action, and reflect on the results.

The investigator followed the previous steps in the following way: first, the researcher identified the problem of reading comprehension among students of ninth-year “A” through non-participant observation. Second, the resources were chosen to address the problem with the exploration of literature and existing data and in this step, task based learning activities were chosen as a strategy to solve the problem. Third, the researcher designed an intervention plan that emphasized on the use of task based learning activities to improve students’ weaknesses in reading comprehension. Finally, the researcher implemented the intervention plan and reflected on the results gathered from the investigation.

Methods, Techniques and Instruments

Methods

In the development of this research four different methods were handled. They are named below.

The Scientific method aided to find possible solutions and assisted the collection of data to make relevant predictions and the analysis of it.

The Descriptive method detailed the different stages of the study and the kind of resources used by the researcher.

The Analytic-synthetic method was necessary to analyze the obtained results from the instruments used in the research, they were: pre and posttest, pre and post questionnaire, observation sheets and reflective journals.

The Statistical method was convenient to make the quantitative statistical analysis of the data obtained from the tests and the qualitative data from questionnaires, observations sheets and reflective journals.

Techniques and instruments

The researcher designed tests to collect quantitative data and questionnaires, observation sheets and reflective journals for the qualitative data, during the data collection phase.

Tests

Two tests were applied, a pre-test at the beginning and a posttest which included the same questions, at the end of the intervention plan. The test consisted of seven questions. The first two questions were focused on having students discovering the main idea from reading texts, the questions number three, four and five to find supporting details in expository texts and the last two questions to follow a logical order of events to comprehend what they read. The objective of these tests was to measure students' performance of reading comprehension before and after the intervention plan.

Questionnaire

Pre and post questionnaires were implemented at the beginning and at the end of the intervention plan. These instruments included six questions: three multiple choice and three yes/no questions. It was administered to the participants to answer questions related to their attitudes and feelings toward task based learning activities.

Observation sheet

The researcher utilized this instrument to observe and record students' achievements in reading comprehension through the use of task based learning activities in each lesson.

Reflective Journal

It was an instrument implemented to gather students' reactions and attitudes while students were working on task based learning activities, this information was registered every day in each reading lesson.

Population

The participants of this research were 29 students of ninth-year "A", afternoon session at 27 de Febrero High School, who were all about thirteen to fourteen years old; thirteen girls and sixteen boys.

Description of the intervention plan

The development of this intervention plan followed these five phases:

Phase 1. Initial Reflection

Through a non-participant observation the researcher noticed that reading comprehension was an issue that needed to be solved among students of ninth- year “A”, afternoon session at 27 de Febrero High School. Therefore, task based learning activities were chosen as a strategy to solve this issue.

Phase 2. Planning

Activation-Connection-Affirmation stages of the lesson plan were adopted to solve the ninth-year “A” students’ weaknesses on reading comprehension. The lesson plans were organized with task based learning activities such as information-gap activities, ordering activities and matching activities.

Phase 3. Action

The intervention plan was developed during 40 sessions of 45 minutes each one during 8 weeks period of time.

Phase 4. Observation

During the intervention plan, the researcher monitored and recorded ninth-year students’ achievements and reactions to the planned activities by using the observation sheet and the reflective journal.

Phase 5. Reflection

At the end of the intervention plan, the researcher reflected on the results of it and found how effective the use of task based learning activities was to improve students' reading comprehension among students of ninth-year "A", afternoon session at 27 de Febrero High School during the 2019 -2020 school year.

f. RESULTS

The fulfillment of the specific objectives of this research is described in this section.

The first objective was accomplished through gathering information from different resources like journals, papers, classical works, blogs and scientific articles. The literature was useful to design the intervention plan, make the tests and questionnaires in order to solve the problem of reading comprehension. The second objective was fulfilled with the application of the pretest. The results of the pretest are showed on Table 1. They allowed to diagnose the students' issues that limited their development of reading comprehension.

The third objective was achieved through the design of the intervention plan based on task based learning activities. This plan followed the Activation, Connection and Affirmation model. Each lesson plan contained three different activities which were information-gap, matching and ordering activities with different materials. The fourth objective was attained through the results obtained from the pre and post questionnaires, which are illustrated in tables from 2 to 7. The fifth objective was accomplished with the post test results showed in Table 8, which demonstrated the positive effects that task based learning activities had on reading comprehension.

Pre-test Results

Objective Two: To diagnose the issues that limit the development of reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.

a. Table 1

Pre Test Scores of Students of Ninth Year “A” in Reading Comprehension.

Student’s code	MI	SD	SE	Score
Score	/2.5	/5	/2.5	10
VDFH9A01	0.0	2.6	1.1	3.7
VDFH9A02	0.0	2.2	0.8	3.0
VDFH9A03	1.3	2.4	1.7	5.4
VDFH9A04	0.0	1.0	0.2	1.2
VDFH9A05	2.5	2.7	0.6	5.8
VDFH9A06	1.3	2.5	0.5	4.2
VDFH9A07	1.3	2.4	1.3	5.0
VDFH9A08	1.3	1.7	0.5	3.4
VDFH9A09	1.3	1.7	1.6	4.5
VDFH9A10	1.3	1.8	0.2	3.3
VDFH9A11	1.3	1.9	0.4	3.5
VDFH9A12	1.3	1.8	0.2	3.2
VDFH9A13	1.3	2.3	1.1	4.7
VDFH9A14	0.0	2.3	1.1	3.4
VDFH9A15	1.3	2.7	0.8	4.8
VDFH9A16	1.3	2.8	1.0	5.0
VDFH9A17	1.3	2.5	1.1	4.8
VDFH9A18	0.0	2.2	1.1	3.3
VDFH9A19	1.3	2.3	1.3	4.9
VDFH9A20	1.3	2.7	0.8	4.8
VDFH9A21	1.3	2.0	0.9	4.1
VDFH9A22	0.0	1.8	1.5	3.3
VDFH9A23	1.3	1.9	0.5	3.7
VDFH9A24	1.3	2.1	1.4	4.7
VDFH9A25	1.3	1.8	0.2	3.3
VDFH9A26	1.3	1.8	1.1	4.2
VDFH9A27	1.3	2.1	0.8	4.1
VDFH9A28	1.3	2.1	1.1	4.4
VDFH9A29	0.0	2.3	1.1	3.4
MEAN	1.0	2.1	0.9	4.0

Note. VDFH= 27 de Febrero High School, 9A= ninth- year “A”, 01= Student’s Code, MI= Main Idea, SD= Supporting Details, SE= Sequencing events.

b. Interpretation and Analysis

Table 1 shows the total mean score students of ninth-year “A” attained in reading comprehension that is 4.0/10. This score situates students in a below average qualitative score range (see grading scale on page. 139). The highest score students reached was in the aspect of identifying supporting details, with the mean 2.1/5. It demonstrates that students had a vague idea of what supporting details mean but they failed in differentiating between major and minor details in a reading text. Conversely, the lowest score students gathered was in sequencing events, with the mean 0.9/2.5. It indicates that students had difficulties in organizing the events of a reading text as they ignored the use of time and order signal words which are the key to recognize and understand the reading text.

Consequently, these results demonstrated that students have not developed their reading skills properly, especially in sequencing events as they had some limitations in following essential patterns and reach the product of reading comprehension.

According to Heilman, Arthur W, et al (as cited in Sinaga, 2015), “reading comprehension is a process of making sense of written ideas through meaningful interpretation”. This concept requires students’ development of some reading skills to organize the structure of text, e.g., main idea, supporting details and sequencing to reach the product of reading.

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable task based learning activities in order to improve reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 – 2020 school year.

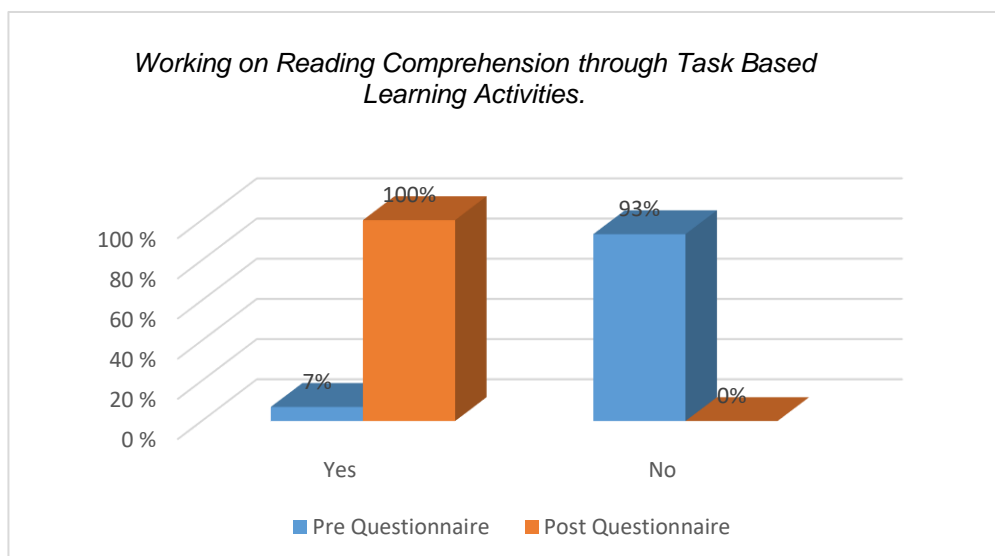
Question 1: Have you ever worked on reading comprehension through task based learning activities?

a. Table 2

Working on Reading Comprehension through Task Based Learning Activities.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Yes	2	7	29	100
No	27	93	0	0
TOTAL	29	100	29	100

b. Figure 1



c. Interpretation and Analysis

The data in Table 2 shows that 93 % of students answered they have not worked on reading comprehension through task based learning activities. This percentage proved that students have not been exposed to a series of activities like matching or ordering for developing their reading comprehension skills. Nevertheless, after applying the intervention plan, all students (100%) answered positively towards working on task based learning activities, meaning, that this kind of tasks allowed them to understand a reading text easily. They were actively engaged with each reading lesson and willing to complete the activities.

According to Nahavandi (2011), task based learning activities have positive effects on EFL learners' reading comprehension. In TBL learning is fostered through performing a series of activities which are not conventional ones, like answering questions or highlighting words, in order to reach a successful task realization.

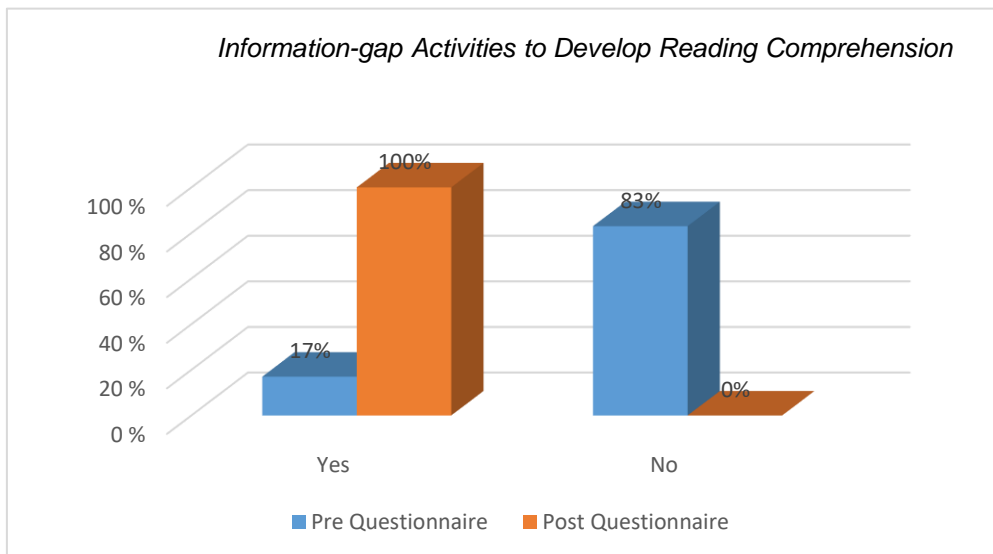
Question 2: Do you think information-gap activities develop reading comprehension?

a. Table 3

Information-gap Activities to Develop Reading Comprehension

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Yes	5	17	29	100
No	24	83	0	0
TOTAL	29	100	29	100

b. Figure 2



c. Interpretation and Analysis

Table 3 indicates that many students (83%) did not think that information-gap activities develop reading comprehension. This shows that students overlooked that these activities provide them reading practice to become skilled readers. They did not feel motivated to get in pairs and to start sharing information. However, after the implementation of the intervention plan, all students (100%) agreed that information-gap activities developed reading comprehension. Students confirmed that these activities were useful tools to exchange and compare information, fill in the blanks and consequently reach comprehension in narrative and expository texts. Students were enthusiastic and confident to share information with a partner to find the main idea easily.

