

Enhancing 9th-grade Critical Reading skills through TBL  
in a public school in the Bolivar Department

By

Kelly Diaz Colón

Research project to obtain the title of Master in English Didactics

Universidad de Caldas

Master's degree in English Didactics

Cartagena De Indias

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## **Acknowledgments**

Firstly, I would like to thank God for making my dream come true, which was studying for this master's degree in English didactics with this amazing university and all the teachers making part of it.

To my parents, Beatriz Colón de Diaz, and Diego Diaz Rodriguez, who supported me unconditionally in every project I decided to start and for making me the strong, capable, and hardworking woman I am today due to all their love, care, values, and principles when raising me. I'm deeply thankful for having them as my parents, I love them so much.

To my loving husband Roberto Coquel, my beautiful daughter Sofia Coquel Diaz, and my kind and intelligent son Felipe Coquel Diaz for being a strongly supportive family, for making me believe in myself, cheering me up, and encouraging me during all this hard but beautiful journey.

To my university advisor Karen Julio, for being so supportive, helpful, patient, and considerate at the moment I needed her. Thanks for all your knowledge and guidance during this amazing research experience.

To my best friend and more than an advisor Alvaro Alberto Zabaleta Fuentes who guided me with all his knowledge, intelligence, patience, and love through a beautiful and contextualized research project. All my love and gratitude to him.

To my dear ex-student and almost professional in languages Dilan Yanes for being so helpful and supportive throughout my project development, thank you so much for your total backing.



To my master's professors, for providing me with all of their tools, knowledge, patience, and the best online and face-to-face classes ever, you, my loving professors are simply the best I've ever known. Thank you so much for having contributed to my professional and personal development.

Finally, to my dearest and favorite workplace Alfonso López Pumarejo School, principal Edwin Alfaro Rodriguez, and the educational community for working with 9<sup>th</sup> graders who did a great job on the workshop development, thanks so much to my student's hard work and dedication on the research progress and final results.

## Abstract

This thesis investigated the implementation of Task-Based Learning (TBL) to enhance the critical reading skills of 9th-grade students in a public school in the Bolivar Department. Employing a qualitative research methodology, the study began with a diagnostic phase that involved student questionnaires, interviews with teachers and coordinators, and a diagnostic test to pinpoint existing challenges in reading comprehension. Subsequently, an action-research methodology was employed to assess the effectiveness of TBL in improving critical reading skills. This phase encompassed the design and execution of six workshops focusing on key reading strategies, including skimming, scanning, prediction, inference, and word meaning guessing. The research culminated in an evaluation stage built upon action research principles. The findings from this study confirmed the significant impact of these workshops on enhancing specific aspects of students' reading abilities. Students enhanced comprehension, critical analysis, and text interpretation, excelling in techniques such as skimming and scanning. Additionally, this study contributed to vocabulary enrichment, enhancing understanding and usage of words in various contexts. Moreover, the study suggested that the integration of these reading strategies into the English curriculum not only enhanced the learning process but also ignited a genuine passion for reading, a challenging feat in contemporary education. Looking ahead, the potential for extending this methodology to other subjects within the school curriculum held the promise of raising overall language abilities and elevating educational standards in the institution and local context.

**Keywords:** Action research, Critical reading, Qualitative method, Reading skill, TBL (Task-based learning).

## Introduction

The ability to read critically is a fundamental skill for both academic and lifelong learning. Unfortunately, many students in public schools in the Bolivar Department struggle with critical reading skills due to various factors such as lack of resources, teacher training, and motivation. To address this issue, the task-based learning (TBL) approach has been proposed as a teaching strategy to engage students in authentic and meaningful tasks and promote the development of critical reading skills. The purpose of this study is to investigate the implementation of the TBL approach in enhancing 9th graders' critical reading skills in a public school in the Bolivar Department.

The reading process allows individuals to analyze, evaluate, and interpret. Based on that, many traditional teaching methods focus on memorization and repetition rather than the development of critical thinking skills leading to a gap in the education system where students are not adequately prepared to face the challenges of the 21st century.