Nahavandi (2011) suggests that reading comprehension can be improved by using task based learning activities, especially information-gap. Students

have part of the information that another student does not have, so they try to fill the gaps of their understanding by sharing their ideas and facing the problems in answering comprehension questions.

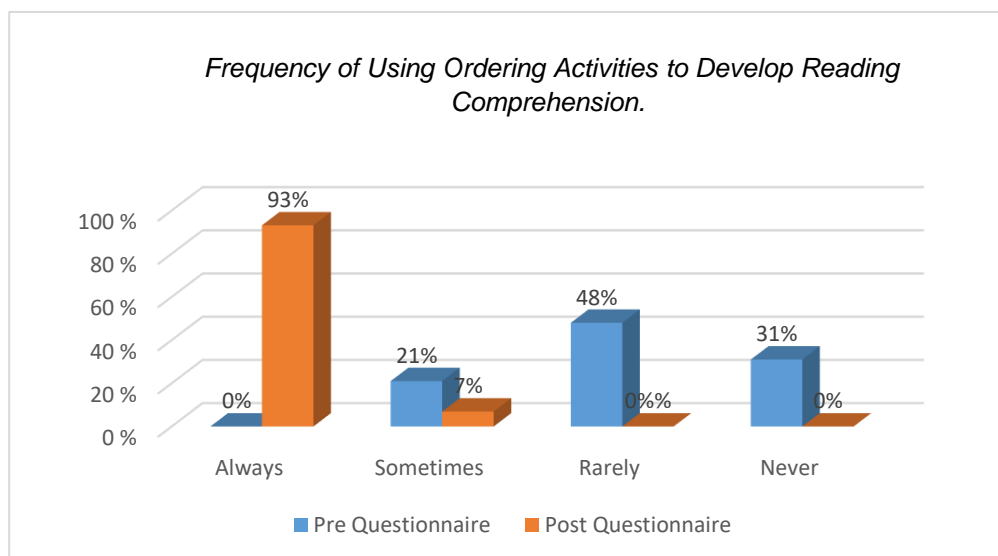
Question 3: How often do you use ordering activities to develop reading comprehension?

a. Table 4

Frequency of Using Ordering Activities to Develop Reading Comprehension.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	27	93
Sometimes	6	21	2	7
Rarely	14	48	0	0
Never	9	31	0	0
TOTAL	29	100	29	100

b. Figure 3



c. Interpretation and Analysis

As it is shown in Table 4, several students (48%) expressed that they rarely used ordering activities to develop reading comprehension. This

frequency demonstrates that students struggled in following sequences and making meaningful connections to comprehend reading texts. Moreover, students' feelings of frustration were noticeable as they did not understand how to develop the activity, losing its focus. Once the intervention plan finished, most of the students (93%) indicated that they were always asked to use ordering activities as a handy tool to recognize and understand time and order signal words by contributing greatly to the comprehension of a variety of texts. Also, students were interested in developing these activities as they worked in groups and used jigsaw sentences that made them have fun during the task.

The way information is organized in a text helps the reader understand the ideas and make meaningful connections. Using these activities more frequently, students will be able to learn to read the text more independently and develop essential reading skills as sequencing events (Think Literacy, 2019).

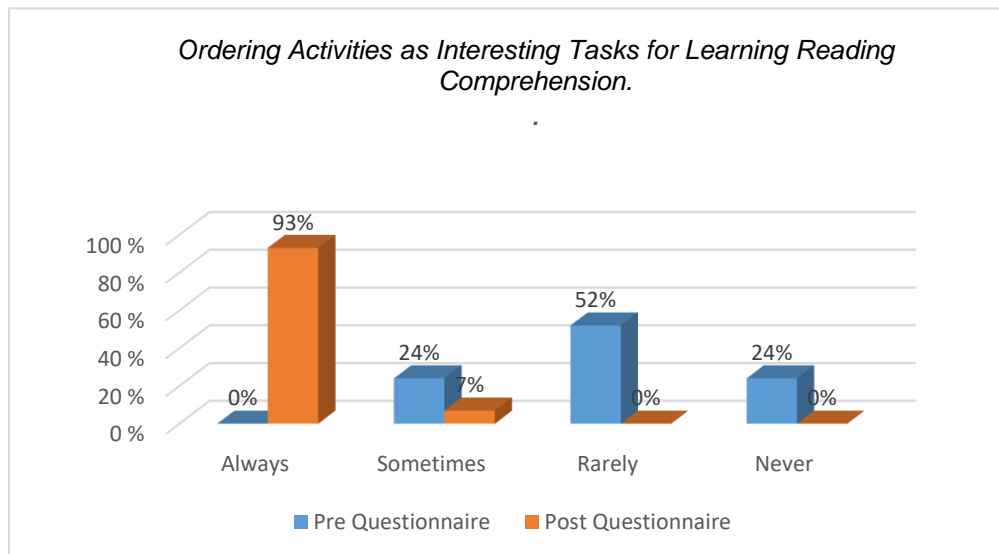
Question 4: Ordering activities are interesting tasks for learning reading comprehension.

a. Table 5

Ordering Activities as Interesting Tasks for Learning Reading Comprehension.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	F	%
Always	0	0	27	93
Sometimes	7	24	2	7
Rarely	15	52	0	0
Never	7	24	0	0
TOTAL	29	100	29	100

b. Figure 4



c. Interpretation and Analysis

As it is illustrated in Table 5, more than half of students (52%) responded that ordering activities are rarely interesting tasks to develop reading comprehension. This indicates that these activities did not catch students' attention. Students found them boring or not important. Yet, after applying the intervention plan, most of the students (93%) responded that they always showed interest and were looking forward to develop ordering activities. This shows that students became active participants when working in groups. Furthermore, students mentioned that these activities were convenient to develop their higher order thinking skills, understand the ideas and to make meaningful connections while reading.

According to Willis (as cited in Richards & Theodore, 2001), ordering activities give valuable exposure to relevant topic-based language in the form of reading texts. This facilitate students to organize the chaos that they

have in mind while reading.

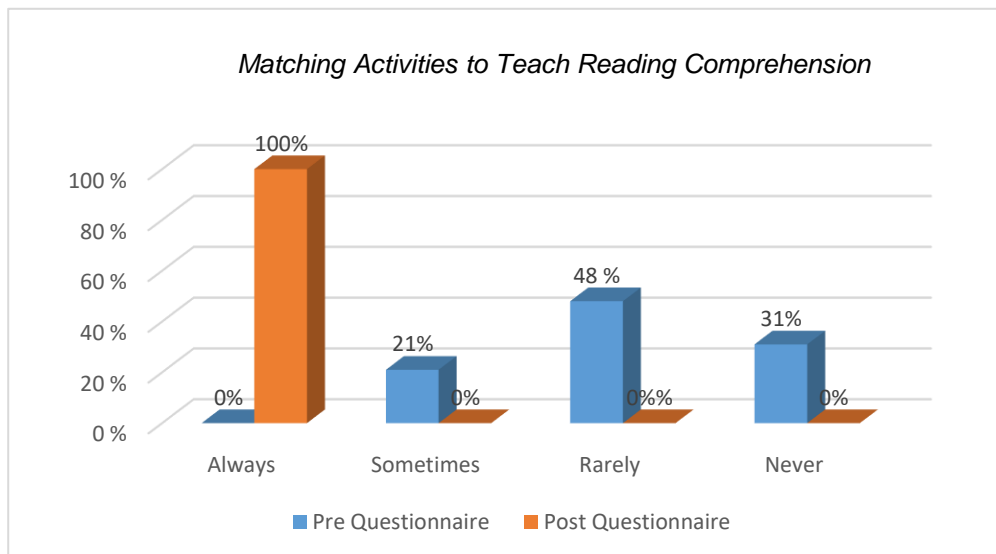
Question 5: Does the teacher use matching activities to teach reading comprehension?

a. Table 6

Matching Activities to Teach Reading Comprehension.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Always	0	0	29	100
Sometimes	6	21	0	0
Rarely	14	48	0	0
Never	9	31	0	0
TOTAL	29	100	29	100

b. Figure 5



c. Interpretation and Analysis

Findings in Table 6 display that several students (48 %) mentioned that the teacher rarely used matching activities in class to teach reading comprehension. It demonstrates that students were unaware of the great benefits that these activities have to reach comprehension in a reading text.

However, once the intervention plan finished, all students (100%) answered that they always used matching activities, what it means that they were willing to develop these activities, especially the ones which included images, since they stimulated them to find the supporting details in a practical way.

Matching activities guide students to distinguish between main idea and extra information in a paragraph. In these activities, students are given a list of possible answers which they have to match with some other list of words, phrases, sentences, paragraphs or visual clues (Prezi, 2013).

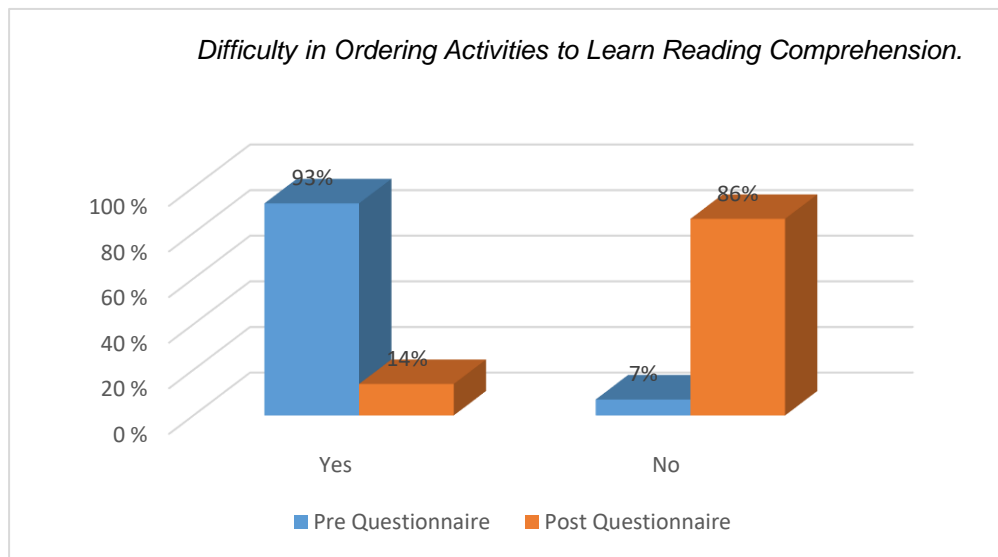
Question 6: Do you find ordering activities difficult to learn reading comprehension?

a. Table 7

Difficulty in Ordering Activities to Learn Reading Comprehension.

Options	Pre Questionnaire		Post Questionnaire	
	f	%	f	%
Yes	27	93	4	14
No	2	7	25	86
TOTAL	29	100	29	100

b. Figure 6



c. Interpretation and Analysis

Table 7 shows that almost all students (93 %) claimed that ordering activities are difficult to learn reading comprehension. This indicates that students had to make an effort in organizing their thoughts and ideas while reading. It was a hard work and became a challenge for them. Nonetheless, after the intervention plan, most of the students (86%) changed their point of view and did not find ordering activities difficult anymore. This demonstrates that students were totally involved in the activity, they felt confident when the teacher asked them to organize sequences. These activities became appropriate means to help students enhance cognitive processes instead of annoying them. Using these activities students are able to learn to read the text more independently and practice reading strategies, including skimming, scanning, following sequences in order to carry out reading tasks (Ellis, 2003).

Post Test Results

Objective Five: To validate the effectiveness of task based learning activities to develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.

a. Table 8

Post Test Scores of Students of Ninth Year “A” in Reading Comprehension.