To address these challenges, the proposed Task-Based Learning (TBL) approach draws inspiration from studies such as that of Kuiper, Volman, and Terwel (2016), who state that TBL emphasizes problem-solving and communication, engaging students in authentic tasks that stimulate the application of critical thinking skills, including the analysis, evaluation, and interpretation of information (Kuiper et al., 2016; Lee & Chen, 2018).

This study aims to evaluate the impact of the TBL approach in enhancing critical reading skills and to explore the perceptions and experiences of teachers and students with the TBL approach. The study will contribute to the understanding of the effectiveness of the TBL approach in promoting the development of critical reading skills in public schools in the Bolivar Department

and will provide insights into the challenges and limitations of implementing the TBL approach in this context. The study will also highlight the importance of adopting innovative and effective teaching approaches to promote the development of critical reading skills in students.

Within this research proposal, three main stages will be developed. The diagnostic, action, and evaluation stage, in which the collected data will be analyzed and will serve as a main tool to provide pedagogical solutions to related problems. This research will be a significant input for future researchers considering that this proposal can be applied to any educational context, either private or public institutions.

The implementation of the TBL approach and the action research cycle will let 9<sup>th</sup> graders strengthen their critical reading comprehension process and consequently allow them to provide better results on the national standardized test, PRUEBA SABER, as one the outcomes proposed within this research.

## 1. Research problem

### Rationale

The present research titled "Enhancing 9th Graders' Critical Reading Skills through Task-Based Learning Approach in a Public School in the Bolivar Department" is based on several fundamental conceptions, for example, first and foremost, critical reading skills are essential for the development of educated individuals and critical thinkers. These skills enable students to effectively comprehend, analyze, and evaluate information, which is crucial in today's information-rich and diverse society. The education system often faces challenges in adequately preparing students. Traditional teaching approaches sometimes prove ineffective in promoting critical reading skills, necessitating the exploration of innovative approaches. That is why, it is necessary the implementation of an innovative approach that can help improve a problem found. In this opportunity, the TBL approach will be the core of this research because this is let the students and teachers to be the center of the learning process, they are working on something that is personal and crucial to them, students gain practice in collaborating with others and making group decisions and finally, students spend a lot of time communicating.

Furthermore, the study focuses on a public school in the Bolivar Department, making it relevant to the local community. Understanding how a specific learning approach can benefit students in this geographical area holds local and regional significance. Existing research on task-based learning and the enhancement of critical reading skills in 9th-grade students may be limited. This study has the potential to contribute to educational literature by providing empirical evidence on the effectiveness of this approach in a specific context.

Moreover, identifying an effective pedagogical approach can benefit educators by providing them with tools and strategies to enhance the quality of the education they deliver (Willis & Willis, 2007). This can positively impact students' academic performance (Kuiper et al., 2016). Finally, improving students' critical reading skills not only benefits their current education but also equips them with valuable skills that will serve them well throughout their lives, including in higher education and their participation in society (Lee & Chen, 2018).

In summary, this research addresses a significant educational need in a specific context and has the potential to contribute to the improvement of the critical reading comprehension processes in 9th-grade students of a public school in Turbaco Town, besides that, to contribute to educational knowledge, benefiting students, educators, and the broader community.

### **Setting and context**

Alfonso Lopez Pumarejo Public School, situated in Turbaco Town within the Bolivar Department, operates within the broader framework of international, national, and local educational contexts. Globally, the school is influenced by trends emphasizing global education goals, digital learning, and inclusive practices. The adoption of international standards, such as The Common European Framework of References for Languages (CEFR), shapes language learning approaches. At the national level, the school adheres to Colombian educational policies outlined by the Ministry of National Education (MEN). Compliance with MEN's guidelines impacts curriculum, teaching methodologies, and overall policies. The local context of Alfonso Lopez Pumarejo Public School is characterized by a diverse student population from varying socio-economic and cultural backgrounds. The school employs a traditional teaching approach with a focus on social constructivism, considering the socio-economic conditions of students.

While the curriculum emphasizes reading skills, the adoption of a task-based approach is not explicitly evident.