Student's code Score	MI /2.5	SD /5	SE /2.5	Score 10
VDFH9A01	2.5	3.8	2.1	8.4
VDFH9A02	2.5	4.0	1.9	8.4
VDFH9A03	2.5	4.2	1.8	8.5
VDFH9A04	2.5	4.5	1.9	8.9
VDFH9A05	2.5	3.8	2.0	8.3
VDFH9A06	1.3	4.3	2.0	7.5
VDFH9A07	1.3	3.7	2.1	7.1
VDFH9A08	2.5	4.3	1.7	8.5
VDFH9A09	1.3	4.0	2.0	7.3
VDFH9A10	2.5	4.6	1.1	8.2
VDFH9A11	2.5	4.5	2.0	9.0
VDFH9A12	2.5	3.0	1.9	7.4
VDFH9A13	1.3	4.3	2.5	8.0
VDFH9A14	2.5	4.0	2.5	9.0
VDFH9A15	1.3	4.5	1.8	7.6
VDFH9A16	2.5	4.0	2.0	8.5
VDFH9A17	2.5	3.8	2.5	8.8
VDFH9A18	1.3	3.8	2.0	7.1
VDFH9A19	2.5	4.3	1.9	8.7
VDFH9A20	2.5	4.0	1.8	8.3
VDFH9A21	2.5	3.8	1.1	7.4
VDFH9A22	2.5	3.0	2.5	8.0
VDFH9A23	2.5	4.5	1.4	8.4
VDFH9A24	2.5	4.3	1.9	8.7
VDFH9A25	1.3	5.0	2.0	8.3
VDFH9A26	2.5	4.0	2.5	9.0
VDFH9A27	2.5	4.5	2.0	9.0
VDFH9A28	2.5	3.6	1.8	7.9
VDFH9A29	1.3	5.0	1.9	8.2
MEAN	2.2	4.1	1.9	8.2

Note. VDFH= 27 de Febrero High School, 9A= ninth- year “A”, 01= Student's Code, MI= Main Idea, SD= Supporting Details, SE= Sequencing events.

b. Interpretation and Analysis

The findings displayed in Table 8 show that students obtained 8.2/10 as the total mean score in reading comprehension, which places them in the average qualitative score range (see grading scale on page 138). The maximum increase students obtained was in discovering main idea with the mean 2.2/2.5. It demonstrates that students advanced in understanding the author's message by finding the topic sentence and the thesis statement, which were essential aspects to discover the main idea in each reading text. Conversely, the data reveals that the minimum increase students attained was in sequencing events, with the mean 1.9/2.5, which demonstrates that they enhanced their abilities in organizing information as they identified time and order signal words which made them provide meaning to a reading text more easily. However, students continue struggling in following sequences in larger context which difficult their comprehension after reading.

With this evidence, it is concluded that students improved significantly their reading comprehension skills, such as discovering main idea, identifying supporting details. Although, participants have progressed in the above-mentioned reading comprehension skills, they still had little difficulties in sequencing events.

This corroborates that task based learning activities had great benefits over reading comprehension skills in students. According to Nahavandi (2011), task based learning activities have positive effects on EFL learners' reading comprehension as TBL learning is fostered through performing a

series of activities which allow students to focus on reading tasks and at the same time enhance their reading comprehension skills.

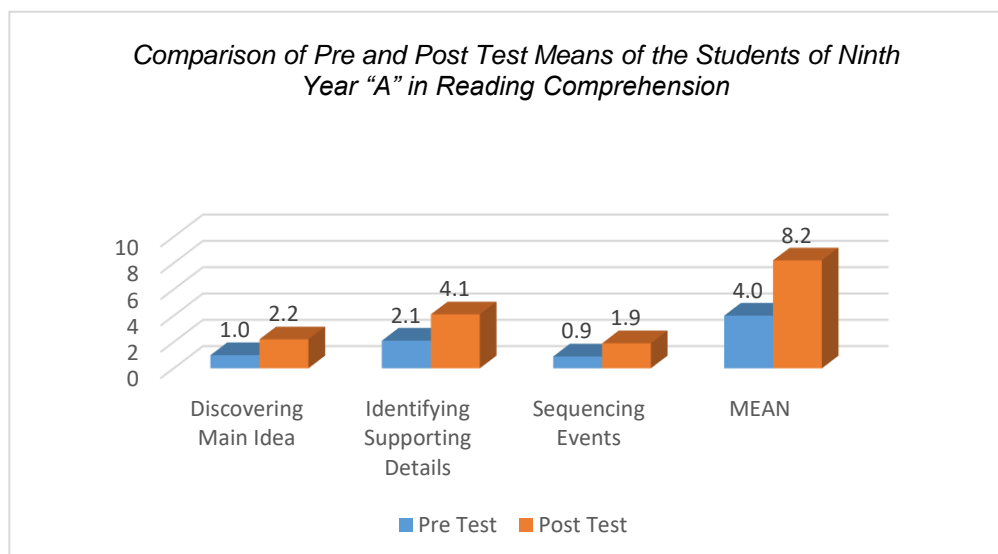
Comparing Pre and Post Test Means

a. Table 9

Comparison of Pre and Post Test Means of the Students of Ninth Year "A" in Reading Comprehension

Aspects	Pre Test	Post Test
Discovering Main Idea	1.0	2.2
Identifying Supporting Details	2.1	4.1
Sequencing events	0.9	1.9
MEAN	4.0	8.2

b. Figure 7



c. Interpretation and Analysis

The data in Table 9 and Figure 7 state that Task based learning activities applied during the intervention plan improved significantly students' reading comprehension skills. It is verified with the increase of the mean score

students gathered in the pre test which was 4.0/10 and the post test 8.2/10. It is evident students developed more their abilities in discovering main idea which is demonstrated with the pre test mean score of 1.0 /2.5 and the post test mean score of 2.2/2.5

Nevertheless, students did not master their abilities in following sequences at all as they continued having difficulties in recognizing time and order signal words in larger context. It is proved with the pre test mean score of 0.9/2.5 and the post test mean score of 1.9/2.5.

These findings confirm that Task based learning activities provided students opportunities to become independent readers and develop their reading comprehension skills.

g. DISCUSSION

This research work aimed to find how task based learning activities develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School in the city of Loja during the 2019–2020 school year. The findings obtained from this research showed that Task Based Learning activities had a great impact in the improvement of students’ reading comprehension. Students totally changed their attitudes toward these activities as they proved by themselves how practical they were. These findings are verified through the pre-test mean score that was 4.0/10 and in the post-test 8.2/10, the significant increase is clearly noticeable after the application of the intervention plan. This is in conformity with British Council (2015), which mentioned that task based learning activities present opportunities for learners to practice reading skills in meaningful contexts through the use of real-life tasks in different situations.

The three aspects proposed to evaluate students’ reading comprehension were: discovering main idea, identifying supporting details and sequencing events. The pre test results indicated that students could hardly find the topic sentence and the thesis statement which were appropriate features to discover the main idea. In identifying supporting details, students had difficulties in differentiating between major and minor details to reach comprehension after reading. Regarding sequencing events, students

struggled in recognizing time and order signal words that obstruct their abilities to follow sequences and understand a reading text. Nonetheless, after the intervention plan, the post test results demonstrated that students' difficulties in each aspect described before were reduced. Task based learning activities benefited students in many ways: they became independent readers and totally showed interest and enthusiasm when developing the reading tasks in classes.

In the activation phase that corresponds to the first part of the intervention plan, it was noticed that students were not responsive towards task based learning activities, they had feelings of helplessness when they completed a task unsuccessfully. Moreover, they did not want to participate in class as they did not show interest in each reading lesson. However, during the connection phase, students started to show a considerable change in their attitudes. Students' fears disappeared and their interest increased when they developed the series of activities requested by the teacher. Finally, the affirmation phase was destined to refine students' learning. The participants' progress was evident as they were actively involved in the reading activities as well as willing to complete them. They developed these task based learning activities quickly and without teachers' help, which demonstrates an unquestionable improvement in their reading comprehension skills.

The researcher found various strengths and weaknesses in the development of students' reading comprehension skills. One students' strength was their willingness to work in each class, they were enthusiastic

to expose themselves to new kinds of activities. Another strength was that the English teacher acted as a facilitator, providing students a great amount of opportunities to perform their activities. The teacher also helped the researcher to control the students' behavior, which created a good environment to foster their constant participation in each part of the class.

Among the weaknesses, it is important to mention the following: first, the large number of students became a limitation in the way that they got distracted easily by their classmates during the performance of the activities. Another limitation the researcher detected was the furniture in the classrooms. Most of the students did not have enough desks and chairs to work, two or more students had to sit in the same chair. This obstructed the normal development of the reading lesson. The classroom did not have the necessary technological equipment to make the lessons more entertaining since young people now prefer to use it.

Task based learning activities contributed to develop reading comprehension skills among students of ninth year "A". These activities provided students new opportunities to work in each reading lesson in a different way not the traditional one. Moreover, the use of task based learning activities allowed students to be involved in the process of reading and increased their confidence in their performance throughout the lessons. Additionally, this strategy granted the development of students' abilities to reach comprehension after reading. Students used a whole range of lexical phrases and patterns for comprehending reading texts.

h. CONCLUSIONS

- Students of ninth-year “A” faced some difficulties to obtain the product of reading that is comprehension. It was hard for them to identify the main idea; they did not know how to select the topic sentence which helps them to discover the central point in the reading. Moreover, they struggled in recognizing between major and minor details that clarify and support the main idea. It was also complicated for them to recognize the time and order signal words to organize the events following sequences in a logical order.
- After the implementation of task based learning activities students showed a significant improvement in their reading comprehension skills, such as discovering main idea, identifying supporting details and sequencing events. Participants had a great progress in comprehending reading texts, discovering the chief point easily and in differentiating between details that explain the main idea. Students also showed a significant advance in organizing the events in a text, following sequences.
- Task based learning activities were effective in the improvement of students reading comprehension. These activities guided students to comprehend what they read and raised the desire to participate confidently in each part of the lesson.

i. RECOMMENDATIONS

- It is recommended that teachers assess students' English skills constantly to detect their limitations, especially in reading comprehension. They should revise their lesson plans to make them fit with the students' weaknesses. It is also relevant that teachers search for new strategies, techniques and instruments in order to apply them in the teaching-learning process with the aim to help students to overcome those limitations.
- Educators should add task based learning activities as information-gap, matching and ordering to their lesson plans since they provide great amount of opportunities to practice and develop students' reading comprehension skills. Information-gap activities enable students to interact each other by exchanging missing data to find the main idea, matching activities aid students to identify right details from reading texts by choosing from a list of words, phrases, sentences, paragraphs or visual clues, and ordering activities are handy tasks that help the readers to understand the ideas and make meaningful connections.
- Task based learning activities should be used by the teachers due to the fact that these activities encourage students' participation and social interaction. The tasks assigned during the lessons, make students become an active part of the class. Additionally, these activities motivate students to get involved in the process of reading every lesson.

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k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

TASK BASED LEARNING ACTIVITIES TO
DEVELOP READING COMPREHENSION AMONG
STUDENTS OF NINTH-YEAR "A", AFTERNOON
SESSION AT 27 DE FEBRERO HIGH SCHOOL IN
THE CITY OF LOJA DURING 2019-2020 SCHOOL
YEAR

This Project as a previous requirement to obtain the Bachelor's Degree in Sciences of Education, English Language Major.

AUTHOR

Kimberly Santín Bustamante

**LOJA-ECUADOR
2019**

a. THEME

TASK BASED LEARNING ACTIVITIES TO DEVELOP
READING COMPREHENSION AMONG STUDENTS OF
NINTH-YEAR "A", AFTERNOON SESSION AT 27 DE
FEBRERO HIGH SCHOOL IN THE CITY OF LOJA DURING
2019-2020 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at 27 de Febrero High School during the 2019-2020 school year. This prestigious high school was founded in 1958 as Colegio Nacional “Dolores Gangotena de Ponce” when Dr. Camilo Ponce Enríquez was the president of Ecuador. On November 25th, 1960, the name of the institution was changed to Colegio “Austro Ecuatoriano de Comercio y Manualidades Femeninas” and in the same year the name is turned into “Colegio Nacional de Bachillerato Técnico 27 de Febrero de Comercio y Manualidades Femeninas”. There was a last change in its name in 2013, according to the Ministry of Education, the name of the institution would be Colegio de Bachillerato “27 de Febrero”.

The institution staff is about 70 teachers and around 1147 students including the two sessions: morning and afternoon distributed in 43 groups. From the total population of students, 571 are women that represent 49.8% and 576 men that represent 50.2%.

The institution has the mission to lead and provide integral education to students from Educación General Básica Superior to Bachillerato General Unificado en Ciencias, Técnico y Bachillerato Internacional through educative and innovative process to face and solve the issues of the globalized world, with opportunities to enter the labor field or continue their higher education at local, national and international level.

The vision of 27 de Febrero high school is to form autonomous, competent and integral people in a context of educational inclusion, framed in the quality toward excellence and based on the Institutional Educational Project with national and international vision.

Current situation of the research problem

English as a lingua franca has been adopted and integrated in the education system of many countries, and Ecuador is one of them. For that reason, The Ministry of Education of Ecuador has added the English as a foreign language (EFL) in the curriculum with this objective of making learners become independent readers by “applying learning strategies to examine and interpret a variety of written materials using prior knowledge, graphic organizers, context clues, note taking and finding words in a dictionary “. (Ministerio de Educacion, 2016).

Reading is one of the basic language skill in English, it needs to be mastered by the students but it is a process that requires an extensive practice. There is a demand to change the procedure of reading from passive to active and, thereby, create independent readers what it means that students read by their own without any guidance in order to develop reading comprehension. (Sinaga, 2015) . Reading comprehension is an ability that might require an arduous process from students and surely they may get nervous or frustrated when they have to go through that proceeding.

However, it is important to notice that, Vacca & Vacca (as cited in Horne, 2014) claims that reading comprehension is a component of literacy in which meaning is constructed from a text both literally and interpretively; as a result, a reader understands and connects to a written text. The main point here is that the students need to construct the meaning of text while they are reading, to become successful readers. That is the reason why the Ministry of Education pays especial attention to this skill, with the purpose of making students to reach the A2.1 level according to the Common European Framework of Reference (CEFR).

Unfortunately, the majority of students finish their academic studies without the domain of reading skills, without being able to read and understand even a short paragraph by their own. Through a non-participant observation the researcher noticed that ninth-year students find difficult to identify the main idea from their reading text and, what is worse, they are not interested in reading comprehension, and they just want to accomplish a parameter in the English language subject.

According to Sinaga(2015), this is due to “the lack of reading material or the total program of reading instruction or the students' own personality, attitudes, interests, motivation, and habits”. It is a big deal because teachers and students are involved in that issue; for example, some teachers think that is not their responsibility to teach reading and on the other hand, students do not see the reading as a catching activity.

There is no a reading background either, this is because of the lack of freedom when choosing their books according to their likes or simply because of they are not get used to read. Hence the vital importance of this study, since ninth-year students have not gone beyond the monotonous “translating reading text” or “looking up the difficult words in the dictionary”. Thus, a conclusion has been reached, meaningful reading activities are missing to develop reading comprehension.

Consequently, this research project aims to investigate an option for making the ninth-year “A” students to develop reading comprehension through particular task based learning activities. First of all, it is important to notice that Task Based Learning (TBL) is a useful approach to emphasize students’ reading comprehension by assigning meaningful tasks related to the real world. Willis (as cited in Tilfarlioglu & Başaran, 2008) reports that a task is taken as a goal-oriented activity which has a clear purpose and which involves achieving an outcome, creating a final product that can be appreciated by others.

Tasks can include some instructional activities like “the use of graphic organizers, summarizing, building background knowledge, and guided practice tasks” (Horne, 2014). To solve the issue of reading comprehension among students of ninth-year “A”, afternoon session, the researcher will make an intervention plan based on task based learning activities which will enable students to become independent readers.

Research problem

Considering the aforementioned elements, it is essential to research the following problem:

HOW DO TASK BASED LEARNING ACTIVITIES DEVELOP READING COMPREHENSION AMONG STUDENTS OF NINTH-YEAR “A”, AFTERNOON SESSION AT 27 DE FEBRERO HIGH SCHOOL IN THE CITY OF LOJA DURING THE 2019–2020 SCHOOL YEAR?

Delimitation of the research

Timing.

This research will be developed during the 2019 – 2020 school year.

Location.

The present project will be applied at 27 de Febrero High School, which is a public school located in the city of Loja between 27 de Febrero and Abraham Lincoln streets.

Participants.

The participants of this research work are 29 students of ninth-year “A”, who are all about thirteen to fourteen years old; thirteen girls and sixteen boys and the researcher of this study who is going to take part in the intervention plan.

Subproblems

- What theoretical and methodological references about task based learning activities are adequate for improving reading comprehension

among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year?

- What are the issues that limit the development of reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year?
- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year?
- Which task based learning activities are implemented to improve reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year?
- How effective is the application of task based learning activities to develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year?

c. JUSTIFICATION

The purpose of this project is to improve reading comprehension among students of ninth year “A”, afternoon session at 27 de Febrero High School in the city of Loja during 2019-2020 school year through an intervention plan based on task based learning activities. Reading comprehension plays an important role in the English learning process and it is a skill that must be mastered among students.

From the scientific point of view, it is important to implement this project because task based learning activities brings meaningful tasks that help students to become skilled readers in gaining information. According to Yalcin & Basaran (2008), Task based learning (TBL) provides students with both a framework of structures, forms and/or words to be used and a good reason/purpose for doing the activities. Hence, real-life activities need to be designed to motivate students to learn in a different way and to accomplish the product of the task.

Moreover, it is relevant to carry out this project from the educational angle since this study will provide major contributions for in-service teachers, undergraduate students and English learners. Firstly, in-service teachers will get benefit from the application of this action research in the way that they will integrate innovative methodologies and techniques to improve reading comprehension through task based learning activities.

Secondly, the researcher as an undergraduate student will gain experience on teaching by applying and using strategies with the students of ninth-year “A”, afternoon session at 27 de Febrero high school during the action research process. Lastly, English learners will receive meaningful means to enhance their lack of reading comprehension throughout reading tasks that build up their knowledge. Additionally, this research will contribute to create a research culture among the Ecuadorian teachers community because this investigation has an action research design which involves reflection and innovation.

Finally, this research is essential to meet graduation requirements which demands the Universidad Nacional de Loja to get the Bachelor’s Degree in Sciences of Education, English Language Major.

d. OBJECTIVES

General

- To improve reading comprehension through task based learning activities among students of ninth-year “a”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.

Specific

- To research the theoretical and methodological references about the task based learning activities and their application on the reading comprehension.
- To diagnose the issues that limit the development of reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.
- To design an intervention plan based on task based learning activities in order to improve reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.
- To apply the most suitable task based learning activities in order to improve reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.

- To validate the effectiveness of task based learning activities to develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.

e. THEORETICAL FRAMEWORK

TASK BASED LEARNING ACTIVITIES

This research considers the positive effect that task based learning activities have on reading comprehension. Some information related to Task Based Learning (TBL) will be considered such as, definitions of tasks, types of tasks and their activities, TBL framework, students' roles and some advantages of TBL.

What is Task-Based Learning?

TBL is part of a communicative approach that has been followed since the emergence of communicative methodologies in the 1980s, it is regarded as a modern version of that methodology. (Richards & Theodore S, 2001)

Richards and Theodore S (2001) found that "TBL refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching"(p.223). These tasks need to be related to the real life and teachers can make a task become valuable. As the term "task" will be used during the whole theoretical framework, it is important to understand firstly what a task mean, what its characteristics are and the type of tasks that exist.

Tasks

There are some different authors' perspectives about what a task means. Some drawn from both the research and pedagogic literatures.

On one hand, Ellis (2003) includes a great amount of definitions by different authors, for instance:

Long (1985) mentions that “a task is a piece of work undertaken for oneself or for others, freely or for some reward” this is anything people do in everyday life, for example, at home, at work, and in between.

Richards, Platt and Webber (1985), Nunan (1989) and Breen (1989) agree in the fact that a task is a result of a process that necessarily involves language communication.

On the other hand, Willis (as cited in Yalcin & Basaran, 2008) adds an interesting definition of a task which it is not comprised of mainly speaking or communication, she claims that a task is “a goal-oriented activity with a clear purpose”.

Yet, an important detail about a task have been missed, Skehan (as cited in Ellis, 2003) reports that a task is “an activity in which: meaning is primary; there is some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome”, what it means that a task is characterized by the meaning and the relationship that the activity has to the real world.

Tasks Characteristics

According to Ellis (2003), a task has the following features:

A task is a work plan

It constitutes a plan for learner activity. It can take the form of teaching material or of ad hoc plans for activities that arise during the class.

A task involves a primary focus on meaning

It seeks to engage students in the use of the language pragmatically rather than displaying language.

A task involves real-world processes of language use

The workplan must include language activities that have relation to the real world, for example, completing a form or determining whether two pictures are the same or different.

A task can involve any of the four language skills

The workplan may require learners to: (1)listen to or read a text and display their understanding, (2) produce an oral or written text, or (3) employ a combination of the four skills.

A task engages cognitive processes

Cognitive processes, such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the task.

A task has a clearly defined communicative outcome

The outcome of a task serves as the means for determining when participants have completed a task. (pp. 9-10).

Type of tasks

The types of task will vary according to different authors' definition of task. On the one hand, Ellis(2003) emphasises on two general type of tasks which are: unfocused and focused tasks.

- Unfocused tasks: they may predispose learners to choose from a range of forms but they are not designed with specific form in mind.

- Focused tasks: they induce learners to process, receptively or productively, some particular linguistic feature, for example, a grammatical structure.

On the other hand, Nunan (as cited in Richards and Theodore S, 2001) suggests that a syllabus may specify two types of tasks.

- Real-world tasks: which are designed to rehearse those tasks that are important and useful in the real world.
- Pedagogical tasks: which have a psycholinguistic basis in Second Language acquisition (SLA) theory but do not necessarily reflect real-world tasks. (p. 231).

Task Based Learning Activities

Moor(as cited in Yalcin & Basaran, 2008) states some characteristics of task based activities:

- Intrinsic interest (personal anecdotes, favorite stories, discussions where there is a problem to be resolved, etc.)
- The existence of an outcome or end product (records, videos, posters, etc.)
- Provision for language input (from the teacher, reference books and fellow students, etc.)
- Opportunities for silence, spontaneous speech and prepared speech (time for planning)(p.140)

Furthermore, Willis (as cited in Richards and Theodore S, 2001) proposes six task types with their activities respectively, which are:

- Listing
Examples: Brainstorming, fact finding.
- Ordering and sorting
Examples: Put events from news into correct order, complete a chart using information from a text.
- Comparing
Examples: matching words with the correct meaning, finding similarities and differences.
- Problem solving
Examples: Puzzles and logic problems, real life problems, case study.
- Sharing personal experiences.
Examples: Anecdotes, personal reminiscences, attitudes, opinions, personal reactions.
- Creative tasks
Examples: Media projects, creative writing like poems or social/historical investigations. (p. 234).

However, Pica, Kanagy, and Falodun (as cited in Richards and Theodore S, 2001) classify tasks according to the type of interaction that occurs in task accomplishment. They present the following classificaton:

- Jigsaw tasks

Learners combine different pieces of information to form a whole.

- Information-gap tasks

It includes a negotiation with another group or student in order to find out the missing information and complete the activity.

- Problem-solving tasks

Students must arrive at a solution to the problem.

- Decision-making tasks

The same problem but now possible solutions are given and the students must choose one through negotiation and discussion.

- Opinion exchange tasks

Learners take part in a discussion and exchange of ideas. They do not need to reach agreement. (p. 234).

Task Based Learning Principles

According to Nunan (2004), there are seven principles for task-based learning, which are:

Principle 1: Scaffolding

Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

NOTE: An important detail to take into account is if the scaffolding is removed prematurely, the learning process will collapse and if it is

maintained too long, the learners will not develop the independence required for autonomous language use.

Principle 2: Task dependency

Within a lesson, one task should grow out of, and build upon, the ones that have gone before.

NOTE: there has to be a sequence of task, this sequence tells a “pedagogical” story while learners are led to follow some steps to finish the task.

Principle 3: Recycling

Recycling language maximizes opportunities for learning and activates the “organic” learning principle.

NOTE: students cannot achieve one hundred per cent of mastery the first time they encounter a particular linguistic item, on the contrary, they need to be reintroduced to that item over a period of time

Principle 4: Active Learning

Learners learn best by actively using the language they are learning.

NOTE: learners learn best by doing – through actively constructing their own knowledge rather than be passive receivers.

Principle 5: Integration

Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

NOTE: a challenge for pedagogy is to “reintegrate” formal and functional aspects of language that is why a pedagogy that integrates function, form and meaning is needed.

Principle 6: Reproduction to creation

Learners should be encouraged to move from reproductive to creative language use.

NOTE: the learners’ role here is to reproduce language models provided by the teacher, the textbook or the tape.

Principle 7: Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

NOTE: becoming a reflective learner is part of learner training where the focus shifts from language content to learning processes. Or in other words learning-how- to-learn. (pp. 35-38).

Task Based Learning (TBL) Framework

Willis (as cited in Richards & Theodore, 2001) recommends a clear structure for a lesson, taking into account the following steps.

Pretask (1st step)

It refers to the introduction to the topic and task with these characteristics:

- Teacher helps students to understand the theme and objectives of the task, for example, brainstorming ideas with the class, using photos or flashcards, miming or introducing personal experiences related to the topic.

- Students can do a pretask like a game based on the topic.
- Teacher may highlight useful words and phrases but not preteach new structures.
- Students can be given a period of time to plan how to do the task.
- If the task is based on a text, students read part of it.

The task cycle (2nd step)

Task

- The task is done by students (either in groups or in pairs) and they have to use whatever language they already know and say whatever they want to say. This may be in response to reading a text.
- Teachers walks round and monitors, encouraging their attempts at communication in the target language.
- Teacher helps students to formulate what they want to say.
- Success in achieving the goals of the task help students' motivation.

Planning

- It prepares for the next stage, when students are asked to report briefly to the whole class how they did the task and what the outcome was.
- Students draft and rehearse what they want to say or write.
- Teacher goes round to advise students on language, suggesting phrases and helping students to polish and correct their language.
- If the reports are in writing, teacher can encourage peer editing and use of dictionaries.