The students at Alfonso Lopez Pumarejo Public School are co-educational 9th graders aged between 14-15 years old, reflecting a diverse mix of socio-economic and cultural backgrounds. Despite the inclusion of English in the curriculum, a noteworthy aspect is that elementary-level students commence English classes only in 6th grade upon entering high school. This contrasts with high school students who receive three hours of English instruction weekly. However, this allocation is perceived as insufficient to adequately develop communicative competencies among high school students. The school's commitment to basic learning rights and a social constructivist pedagogical model further underscores its dedication to considering both the educational methodologies and socio-economic context of its students.

### **Statement of the problem**

The problem addressed in this thesis is the low level of critical reading skills among 9th-grade students in a public school located in Turbaco Town. Despite the school's efforts to improve reading comprehension through a traditional lecture-based approach, data collected reveals that students continue to struggle in analyzing, evaluating, and interpreting texts critically.

The results of an initial survey administered at the beginning of this researcher to 100 9th-grade students indicate that 85% of the participants have difficulties in identifying and analyzing key arguments in complex texts (See appendix O). Furthermore, comprehension tests administered to these students by me in classes show that only 30% of them meet the minimum standards for critical analysis of texts. These data unveil a significant gap between the desired skills and the

current skills in the realm of critical reading. These two initial instruments were chosen to have a wider idea about the critical reading problems that had been found previously in the classroom.

Additionally, to conduct a diagnostic phase on students' critical reading skills, two instruments were employed: a written test and classroom observation. The written test comprised a series of questions focusing on comprehension, analysis, and interpretation of academic texts in English, measuring the proficiency level in critical reading strategies. Classroom observation involved documenting interactions between students and texts, as well as noting difficulties or achievements observed during critical reading. The qualitative analysis of classroom observations corroborates the findings from the written test. Excerpts from classes have been documented where students face challenges in questioning the information presented in texts, indicating a lack of critical reading skills. For instance, in one observation, a student expressed, "I don't understand what the author means by this," reflecting the struggle to interpret texts critically.

The current teaching approach used in the school may not be effective in promoting critical reading skills, as suggested by the collected data. According to Rod Ellis (2003), task-based learning may be more effective in promoting higher-order thinking skills, such as critical reading skills, by providing students with opportunities to engage in authentic tasks that require analysis, evaluation, and problem-solving.

The low level of critical reading skills among 9th-grade students in the public school in the Bolivar Department has significant implications for their academic success and future career choices. The data collected supports the need to address this critical issue in education, and the guiding question of this thesis is how the implementation of effective reading strategies can help enhance 9th graders' critical reading skills through a task-based learning approach.



## **Research Questions and Objectives**

Within this project, the Task-Based Learning (TBL) approach for learning and teaching was proposed and used to intervene in the found problem. Based on the above problem, the following research question and objectives were stated:

### **Research Question**

What impact can the implementation of TBL cause on 9<sup>th</sup> graders' critical reading comprehension skills in a public school in the Bolivar department?

### **General Objective**

To evaluate the effect of TBL on 9<sup>th</sup> graders' critical reading comprehension skills in a public school in Bolivar Department.

### **Specific Objectives**

1. To investigate the impact of TBL on students' grammar for enhancing critical reading comprehension level.
2. To evaluate the effect caused by the TBL approach on students' vocabulary for improving critical reading skills.
3. To examine the impact of Task-Based Language Teaching (TBL) on advancing students' overall language proficiency and refining critical reading comprehension skills.

## 2. Theoretical Framework

Within this research proposal, many theories have been considered; understanding the importance of how TBL can impact high school students' levels of critical reading comprehension. Based on that, the following definitions and theories will be developed:

### **Language proficiency**

Canale (1983) considers that “Language proficiency comprises the aspects of being able to *do* something with the language (‘knowing how’) as well as knowing about it (‘knowing what’)” (p.34). Accordingly, the author states that language proficiency encompasses a language learner’s or user’s communicative abilities, knowledge systems, and skills that can be used in real-life situations to generate communication. In general terms, Language proficiency is the ability that any speaker has when speaking or performing in any language.

The necessity for communication among different countries, cultures, and societies, in general, created the need for establishing common and standardized forms of teaching and learning languages around the world. That is why the CEFR has pointed out the routes to follow when acquiring some linguistic elements that let individuals construct their way of communicating. This framework has facilitated the understanding of the languages in terms of competences and skills and how these can be evaluated in the educational context. The language skills assessed and evaluated during the learning of any L2 as English, are shown as follows:

In this chapter, the research will delve into the theoretical underpinnings that form the basis of our study. We explore key concepts and theories that are fundamental to understanding the core principles that guide language proficiency, especially in the context of second language acquisition and assessment.

One of the foundational concepts explored is Canale's (1983) perspective on language proficiency. Canale suggests that language proficiency goes beyond mere knowledge about a language; it encompasses the ability to use the language effectively in real-life situations. This understanding involves both "knowing how" and "knowing what" (p.34) when it comes to language. It encapsulates a language learner's or user's communicative abilities, knowledge systems, and practical skills that can be applied to generate effective communication.

Furthermore, it will delve into the importance of standardized language teaching and learning methods, particularly in the context of global communication needs. The necessity for effective communication across different countries, cultures, and societies has prompted the development of common and standardized approaches to language education. The Common European Framework of Reference for Languages (CEFR) is a notable framework that has paved the way for language learners to acquire the linguistic elements necessary for effective communication.

This chapter will explore how the CEFR has facilitated the comprehension of languages in terms of competences and skills. It provides a structured approach to evaluating language skills in an educational context. Specifically, it will examine the language skills that are assessed and evaluated during the learning of a second language, such as English. These skills are crucial in enhancing a learner's ability to communicate effectively in real-world situations.

By the end of this chapter, you will have a solid grasp of the theoretical foundations that underpin our exploration of language proficiency and second language acquisition. This knowledge will serve as a strong foundation for our subsequent discussions on language learning methodologies and assessment techniques.

Language skills are intended to be developed simultaneously to get competent and proficient language learners with the help of grammar and vocabulary sub-skills. At the end of the learning process, the students will have the possibility to place their knowledge into categories ranging from (A1 to C1), being A1: as the lowest proficiency level and C as the highest one depending on their acquisition level.

## **Reading**

Reading is a complex cognitive process that involves the decoding of written symbols to derive meaning. It is a fundamental skill that serves as a cornerstone for learning and intellectual development. The process of reading extends beyond mere word recognition; it encompasses comprehension, interpretation, and critical analysis. The dynamic cognitive capacity to decode, comprehend, critically analyze, and synthesize information from various written texts is also included in the reading talent. Extracting meaning and information from textual sources in a variety of contexts, it entails the integration of fundamental literacy, metacognitive methods, and higher-order thinking processes (Alexander & Fox, 2021; Guthrie & Cox, 2022). Reading skill, in the contemporary landscape, is a multifaceted cognitive process that extends beyond decoding and comprehension. It involves a spectrum of cognitive functions, encompassing interpretation, evaluation, and application of textual information (Alexander & Fox, 2021).

Reading proficiency essentially starts with decoding, or the capacity to convert symbols into meaning expressed in language. Decoding and comprehension are closely related. In comprehension, meaning is constructed by interaction with the text and is impacted by the reader's traits and the surrounding environment (Guthrie & Cox, 2022). Contemporary research emphasizes

the importance of critical analysis and higher-order thinking in reading skills. Readers proficient in these skills can evaluate information, draw connections, and synthesize knowledge from complex texts (Guthrie & Cox, 2022; Alexander & Fox, 2021).

Reading comprehension in the digital age of today includes digital literacy as well as the capacity to explore and interact critically with online texts. Academics stress how important it is to comprehend how digital media affects reading comprehension and cognitive functions (Leu & Forzani, 2018). The evolving nature of reading skills demands an inclusive understanding of decoding, comprehension, critical analysis, and digital literacy. This multifaceted perspective is essential for effective literacy instruction and the cultivation of adept readers in contemporary society.

### **Critical Reading Strategies**

*Critical Reading Strategies* can be defined as the ability to analyze, evaluate, and interpret a text to gain a deeper understanding of its meaning and implications. These skills include being able to identify the main ideas, arguments, and supporting evidence in a text, as well as to evaluate the quality of the evidence and the logical coherence of the arguments presented.