- The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.
- Individual students often take this chance to ask questions about specific language items.

Report

- T asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey. The rest of the class may take notes.
- T chairs, comments on the content of their reports, rephrases perhaps, but gives no overt public correction.

The language focus (3rd step)

According to Richards & Theodore S (2001).

Analysis

- T sets some language-focused tasks, based on the descriptive texts students have read or on the transcripts of the recordings they have heard.
- Examples like finding words and phrases related to the title of the topic or text, reading the transcript, find words ending in s or 's and say what the s means.
- T starts Ss off, then Ss continue, often in pairs.
- T goes round to help; Ss can ask individual questions.
- In plenary, T then reviews the analysis, possibly writing relevant language up on the board in list form; Ss may make notes.

Practice

- T conducts practice activities as needed, based on the language analysis work already on the board, or using examples from the text or transcript.
- Practice activities can include: choral repetition, memory challenge games, sentence completion, matching verbs, etc.(p. 240).

Evaluation and Refelction

- T asks students to reflect on the task cycle and sy or write down how they felt about it and what they learned.
- T can ask questions like What did you learn today?or Did you like it?

Learners' roles in task based learning

Richards & Theodore S (2001) states primary roles that are implied by task work, they are:

Group Participant

Many tasks will be done in pairs or small groups, this may require some adaptation from students.

Monitor

Learners themselves need to “attend” not only to the message in task work, but also to the form in which such messages typically come packed.

Risk-taker and innovator

The skills of guessing from linguistic and contextual clues, asking for clarification, and consulting with other learners need to be developed.

Advantages of TBL(Task Based Learning)

As reported by Sinaga (2015), in TBL approach, there are some advantages such as:

- Task Based Learning is widely applicable as it is suitable for learners of all ages and backgrounds.
- During the tasks, the learners are allowed to use whatever language they want, freeing them to focus entirely on the meaning of their message. This makes it closer to real- life communicative situation, which is a way of bringing the real world into classroom. (Krahne 1987)
- A natural context is developed from the students' experiences with the language that is personalized and relevant to them.
- Because learners are striving to express what they want to say, they are more motivated to absorb the language needed- either new language that they ask teacher for, or language that they have already met, but not acquired properly far.
- The language explored arises from the students' needs. This need dictates what will be covered in the lesson rather than a decision made by the teacher or the course book.
- The students will have a much more varied exposure to language with Task- Based Learning. They will be exposed to a whole range of lexical phrases, collocations, and patterns as well as language forms.
- Tasks provide a natural opportunity for revision and recycling and give teachers the opportunity to access learners' progress.

- Tasks contribute to progress by encouraging students to plan and be more ambitious in the language they use, rather than just saying the first thing that comes into their heads.

READING COMPREHENSION

Being reading comprehension the issue to be solved during this research, some important details about reading comprehension will be considered, such as definitions, kinds of reading, the process of reading, levels of comprehension, strategies in teaching reading and assessing reading.

What is reading?

Reading is one of the skills that needs to be mastered by the students but it requires extensive practice. Different authors' definitions have arisen to provide a contribution in the teaching-learning process.

Sinaga (2015) includes a list of authors that define reading according to their perspectives and their studies. Firstly, he mentions a broad definition of reading by Simanjuntak (1988) who states that "reading is the process of putting the reader in contact and communication with ideas" that is what reading achieves. Heilman (as cited in Sinaga, 2015) agrees with the previous definition who defines reading in this way "reading is interacting with language that has been coded into print". These two authors share the same perspective, reading deals with interaction and communication.

Moreover, Thorndike (as cited in Sinaga, 2015) compares reading to a thinking process and states that in the same way thinking includes a sort of things, reading does as well, for instance, reading includes "learning,

reflection, judgment, analysis, problem-solving behavior, selection, inference, organization, comparison of data, determination of relationships, and critical evaluation of what is read. It also includes attention, association, abstraction, generalization, comprehension, concentration and deduction". This sort of organization and analysis means that reading and the thinking process are linked and go hand in hand. It is needed one to make the other works.

Reading Implications

As mentioned before, reading cannot be isolated from thinking, this principle provides three implications concerning to reading according to Smith (as cited in Setayesh & Marzban, 2017), which are:

- Reading needs to be fast due to the fact that the brain must move ahead quickly to avoid becoming bogged down by the visual details of the text.
- The brain directs eyes to select the visual information in the text and where to move next.
- Reading depends on non-visual information.

Kinds of reading

Weir (as cited in Liu, 2010) proposes four types or levels of reading:

- Reading expeditiously for global comprehension
- Reading expeditiously for local comprehension
- Reading carefully for global comprehension
- Reading carefully for local comprehension.

In agreement with Weir (1993), Urquhart and Weir (as cited in Liu, 2010) distinguish five kinds of reading: scanning, skimming, search reading, careful reading and browsing. However, they are sometimes used in different ways.

- Scanning: reading selectively to achieve very specific reading goals.
- Skimming: reading for gist (summary)
- Search reading: locating information on predetermined topics.
- Careful reading: reading to learn. Reader attempts to handle majority of information in the text and to build up a macrostructure. (Bojovic, 2014)
- Browsing: reading where goals are not well defined, parts of a text may be skipped fairly randomly. (p. 155).

Reading Process

Some students can be better at reading than others but everyone can learn and improve since reading is essentially a natural process. Contoni-Harvey (as cited in Budiharso, 2014) describe how the process of reading is. First, the reader assigns meaning to the words that are seen on the page, then store these concepts in the working memory and finally integrate them into abstract models by combining them with the mental schemata that has been constructed previously.

Furthermore, Burns, Roe, and Ross (as cited in Budiharso, 2014) state eight aspects of reading process. They are:

- Sensory aspect

The reader must be able to perceive the symbols set before him.

- Perceptual aspect:

The reader must be able to interpret what he sees as symbols or words.

- Sequential aspect

The reader must be able to follow the linear, logical and grammatical patterns of the written words.

- Associational aspect

The reader must be able to recognize the relationship between symbols and sounds, words and what they represent.

- Experiential aspect

The reader must be able to relate words back to direct experiences to give the words meaning.

- Learning aspect

The reader must be able to remember what was learn in the past and incorporate facts and new ideas.

- Thinking aspect

The reader must be able to make inferences and evaluate the material read.

- Affective aspect

It deals with the personal interest and attitudes of the reader that affect the task of reading. (p. 191)

According to Burns, Roe, and Ross (1984) the combination of all these aspects produces the reading product which is the communication of thought and emotions by the writer to the reader.

Models

On one hand, Simanjuntak (1988) presents three models of the reading process which are:

Bottom-up Model

This model assumes that a reader proceeds by moving his eyes from left to right across the page, first taking in letters, combining these to form words, then combining the words to form the phrases, clauses, and sentence of the text.

Top-down Model

It refer to the background knowledge to predict the meaning of the text. It means that a reader will read a text by reading the sentences, then tries to find the information by guessing the meaning.

Interactive Model

It deals with a particular type of cognitive behaviour, which is based on certain kinds of knowledge which form a part of the readers' cognitive structure.

On the other hand, Budiharso (2014) indicates different models based on two basic theories of psycholinguistics models and schema theory models.

Psycholinguistic Model of Reading

It is based on Goodman's psycholinguistics model of reading. This model promotes that in reading, the reader reconstructs a message which has been encoded by a writer as a graphic display. Coady (as cited in Budiharso, 2014) suggests that reader's background knowledge interacts with conceptual abilities and process strategies to produce comprehension.

Schema Theory Model

Schema theory suggests that a text only provides directions for readers about how they should retrieve or construct meaning from their own, previously acquired knowledge. This previously acquired knowledge is called the reader's background knowledge, and the previously acquired structure is called schemata (Bartlett, 1932; Adams and Collins, 1979; Rumerhart, 1980).

Reading comprehension

First, it is relevant to define what comprehension means. Schank (as cited in Setayesh & Marzban, 2017) says that comprehension involves "making explicit what is implicit in a sentence or in a situation". Smith (1994) says that comprehension is "a result of, or accompanied by, a set of fundamental procedures or principles". Both definitions include cognitive structures that cover understanding spoken and written language.

Bojovic (2014) states that reading comprehension is "a process of getting meaning from and bringing meaning to a text". It implies understanding what read is and identifying the product of reading that is comprehension.

According to Heilman, Arthur W, et al (as cited in Sinaga, 2015), reading comprehension is a process of making sense of written ideas through meaningful interpretation and interaction with language. This concept requires students' interpretation during the reading process.

Levels of comprehension

Burns (as cited in Sinaga, 2015) states four levels of comprehension that must be achieved in reading comprehension, they are:

Literal reading

It involves acquiring information directly stated in a selection and it is also a prerequisite for higher - levels understanding. The skills that are involved are the following:

- The ability to follow direction.
- The ability to restate the author's material in other words.

Interpretive reading

It involves reading between the line or making inference. The skills that are involved are the following:

- Inferring main idea of a passage in which the main ideas are not directly stated.
- Inferring cause and effect relationship when they are not directly stated, detecting the author's purpose in writing.

Critical reading

It is an evaluation of written materials-comparing the idea discovered in the materials with knowing standards and drawing conclusion about

accuracy, appropriateness, and time. The skills that are involved are the following:

- Active readers
- Questioning searching for facts

Creative reading

It involves going beyond the material presented by the author. It requires readers to use their imagination. The skills that are involved are the following:

- Production of new insight.
- Fresh approach.
- Original construct. (p.11)

Factors that affect reading comprehension

Sinaga(2015) also reports that there are some factors affecting reading comprehension, they are:

- The reading material due to the syllabus does not include material aligned to students' interests.
- Insufficient experiential background for a reading selection because of the lack of sufficient guidance or reading culture.
- Reading rate. There is no verification from research that readers with a fast reading rate comprehend less well than readers with slower rates, that is why fast reading simply saves time. However, what it does help is repeated reading of material or concentration on easy material seems to increase both comprehension and rate.

Teaching reading comprehension

Brown (as cited in Sinaga, 2015) states some strategies that teachers can apply in teaching reading comprehension, they are:

Identify the purpose in reading

By identifying the purpose in reading, the students know what they are looking for and can weed out potential distracting information. Teacher need to make sure that students catch what the purpose of reading is.

Use graphemic rules and patterns to aid in bottom-up decoding

As students find difficult to make correspondences between spoken and written English, hints and explanations about certain English orthographic rules and peculiarities could be needed.

Use efficient silent reading techniques

This is for relatively rapid comprehension (for intermediate to advanced levels). It can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners.

Use semantic mapping or clustering

It helps the reader to provide some order to the mind chaos while reading. The purpose of this strategy is to make students collectively induce order and hierarchy to a passage.

Analyze Vocabulary

An appropriate technique to know the meaning of a word in passage is by guessing but the key to successful guessing is to make it reasonably

accurate. In the case of an unknown word in passage, these following techniques can be used:

- Look for prefixes (*co-*, *inter-*, *un-*, *etc.*) that may give clues.
- Look at the semantic context (topic) for clues.
- Look for suffixes (*-tion*, *-tive*, *-ally*, *etc.*) that may indicate what part of speech it is.
- Look for roots that are familiar (e.g., *intervening* may be a word a student doesn't know, but recognizing that the root *ven* comes from Latin "to come" would yield the meaning "to come in between").
- Look for grammatical contexts that may signal information.

Distinguish between literal and implied meanings

It requires top-down processing skills due to not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. (pp. 13-14).

Strategies in teaching reading

To make students involve in the teaching learning activities, teachers may apply some strategies before, during and after reading. (Budiharso, 2014)

Pre-reading activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. The purpose of these activities is to motivate and attracts students' attention to the text. Students want to read if reading satisfies their desires to conquer their world and if reading

feeds their interests (Harris and Smith, 1986). The activities could be: presenting key words, asking questions related to the topic, or explaining briefly the contents of the text. Moreover teachers can use some attractive color scheme, a cartoon, a picture, or some other approaches to gain the attention of the students and showing them what they will be able to do when finishing the reading class.

During/ whilst reading activities

They are the activities that the reader does while reading takes place. Greenwood (1981) suggests five activities to do in while reading, these activities include:

- Identifying the main idea.
- Finding details in a text.
- Following a sequence.
- Inferring from the text.
- Recognizing the discourse patterns.

Post-reading activities

They are the activities conducted by a reader after reading with the aim to recheck reader's understanding on the text topic being read. These activities according to Tierney and Cunningham (1984) could be post-questions, feedback, and group and whole class discussions. This discussion can be in a group or whole-class discussion. The discussion may depend on the class size. If the class is big, it will be better to have group

discussion. If the class is small, it will be better to have whole class discussion.