According to Brown and Green (2016), critical reading skills involve both cognitive and metacognitive processes, such as making connections between different parts of a text, questioning the author's assumptions and biases, and monitoring one's comprehension and learning.

Critical reading is an important skill that has been identified as a key factor in academic success and lifelong learning (Duffy, 2003; Gee, 2015; Guthrie et al., 2012; Snow, 2002). Critical reading involves analyzing and evaluating information, and making informed decisions based on

that information (Guthrie et al., 2007; Snow, 2002). In addition, critical reading is closely linked to critical thinking, which is the ability to think logically and solve problems (Duffy, 2003; Gee, 2015).

Traditional teaching methods have been criticized for their focus on memorization and repetition, rather than the development of critical reading skills (Duffy, 2003; Gee, 2015). To address this issue, the task-based learning (TBL) approach has been proposed as an effective teaching strategy that promotes the development of critical reading skills (Bygate et al., 2001; Ellis, 2003; Willis and Willis, 2007).

According to Graff and Birkenstein (2018), critical reading is a skill that enables readers to "analyze, evaluate, and respond to the arguments, ideas, and claims of others" (p. 3). This skill is crucial for high school students as it helps them better understand the texts they read and develop their independent thinking. Furthermore, critical reading is an essential competency for success in higher education and the workforce, as it facilitates the understanding and evaluation of academic and professional materials, along with effective communication and critical thinking in various contexts. Therefore, educators should provide explicit instruction and practice opportunities for students to develop their critical reading skills and foster their love for learning.

### **Strategies to foster critical reading.**

In addition to explicit instruction, there are several strategies that educators can use to promote the development of critical reading skills. For instance, Guthrie, Wigfield, and You (2012) suggest that providing a supportive and engaging learning environment, offering choice and

variety in reading materials, and promoting collaborative learning can all help to enhance students' motivation and engagement in reading.

Furthermore, Kuiper et al. (2016) found that the type of task used to teach critical reading skills can also affect the quality of scaffolding provided by the teacher. For example, tasks that require higher-level thinking, such as analysis and evaluation, may require more scaffolding from the teacher than tasks that focus primarily on lower-level skills, such as identifying main ideas.

Overall, the development of critical reading skills is a key component of effective literacy instruction in high school. By incorporating task-based teaching approaches that emphasize the development of these skills, educators can help students become independent, critical readers who are equipped to succeed in college and beyond.

In summary, the literature suggests that critical reading strategies are essential for high school student's academic success and future career prospects. Effective teaching practices can support the development of critical reading skills in high school students, including strategies such as close reading, teacher scaffolding, and task-based learning. Additionally, the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects guide the development of critical reading skills in high school education.

According to McWhorter (2017), critical reading strategies are techniques that readers employ to analyze and interpret texts with a critical perspective. These strategies enable readers to actively engage with the text, identify key ideas, evaluate the author's arguments, and establish connections between the text and their own experiences and knowledge.

Larking (2017) proposes a series of critical reading strategies that students can apply in the English classroom, such as scanning, summarizing, analyzing, inferring, identifying assumptions, predicting, and guessing word meanings. Here are some of the most used critical reading strategies in English, proposed by Nunan (1999):

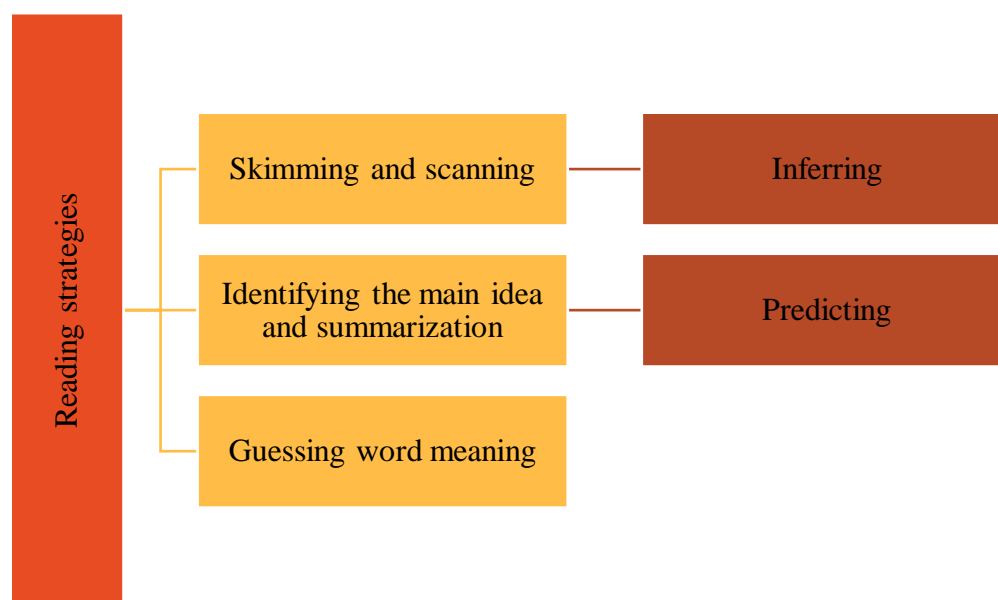
1. Scanning: This involves scanning the text to get an overall sense of its structure, purpose, and key ideas.
2. Summarizing: This involves condensing the main ideas of the text into a summary, in your own words.
3. Analyzing: This involves breaking the text down into parts, such as its structure, language, and argument, to understand how these elements, contribute to the overall meaning of the text.
4. Inferring: This involves drawing conclusions and making inferences based on the information presented in the text, as well as your background knowledge and experiences.
5. Skimming: involves quickly glancing over a text to get a general sense of its content
6. Identifying assumptions: This involves recognizing the underlying assumptions or beliefs that the author holds, and how these shape the argument presented in the text.
7. Lack of grammar refers to the absence or deficiency in the grammatical structure in the speech or writing of a language, resulting in incoherent or grammatically incorrect sentences.
8. Predicting: means making an educated guess or estimation about a future event or outcome based on available information and analysis.



9. Guessing word meaning refers to the process of inferring or estimating the meaning of a word based on the context in which it is used, even if you are not familiar with the word itself. This is a common strategy for understanding unfamiliar vocabulary in a given passage or text.

**Figure 1**

*Critical reading strategies*



*Note.* Critical reading strategies used during the development of the workshops in this research. Author's own, 2023.

In the pursuit of enhancing the critical reading skills of 9th graders within a public school situated in the Bolivar Department, this research explores additional critical reading strategies. These strategies encompass identifying the author's intent, considering the target audience, and evaluating the credibility of sources employed in the text. By implementing these critical reading

strategies, readers can attain a deeper comprehension of the texts they encounter, thereby becoming more thoughtful and engaged readers.

### **The role of vocabulary in the reading process**

Whenever people engage in communication, regardless of the context, the utilization of vocabulary becomes indispensable for fostering effective understanding and comprehension. Vocabulary is a term that instantly invokes the notion of communication; it serves as the foundational element for constructing meaningful ideas, phrases, and expressions. In broader terms, vocabulary can be described as the complete repertoire of words or elements that individuals worldwide can wield to articulate their language expressions. As Hubbard (1983) puts it, vocabulary can be defined as a potent conveyer of meaning. Conversely, Nation (2001) posits that vocabulary knowledge entails the recognition and comprehension of a word in its spoken form both within and beyond specific contexts, rather than relying on guesswork.

Drawing from the aforementioned concepts, vocabulary, as a pivotal domain of knowledge within the language learning process, assumes a critical role in second language (L2) acquisition. First and foremost, it wields the power to facilitate effective communication. Secondly, it bolsters both oral and written production, and thirdly, it enables language utilization. In the realm of English language acquisition, a rich and extensive vocabulary is an imperative prerequisite, enabling speakers to convey authentic and contextually relevant messages.

In conclusion, Rivers (1983) and Nunan (1991) contend that the acquisition of a robust vocabulary is indispensable for the successful use of a second language. Without an extensive

vocabulary at one's disposal, the ability to employ learned language structures and functions for comprehensible communication remains constrained.