The following chart shows a summary of some strategies to teach reading comprehension.

Reading Strategies	Description
Discovering main idea	<ul style="list-style-type: none"> Sum up the author's primary message
Identifying supporting details	<ul style="list-style-type: none"> clarify, illuminate, explain, describe, expand and illustrate the main idea
Sequencing events	<ul style="list-style-type: none"> Identify the components of a story, such as the beginning, the middle and the end.
Predicting	<ul style="list-style-type: none"> Helps activate prior knowledge Based on clues in text (pictures, subtitles, etc.)
Comparing	<ul style="list-style-type: none"> Thinking more specifically about connections they are making, e.g. How is this different to....?
Synthesizing	<ul style="list-style-type: none"> Piecing information together as students read a text, to keep track of what is happening
Self-questioning	<ul style="list-style-type: none"> Providing a framework for active learning as students engage with the text to find answers
Skimming	<ul style="list-style-type: none"> Glancing quickly through material to gain an overall view of text
Scanning	<ul style="list-style-type: none"> Glancing through a text to locate specific details, e.g. names, dates etc.

Adapted from Professional Development Service for teachers (2015) & Learning Assistance Center, University of Hawaii, Manoa (2014).

Assesing Reading

Alderson (2000) explains that there is no best method for testing reading. "No single test method can fulfil all the varied purposes for which we might

test” However, he claims that certain techniques might be suitable for testing reading, as the following:

- Multiple choice techniques

These techniques allow testers to control the range of possible answers to comprehension questions and the students’ thought processes when responding.

- Matching techniques

They are also called multiple matching. Some examples of this technique are matching headings for paragraphs to their corresponding paragraph or titles of books against extracts from each book and so on.

- Short –answer tests

They are just questions that required a brief response.

- Ordering tasks

In these tasks, candidates are given a scrambled set of words, sentences, paragraphs or texts and have to put them into their correct order.

- Dichotomous items

It is a popular technique that is constructed with items with only two choices. The candidates have 50 % of getting the correct answer. For example, true or false items.

- Editing tests

They consist of passages in which errors have been introduced, which the candidate has to identify. These errors can be in multiple-choice format or can be more open.

- The C-test

The purpose is to reduce redundancy. In C-tests, the second half of every second word is deleted and has to be restored by the reader.

- The free-recall test

This technique provides a purer measure of comprehension. In this test, students are asked to read a text, to put it in one side, and then to write down everything they can remember from the text.

- The summary test

In these tests, students read a text and then are required to summarize the main ideas, either of the whole text or part of it.

- The gapped summary

For doing this activity, students read a text, and then read a summary of the same text, from which key words have been removed. Their task is to restore the missing words. That will be possible if students have both read and understood the main ideas of the original text.

- Information-transfer techniques

The student's task is to identify in the target text the required information and then to transfer it, often in some transposed form, on to a table, map or whatever. The answers can be numbers or names, phrases or short sentences. (pp. 203-247).

Reading comprehension is a skill that must be mastered by English learners since it is one of the four basic skills to learn English. Reading cannot be separated from comprehension, otherwise, activities in reading would be meaningless. This is the reason why the researcher will apply an intervention plan based on task based learning activities in order to solve reading comprehension among students of ninth-year at 27 de Febrero high school.

f. METHODOLOGY

Design of the research

This project will be developed based on action research model that Mills (as cited in Creswell, 2012) defines as a “systematic procedure done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning”. This systematic procedure implies to identify the problem, review literature, collect information, analyze data, designed an intervention plan and finally implement and reflect on it.

Therefore, this research project takes into consideration the previous aspects already mentioned with the aim to solve the issue of reading comprehension among students of ninth year “A”, afternoon session at 27 de Febrero High School with the implementation of task based learning activities.

Methods, techniques and instruments

Methods

This study will make a description of the data that result from an intervention plan. The following general methods will be applied along the research:

The Scientific method will facilitate the study of task based learning activities intended to improve reading comprehension, and will help in the

observations done both before and during the intervention. This method will facilitate the prediction of the possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The Descriptive method will facilitate description of the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the pretest and posttest. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The Statistic method will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

Techniques and instruments

Data collection instruments

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Tests

Tests will allow participants to perform cognitive tasks in relation to reading comprehension. Additionally, tests will yield a numerical score by which the researcher will calculate the mean to compare the pre- and posttest results. (Hernández, 2014)

Pretest–Posttest

A researcher-made pretest will provide a measure on the performance of reading comprehension before the participants (students of ninth-year at 27 de Febrero High School) receive a treatment through the intervention plan designed in this research project. After the treatment or intervention plan, a posttest will measure again the performance of the reading comprehension in order to make a pretest- posttest comparison of the cognitive dimension of the performance of reading comprehension of the participants being treated.

Questionnaire

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward task based learning activities. Likewise the tests a pre and posttest, questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results. (Airasian, Gay, & Mills, 2012)

Observation

The emphasis during the observation will be on understanding the natural environment as lived by the students of ninth-year “A”, afternoon session at 27 de Febrero High School during their English classes. There will be two types of observations as detailed below.

Nonparticipant observation

In nonparticipant observation, the researcher is not involved in the situation being observed. She observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research project which will be supported through the participant observation (Gay, Mills, & Airasian, 2012)

Participant observation

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate deliberately in the problematic situation by means of task based learning activities in order to improve the reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.

Reflective Journal

The researcher will use a reflective journal to identify important events that will happen in each lesson, which eventually provide a better understanding of the process of the intervention plan.

Description of the intervention plan

The development of this intervention plan will be carried out in different phases:

Phase 1. Initial reflection

During a non-participant observation the researcher noticed that students of ninth-year “A”, afternoon session at 27 de Febrero High School found reading difficult since they were not exposed to real and useful tasks and they did not show interest on reading either. This situation allowed the teacher candidate to recognize that reading comprehension is an issue among learners who do not have learning opportunities to develop their reading skills during their English classes.

Being this concern, the teacher candidate asked herself whether there are some different techniques that would better prepare students to develop reading comprehension. Therefore, having read some mainstream literature about reading comprehension, the researcher found out that task based learning activities will empower learners to be able to get comprehension which is the product of reading.

Phase 2. Planning

As a consequence, to solve the ninth-year “A” students’ weaknesses on reading comprehension, activation-connection-affirmation lesson plan will be presented, which are organized with task based learning activities such as information-gap activities, ordering activities and matching activities. An

Activation-Connection-Affirmation lesson plan integrates guided, controlled and free practices that promote reading comprehension among students.

The goal of this lesson plan will give ninth-year “A” students the opportunity to expose themselves to a whole range of lexical phrases, collocations, and patterns as well as language forms, to be more ambitious in the language they use, rather than just saying the first thing that comes into their heads, to apply their knowledge in their daily life by reading texts which eventually increase their reading comprehension which is a relevant element to achieve successfully the English language communicative competence. (Richards & Lockhart, 2009)

As stated before, an Activation-Connection-Affirmation lesson plan will be adopted which has three phases described below:

Phases	Stages	Activity
Activation	Opening	-The teacher creates a learning context for the lesson and serves as an active observer. -The teacher engages students to the topic.
Connection	Work time	-The teacher serves as a facilitator. -The teacher confirms or disconfirms students understanding and students refine learning. -The teacher monitors students’ activities to ensure that all learners achieve the goal of the lesson.
Affirmation	Closing	-The teacher uses evidence of student understanding and progress to affirm learning. (authentic assessment) -The teacher guides students to reflect on the effectiveness of their learning processes.

Adapted from Herrera (2016) Biography-Driven Culturally Responsive Teaching.

On the other hand, this plan of action will explicitly respond to the following research questions.

- What are the phases of the intervention plan that contribute with the improvement of reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year?
- Which task based learning activities are implemented to improve reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019-2020 school year?

Phase 3. Action

The intervention plan will be developed during 40 sessions of 45 minutes each one during 8 weeks’ period of time. The administration of the data collection instruments (pre and post questionnaires) will be applied in less than a session in weeks 1 and 8. As is usual, things will rarely go precisely as expected, therefore some minor changes or deviations will be made to meet possible drawbacks.

Phase 4. Observation

During the intervention plan, the teacher candidate will monitor and record ninth students’ reactions and achievements to the planned activities by means of a pre and posttest and a questionnaire.

Phase 5. Reflection

Once finished the intervention plan, the researcher will reach the objective 5 to reflect critically upon the effectiveness of task based learning activities to improve students' reading comprehension among students of ninth-year "A", afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.

The lesson plans used in this intervention plan will be developed following an Activation-Connection-Affirmation lesson model which includes three phases: activation (opening), connection (work time), affirmation (closing).



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN. WEEK Nº 1

INFORMATIVE DATA

Institution: Colegio de Bachillerato “27 de Febrero”

Teacher: Dra. Bertila Rios.

Researcher: Kimberly Santín Bustamante

Participants: 9th EGB “A”

School Year: 2019-2020

Topic: What’s your family like?

RESEARCH PROBLEM: How do task based learning activities develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero high school in the city of Loja during the 2019–2020 school year?		
GOAL: By the end of the intervention plan students will be able to develop reading comprehension using task based learning activities focused on the following aspects: discovering main idea, identifying supporting details and sequencing events.		
LEARNING OBJECTIVES: At the end of this lesson students will be able: • To describe people’s personalities and routines by using information-gap, ordering and matching activities.		
CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Key expressions</p> <ul style="list-style-type: none"> • What’s s/he like? • He’s like my brother • Take care <p>Structures</p>	<ul style="list-style-type: none"> • Students will have a test about reading comprehension. The test will be scored by using the rating scale on the annex section (p. 65) • A questionnaire of multiple choice questions will be applied to collect students’ reactions and behaviors (affective dimension) about the task based learning activities that have been used in class. <p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher presents some creative activities to catch students’ attention, the purpose of these activities is to introduce the topic of the class and the teacher have student guess the topic for themselves. The teacher uses cards about her 	<ul style="list-style-type: none"> • Flashcards • Worksheets. • Jigsaw sentences.

<ul style="list-style-type: none"> • Simple Present tense with the verb <i>to be</i> <p>Key Words</p> <ul style="list-style-type: none"> • Words related to personality: fun, shy, quiet nervous, lazy, noisy, sporty, relaxed, outgoing, serious. 	<p>routine and start explaining each of them. Moreover, teacher asks questions to get students' knowledge about routine.</p> <p>CONNECTION</p> <ul style="list-style-type: none"> •The teacher explains what the task is about. •Students are given a paragraph about routines in daily life •Students have to choose the best title for that paragraph. •Students complete an information-gap activity using the words given in the reading. •Students complete a matching activity in the worksheet using the words given in the reading. <p>AFFIRMATION</p> <ul style="list-style-type: none"> • Students pay attention to specific features of the text (simple present structure.) • The teacher asks students to describe their own routines. • Play a memory game that make students remember their classmates' routines. • Students make groups and they are given some routines sentences, they have to order them according to their daily life. • Play a memory game which consists of remembering their classmates' routines. • The teacher will ask questions to check students' comprehension. 	<ul style="list-style-type: none"> • Flashcards of adjectives. • Routine readings.
<p>MONITORING PLAN: Data Source 1: Pretest – Pre-written questionnaire Date Source 2: Observation sheet. Data Source 3: Reflective Journal.</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: November 4th to November 8th, 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN. WEEK Nº 2

INFORMATIVE DATA

Institution: Colegio de Bachillerato “27 de Febrero”

Teacher: Dra. Bertila Rios.

Researcher: Kimberly Santín Bustamante

Participants: 9th EGB “A”

School Year: 2019-2020

Topic: Free time Activities.

RESEARCH PROBLEM: How do task based learning activities develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero high school in the city of Loja during the 2019–2020 school year?

GOAL: By the end of the intervention plan students will be able to develop reading comprehension using task based learning activities focused on the following aspects: discovering main idea, identifying supporting details and sequencing events.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To describe people’s free time activities by using information-gap, ordering and matching activities.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Key expressions</p> <ul style="list-style-type: none"> • Hang out / Invite out / Take it easy 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher makes a brainstorm of some ideas about activities in free time. The class is divided in two groups, and one students per each group has to write on the board as many activities as he/she can. • Teacher presents some photos about her free time activities and encourage students to talk about their free time. • Teacher shows a video about funny activities to do in free time. 	<ul style="list-style-type: none"> • Photos • Dialogue text. • Free time activities texts.

<p>Structures</p> <ul style="list-style-type: none"> • Simple Present tense with the verbs <i>like</i>, <i>love</i> and <i>prefer</i>. <p>Key Words</p> <ul style="list-style-type: none"> • Words related to free time activities: play video games, chat with friends, play sports, play a musical instrument, hang out with friends, go to the movies, listen to music. 	<p>CONNECTION</p> <ul style="list-style-type: none"> • Students are given jigsaw readings (dialogue) based on free time activities. Students get together to put the text in order • Students answer information questions taking into account the details in the text. • Students complete information-gap activities, filling the blanks in a chart with the information required. • Students use jigsaw readings to follow a sequence in a dialogue. <p>AFFIRMATION</p> <ul style="list-style-type: none"> • Students pay attention to specific features of the text (verbs <i>like</i>, <i>love</i> and <i>prefer</i>.) • Students make groups to complete an ordering activity. • The teacher asks some questions to check students' comprehension. Students are given a short quiz in which they demonstrate their competence to develop reading comprehension on key information about free time activities. 	<ul style="list-style-type: none"> • Worksheet • Flashcards. • Jigsaw readings.
<p>MONITORING PLAN: Data Source 1: Observation sheet. Date Source 2: Reflective Journal</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: November 11th to November 15th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). *Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education*. Syakur. (2007). *The Components of Speaking Ability*



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INTERVENTION AND OBSERVATION PLAN. WEEK Nº 3

INFORMATIVE DATA

Institution: Colegio de Bachillerato “27 de Febrero”

Teacher: Dra. Bertila Rios.

Researcher: Kimberly Santín Bustamante

Participants: 9th EGB “A”

School Year: 2019-2020

Topic: Meet celebrity families.

RESEARCH PROBLEM: How do task based learning activities develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero high school in the city of Loja during the 2019–2020 school year?

GOAL: By the end of the intervention plan students will be able to develop reading comprehension using task based learning activities focused on the following aspects: discovering main idea, identifying supporting details and sequencing events.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To identify specific information to improve reading comprehension by using information-gap, ordering and matching activities.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Key expressions</p> <ul style="list-style-type: none"> • Work out <p>Structures</p> <ul style="list-style-type: none"> • Simple Present tense Connectors: and/ but 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher presents some celebrities photographs and encourage students to speculate about their ages, origins and professions. • Teacher asks questions about their favorite celebrities. • Teacher has students listen to a sound by Jonas Brothers. Students have to guess who is or are the singers. 	<ul style="list-style-type: none"> • Jonas Brothers' sound. • Celebrities Photographs

<p>Key Words</p> <ul style="list-style-type: none"> • Words related to professions, nationalities and free time activities. 	<p>CONNECTION</p> <ul style="list-style-type: none"> • Students are given a descriptive paragraph about Jonas Brother’s family. They have to read silently and then aloud. • Students fill in the blanks and complete a chart with the information required. • Students do an ordering activity to organize the details from a paragraph taking into account connectors (and/but) <p>AFFIRMATION</p> <ul style="list-style-type: none"> • Students are given a short quiz in which they demonstrate their competence to develop reading comprehension. • The teacher asks some questions to check students’ comprehension • A matching activity is assigned to check students’ comprehension. They have to complete it individually. 	<ul style="list-style-type: none"> • Flashcards about famous people. • Worksheets. • Descriptive paragraphs.
<p>MONITORING PLAN: Data Source 1: Observation sheet. Date Source 2: Reflective Journal</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: November 18th to November 22th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN. WEEK Nº 4

INFORMATIVE DATA

Institution: Colegio de Bachillerato “27 de Febrero”

Teacher: Dra. Bertila Rios.

Researcher: Kimberly Santín Bustamante

Participants: 9th EGB “A”

School Year: 2019-2020

Topic: What kind of person are you?

RESEARCH PROBLEM: How do task based learning activities develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero high school in the city of Loja during the 2019–2020 school year?

GOAL: By the end of the intervention plan students will be able to develop reading comprehension using task based learning activities focused on the following aspects: discovering main idea, identifying supporting details and sequencing events.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- to describe people’s personalities from a descriptive paragraph by using information-gap, ordering and matching activities

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Key expressions</p> <ul style="list-style-type: none"> • <i>To be an early bird</i> • <i>To be a night owl</i> • <i>To be a busy bee</i> • <i>To be a couch potato</i> <p>Structures</p> <ul style="list-style-type: none"> • Simple Present tense 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher presents some key expressions to attract students’ attention. • Teacher shows some cartoons to give emphasis on people’s personalities. • Teacher describes her own personality and ask students to do the same. <p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher gives students a descriptive paragraph and ask them to complete a matching activity. They have to see the pictures and match with the information from the text. 	<ul style="list-style-type: none"> • Worksheets. • Flashcards with key expressions. • Pictures of some people’s personalities.

<ul style="list-style-type: none"> • Present progressive. <p>Key Words</p> <ul style="list-style-type: none"> • Words related to personalities: messy, lazy, clumsy, shy, cheerful, grumpy, absent-minded, rude, hardworking, touchy, selfish, talkative, friendly, easy-going and quiet. 	<ul style="list-style-type: none"> • Teacher reads a descriptive paragraph about people's personality and has students take notes. Then ask students to discover the main idea of the text. • Students form groups to organize the text as close as the original. <p>AFFIRMATION</p> <ul style="list-style-type: none"> • Make students identify the supporting details from the reading. • Students exchange their questions with the other groups and answer the questions. • Work with the rotating columns technique to answer the question and check comprehension. 	<ul style="list-style-type: none"> • An experience paragraph. • Descriptive reading. • Set of words to recreate a description.
<p>MONITORING PLAN: Data Source 1: Observation sheet. Date Source 2: Reflective Journal</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: November 25th to November 29th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT**

INTERVENTION AND OBSERVATION PLAN. WEEK Nº 5

INFORMATIVE DATA

Institution: Colegio de Bachillerato “27 de Febrero”

Teacher: Dra. Bertila Rios.

Researcher: Kimberly Santín Bustamante

Participants: 9th EGB “A”

School Year: 2019-2020

Topic: Diverse Customs.

RESEARCH PROBLEM: How do task based learning activities develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero high school in the city of Loja during the 2019–2020 school year?

GOAL: By the end of the intervention plan students will be able to develop reading comprehension using task based learning activities focused on the following aspects: discovering main idea, identifying supporting details and sequencing events.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To identify supporting details of some customs around the world by using information-gap, ordering and matching activities.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Key expressions</p> <ul style="list-style-type: none"> • <i>Really?</i> <p>Structures</p> <ul style="list-style-type: none"> • Simple Present tense with adverbs of frequency. 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher makes a brainstorm of ideas and has students write all the diverse customs they know. • Ask students if they know any greetings that people use in other parts of the world. • Complete a chart on the board (information-gap activity) <p>CONNECTION</p> <ul style="list-style-type: none"> • Students are provided a reading text about some customs from different parts in the world. They have to read it loudly. 	<ul style="list-style-type: none"> • Greetings photos • Descriptive readings. • Jigsaw sentences. • Flashcards.

<p>Key Words</p> <ul style="list-style-type: none"> • Words related to customs. 	<ul style="list-style-type: none"> • Make students identify the main idea of the text by matching activities. • Have students work on a worksheet with information-gap activities after reading a text about typical food in different countries. • The teacher gives them a chart with some definitions and asks students to guess the word that correspond to each definition (the words are from the text). <p>AFFIRMATION</p> <ul style="list-style-type: none"> • Students are given jigsaw sentences about Ecuadorian customs to identify the details from text. • Students get in pairs and start developing an ordering activity sequencing events to check comprehension. • Students answer some questions that teacher asks. 	
<p>MONITORING PLAN: Data Source 1: Observation sheet. Date Source 2: Reflective Journal</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: December 2nd to December 6th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN. WEEK Nº 6

INFORMATIVE DATA

Institution: Colegio de Bachillerato “27 de Febrero”

Teacher: Dra. Bertila Rios.

Researcher: Kimberly Santín Bustamante

Participants: 9th EGB “A”

School Year: 2019-2020

Topic: Celebrating Diversity.

RESEARCH PROBLEM: How do task based learning activities develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero high school in the city of Loja during the 2019–2020 school year?

GOAL: By the end of the intervention plan students will be able to develop reading comprehension using task based learning activities focused on the following aspects: discovering main idea, identifying supporting details and sequencing events.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To identify specific details about different celebrations around the world by using information-gap, ordering and matching activities.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Key expressions</p> <ul style="list-style-type: none"> • Here, try this one! <p>Structures</p> <ul style="list-style-type: none"> • Simple Present tense Present Progressive 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher plays a Sevilla background song and presents some pictures to the students. • Teacher asks them to imagine what they would do if they were in that picture. • Teacher shows two pictures one is about St Patrick’s Day and the other is about Ramadan celebration. • Students identify the sounds and match them with the pictures(matching activities) 	<ul style="list-style-type: none"> • Sevilla festival pictures • Sevilla background song • Soundtracks • Worksheets.

<p>Key Words</p> <ul style="list-style-type: none"> • Verbs related to celebrations, such as dancing, wearing, celebrating, singing, and eating. 	<p>CONNECTION</p> <ul style="list-style-type: none"> • Students read an interview transcript carefully to fill in the blanks with the correct form of the verbs. • Teacher reads (twice or three times) the text at a normal speech and ask students to listen carefully and take notes individually while listening to the text. • Students complete an information-gap activity to identify the details from the text. <p>AFFIRMATION</p> <ul style="list-style-type: none"> • Teacher asks students to complete a short quiz with matching and information-gap activities to evaluate comprehension. • Students get in pairs and develop an ordering activity • As a whole class, students identify the most interesting Sevilla's fair aspects and share what they have learned in the class. 	<ul style="list-style-type: none"> • Dialogue texts • Contrasting paragraphs. • Interview transcript. • Gold stars. • Jigsaw readings.
<p>MONITORING PLAN: Data Source 1: Observation sheet. Date Source 2: Reflective Journal</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: December 9th to December 13th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN. WEEK N° 7

INFORMATIVE DATA

Institution: Colegio de Bachillerato “27 de Febrero”

Teacher: Dra. Bertila Rios.

Researcher: Kimberly Santín Bustamante

Participants: 9th EGB “A”

School Year: 2019-2020

Topic: Enjoying a new culture.

RESEARCH PROBLEM: How do task based learning activities develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero high school in the city of Loja during the 2019–2020 school year?

GOAL: By the end of the intervention plan students will be able to develop reading comprehension using task based learning activities focused on the following aspects: discovering main idea, identifying supporting details and sequencing events.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To identify the communicative function of expressions to improve reading comprehension by using information-gap, ordering and matching activities.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Key expressions</p> <ul style="list-style-type: none"> • <i>Take place</i> • <i>Hope you're doing well</i> <p>Structures</p> <ul style="list-style-type: none"> • Present progressive. 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher shows some pictures about different celebrations around the world and make students guess where probably that celebration could take place. • Teacher asks the question: What is your favorite celebration in Ecuador? • Teacher makes a brainstorm of ideas; in this case the celebration will be New Year in Ecuador. • Presentation of a <i>Chinese New Year</i> video. 	<ul style="list-style-type: none"> • Flashcards about celebrations around the world. • Chinese New Year with a short video

	<p>CONNECTION</p> <ul style="list-style-type: none"> • Teacher provides students the text (an email) with the purpose of making them identify the parts of an email. • Students are given a worksheet with matching and information-gap activities to find the main idea and the supporting details from the text. <p>AFFIRMATION</p> <ul style="list-style-type: none"> • Students make groups and develop an ordering activity to organize the parts of an email. • Students read the email again with the aim to order it and find the sequence of events. 	<ul style="list-style-type: none"> •Jigsaw readings(parts of an email) •Dialogue text •Descriptive readings.
<p>MONITORING PLAN: Data Source 1: Observation sheet. Date Source 2: Reflective Journal</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: December 16th to December 20th , 2019</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability



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INTERVENTION AND OBSERVATION PLAN. WEEK Nº 8

INFORMATIVE DATA

Institution: Colegio de Bachillerato “27 de Febrero”

Teacher: Dra. Bertila Rios.

Researcher: Kimberly Santín Bustamante

Participants: 9th EGB “A”

School Year: 2019-2020

Topic: Out of this world.

RESEARCH PROBLEM: How do task based learning activities develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero high school in the city of Loja during the 2019–2020 school year?

GOAL: By the end of the intervention plan students will be able to develop reading comprehension using task based learning activities focused on the following aspects: discovering main idea, identifying supporting details and sequencing events.

LEARNING OBJECTIVES: At the end of this lesson students will be able:

- To grasp the main idea and details of an informative and descriptive text based on meaningful imagery by using information-gap, ordering and matching activities.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
<p>Key expressions</p> <ul style="list-style-type: none"> • The place is packed • I’m feasting my eyes on 	<p>ACTIVATION</p> <ul style="list-style-type: none"> • Teacher shows some pictures about carnival celebration in different countries. Students try to guess where that celebration takes place. • Brainstorming ideas. Teacher asks the question: How do Ecuadorian people celebrate carnival? • Teacher plays a sound effect and makes students identify what is happening in that situation(answers may vary) • Teacher asks: <i>What makes a good party?</i> 	<ul style="list-style-type: none"> • Pictures of parties. • Carnival celebration picture. • Worksheets.

<ul style="list-style-type: none"> It's out of this world <p>Structures</p> <ul style="list-style-type: none"> Present simple and present progressive. 	<ul style="list-style-type: none"> Teacher shows some pictures about how people have parties. <p>CONNECTION</p> <ul style="list-style-type: none"> Teacher provides students the text (dialogue) to each group in order to complete matching and ordering activities. The teacher gives a descriptive text to each group but the text includes an image. Students are given a worksheet to work on information-gap activities. One student per each group goes in front of the class and draw the chart on the board with the correct information. <p>AFFIRMATION</p> <ul style="list-style-type: none"> Students work in groups and try to find the main idea from the text given, the first group that finishes win a gold star. Read and tweet technique is used. Each group summarizes a different part of the text as a tweet. Students collect and put the tweets on the board and they read them all and decide which order they go in. <p>The posttest and the post questionnaire will be implemented at the end of the intervention plan.</p>	<ul style="list-style-type: none"> Dialogues Party sound effect.
<p>MONITORING PLAN: Data Source 1: Posttest – Post-written questionnaire Date Source 2: Observation sheet. Data Source 3: Reflective Journal.</p>		
<p>SUPPORT: Coaching and guidance from our thesis advisor.</p>		
<p>TIME: January 6th to January 10th, 2020</p>		

Adapted from Murry, K. G., Herrera, S. G., Miller, S. S., Fanning, C. A., Kavimandan, S. K., & Holmes, M. A. (2015). Effect of Transnational Standards on U.S. Teacher Education. FIRE: Forum for International Research in Education). Syakur. (2007). The Components of Speaking Ability

h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	\$100.00
Print of reports	\$60.00
Print of the project	\$100.00
Copies	\$60.00
Unforeseen	\$100.00
Print of the final report and thesis	\$ 120.00
TOTAL	\$540.00

Financing

The financing of the expenses derived from the present research work will be assumed by the researcher author.

Resources

Human

- The teacher candidate as a researcher
- The thesis advisor
- Students of ninth-year “A” of Basic Education at 27 de Febrero high school, afternoon session academic period 2019-2020.

Material

- Printed materials
- Books
- Notebooks

- Laptop

Technical

- Computer
- Printer
- Internet connection

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ANNEXES

Annex 1. Observation Sheet



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DATA COLLECTION INSTRUMENT: Observation sheet.

RESERCHER: Kimberly Santin Bustamante

OBSERVATION SHEET					
Observation #: Topic : Objective of the session (what will students be able to do/know at the end of this session)	Date /Time: Class size: Participants: Ninth-year students.	Location: Duration of the observation start/end time: Observer involvement: participant/ not participant			
Dependent variable: Reading comprehension.					
Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
The students consistently get the main idea from the text.					
The students identify the supporting details from the topic sentence.					
The students follow a logical sequence in order to organize the parts of the text.					
Independent variable: Task based learning strategies.					
Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed					
Descriptors	4	3	2	1	0
All students clearly understand what a real life task mean					
All students develop a variety of tasks set by the teacher.					
All students identify the aim of the task.					
Students ask their teacher for clarification to assist their pairs during the performance during the academic activities.					

Annex 2. Reflective Journal



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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION INSTRUMENT: Reflective Journal

RESERCHER: Kimberly Santin Bustamante

Reflective Journal		
Observation #:	Date/Time:	Role of the researcher: Participant observer
Topic:	Class size:	Duration of the observation:
Objective of the session:	Participants: Ninth-year "A"	
Description of the event		Reflective Notes
		SKILLS

Annex 3. Pre and Posttest



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ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION INSTRUMENT: PRE & POST TEST

Students' code: _____

Date: _____

Instructions:

1. Read carefully and choose the best title for this narrative paragraph.(DISCOVERING MAIN IDEA)



a) Great Party

b) Rachel's Party

c) Sarah's Party

Sarah is having a party. All of her friends are there. Sarah is wearing a new green skirt. Her friends all look nice, too. They are listening to music, dancing, and talking. Some people are sitting on the couch and watching TV. It is a fun party! Rachel is dancing with Peter. They have a lot in common. They both like jazz music and horror movies. In the backyard, people are sitting beside the swimming pool. When Malika suddenly falls into the pool, everyone laughs... even Malika! Now her clothes are all wet. Everybody is having a great time. Nobody wants to go home!

2. Read the text again and select the statement that best expresses the main idea. Circle the letter of that statement

- a) People is having fun.
- b) Sara is having a party.
- c) Everybody is having a great time.
- d) Sarah's friends look nice.

3. Read the text one more time and answer the following questions. (IDENTIFYING SUPPORTING DETAILS)

Who is at Sarah's party?

What is Sarah wearing?

What are people doing at the party?

What are the people on the couch doing?

Who is Rachel dancing with?

What do Rachel and Peter have in common?

What happens to Malika?

Is everybody having a great time?

4. True or false. Put a tick into the correct place. (IDENTIFYING SUPPORTING DETAILS)

Sentence	True	False
Some of her friends are at the party.	<input type="checkbox"/>	<input type="checkbox"/>
People are sitting beside the swimming pool.	<input type="checkbox"/>	<input type="checkbox"/>
Rachel and Peter like jazz music and horror movies.	<input type="checkbox"/>	<input type="checkbox"/>
Her friends all look bad.	<input type="checkbox"/>	<input type="checkbox"/>

5. Here are some definitions. Can you guess the word or name? (Use the word bank. (SUPPORTING DETAILS))

SKIRT	COUCH	POOL	BACKYARD	CLOTHES
-------	-------	------	----------	---------

<div style="background-color: #FFD700; padding: 10px; border: 1px solid black; display: inline-block;">It is not a jean.</div>	<div style="background-color: #FFD700; padding: 10px; border: 1px solid black; min-height: 40px;"></div>
<div style="background-color: #90EE90; padding: 10px; border: 1px solid black; display: inline-block;">What you have in the living room.</div>	<div style="background-color: #90EE90; padding: 10px; border: 1px solid black; min-height: 40px;"></div>
<div style="background-color: #6495ED; padding: 10px; border: 1px solid black; display: inline-block;">A place outside the home.</div>	<div style="background-color: #6495ED; padding: 10px; border: 1px solid black; min-height: 40px;"></div>
<div style="background-color: #A9A9A9; padding: 10px; border: 1px solid black; display: inline-block;">A place where you can swim.</div>	<div style="background-color: #A9A9A9; padding: 10px; border: 1px solid black; min-height: 40px;"></div>
<div style="background-color: #6495ED; padding: 10px; border: 1px solid black; display: inline-block;">The things you use not to be naked.</div>	<div style="background-color: #6495ED; padding: 10px; border: 1px solid black; min-height: 40px;"></div>

6. Read the parts of the text below and number them in order, then identify the parts of the text. (SEQUENCING)

_____ Hello Martha,

_____ I have to go now. Please say hello to mom and dad. I miss you very much.

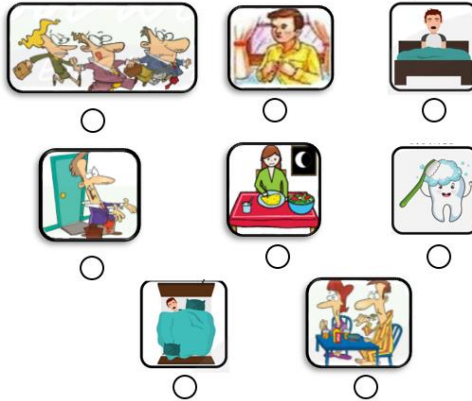
_____ Roger

_____ Today, Chinese people are celebrating the Chinese New Year. It usually takes place at the end of January or the beginning of February. On this day, people don't go to work. They usually go outside to watch the parade, eat a lot of food and watch fireworks at night. This parade is great! There are dragons. People are wearing red clothes. They're singing and playing traditional Chinese music. Some people are giving red envelopes to each other. They say these envelopes bring good luck.

_____ I hope you're doing well. How is school going? These days I'm visiting and enjoying the magnificent capital of China. I'm having a great time in Beijing. Actually, I'm writing this email in the street.

_____ Talk to you soon,

7. Read the following paragraph and number the images according to events in the text. (SEQUENCING)



Hi, I am John, I usually get up at about 6:00 or 6:30 in the morning, after my alarm clock wakes me up. First, I brush my teeth, and shave, and wash my face. Then, I get dressed and go downstairs to have breakfast with my family. I always arrive at my office before 8:00. Five o'clock is my favorite time of the day because I finish work and go back home and see my wife and children again. We eat dinner together in our dining room at around 6:00. Finally, at about 9:30, I go to bed, read for a while, and then fall asleep

Annex 4. Pre and Post Questionnaire



**UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT**

DATA COLLECTION INSTRUMENT: PRETEST / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Students' code: _____

Date: _____

1. Have you ever worked on reading comprehension through task based learning activities?
Yes ()
No ()

2. Do you think information-gap activities develop reading comprehension?
a) Yes ()
b) No ()

3. How often do you use ordering activities to develop reading comprehension?
a) Always ()
b) Sometimes ()
c) Rarely ()
d) Never ()

4. Ordering activities are interesting tasks for learning reading comprehension.

a) Always ()

b) Sometimes ()

c) Rarely ()

d) Never ()

5. Does the teacher use matching activities to teach reading comprehension?

a) Always ()

b) Sometimes ()

c) Rarely ()

d) Never ()

6. Do you find ordering activities difficult to learn reading comprehension?

a) Yes ()

b) No ()

THANKS FOR YOUR COLABORATION

Annex 5. Research Matrix

Research Matrix

Theme: Task based learning activities to develop reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School in the city of Loja during 2019-2020 school year.

Problem	Objectives	Theoretical frame	Methodological design (action research)	Techniques and instruments
<p>General</p> <p>How do task based learning activities develop reading comprehension among students of ninth-year “a”, afternoon session at 27 de Febrero High School in the city of Loja during the 2019–2020 school year?</p> <p>Specific</p> <ul style="list-style-type: none"> • What theoretical and methodological references about task based learning activities are adequate for improving reading comprehension among students of ninth-year 	<p>General</p> <p>8.To improve reading comprehension through task based learning activities among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.</p> <p>Specific</p> <p>9. To research the theoretical and methodological references about the task based learning activities and their application on the reading comprehension</p>	<p>Reading comprehension.</p> <ul style="list-style-type: none"> -Kinds of reading. -Reading process. - Teaching reading. -Assessing reading. <p>Task based learning teaching.</p> <ul style="list-style-type: none"> -Task based learning activities. - Type of tasks. - Phases. -Advantages. 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> -Observing the ingles classes -Stating the background of the problem -Describing current situation -Locating and reviewing the literature. -Creating a methodological framework for research -Designing and plan of action. <p>Intervention Plan and observation</p> <ul style="list-style-type: none"> -Administering test and questionnaires -Observing and monitoring students’ performance 	<ul style="list-style-type: none"> -Non- participant observation. -Pre and post test -Pre and post questionnaire. -Teachers’ journal.

<p>“A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year?</p> <ul style="list-style-type: none"> • What are the issues that limit the development of reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year? • What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on developing the reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year? • Which task based learning activities are implemented to improve reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School 	<ul style="list-style-type: none"> • To diagnose the issues that limit the development of reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the . 2019 - 2020 school year. • To design an intervention plan based on task based learning activities in order to improve reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year. • To apply the most suitable techniques of task based learning activities in order to improve reading comprehension among students of ninth-year “A”, afternoon session at 27 de Febrero High School during the 2019 - 2020 school year. • To validate the effectiveness of task 		<p>according to the intervention plan</p> <p>Presentation of research findings</p> <p>-Reflecting, analyzing and answering the proposed inquires -Organized the final report.</p>	
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<p>during the 2019 - 2020 school year?</p> <ul style="list-style-type: none"> • How effective was the application of task based learning activities to develop reading comprehension among students of ninth-year "A", afternoon session at 27 de Febrero High School during the 2019 - 2020 school year? 	<p>based learning activities to develop reading comprehension among students of ninth-year "A", afternoon session at 27 de Febrero High School during the 2019 - 2020 school year.</p>			
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Annex 6. Grading Scale

Reading Comprehension

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
8-7	Average
6-1	Below average

Task based lessons

Quantitative score range	Qualitative score range
81-100 %	High level of task performance.
61-80 %	Expected level of task performance.
41-60 %	Moderate level of task performance.
21-40 %	Unexpected level of task performance.
01-20 %	Low level of task performance.

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