### **The role of grammar in the reading process**

While grammar has often faced criticism for being perceived as a rigid and formal method of constructing communication, it possesses its own set of advantages. In a broader context, grammar functions as a valuable tool for second language (L2) learners in structuring discourse sequentially and linearly. It achieves this by adhering to specific predetermined patterns and models, which are sometimes not commonly used in spoken language but find their place in formal written documents. The role of grammar is distinctly characterized by imparting a degree of formality and structure to linguistic constructs, thereby facilitating an enhanced understanding and comprehension of L2 grammatical rules.

As per Ellis (2006), the role of grammar learning, and instruction encompasses instructional techniques that direct learners' attention toward grammatical forms in a manner that aids their metalinguistic understanding and enables the processing of these forms in both comprehension and production. This, in turn, allows learners to internalize grammatical structures.

According to Harmer (2001), the grammar of a language can be described as "the rules governing how words can change their forms and be combined to form sentences in that language."(p.62). Azar (2007) underscores the role of grammar in helping students grasp the underlying nature of language, emphasizing that language is composed of predictable patterns that render what we say, read, hear, and write intelligibly. These authors collectively assert that the appropriate use of grammar provides learners with a framework for organizing their oral and written productions effectively. Consequently, grammar, along with accuracy, assumes a pivotal

role in the construction of syntactical elements and discourse. How grammar is employed and valued hinges upon the extent of learners' knowledge and depth of understanding of L2 syntactical processes.

### **Task-Based Language Teaching (TBL)**

Task-Based Language Teaching (TBL) stands as a dynamic and learner-centered pedagogical approach in language education. This methodology revolves around the creation and implementation of language tasks that immerse learners in authentic, real-world language use. Through tasks designed for purposes like problem-solving, decision-making, or information exchange, TBL seeks to provide a practical and meaningful context for language learning. Widely applicable across diverse language learning environments, including second language acquisition and English as a foreign language, TBL has gained prominence for its effectiveness in fostering language proficiency and enhancing learner engagement. This introduction aims to provide a concise overview of the key principles and applications of Task-Based Language Teaching, underscoring its significance in contemporary language education.

### **Guiding Principles in Learning and Teaching Through TBL**

Task-based instruction, as described by Cordoba & Navas (2009), is an approach that prioritizes meaning over form, where students engage in communicative tasks rather than discrete, form-based exercises. Students are expected to articulate their thoughts, either verbally or in writing, on the topic of the lesson, based on the analysis of meaning derived from a communicative activity. A task, according to Willis (1996), refers to an activity where learners employ the target language to achieve a communicative purpose with a tangible outcome. Nunan (2004) similarly defines a task as a piece of classroom work that involves learners in comprehending, manipulating,

producing, or interacting in the target language, all the while focusing on expressing meaning rather than manipulating form. Such tasks should have a sense of completeness, being able to stand alone as a communicative act with a distinct beginning, middle, and end.

The overall purpose of the task-based methodology is to create opportunities for language learning and skill development through collaborative knowledge building. That is why Willis (1996) and Skehan (1998) have proposed some principles that can be used when teaching a task-based lesson in any context. The next table shows their proposal:

**Table 1**

*Principles of task-based teaching from Willis (1996) and Skehan (1998)*

<b>Willis (1996)</b>	<b>Skehan (1998)</b>
1. There should be exposure to worthwhile and authentic language.	1. Choose a range of target structures, i.e. ensure systematicity in language development without adhering rigidly to a structural syllabus.
2. There should be use of language.	2. Choose tasks which meet the utility criterion, i.e. make it “useful” for students to perform the target structures.
3. Task should motivate learners to engage in language use.	3. Sequence tasks to achieve balanced goal development, i.e. prioritize fluency, accuracy, and complexity at different times.
4. There should be a focus on language at some points in a task cycle.	4. Maximize the chances of a focus on form through attentional manipulation.

*Note.* Task-based language teaching book. Principles of task-based teaching from Willis (1996) and Skehan (1998).

The previous table summarizes the principles that can be used to guide the selection for teaching and learning certain tasks. To achieve the proposed goal within a task-related situation it is necessary to consider the following principles.

This study delves into the principles of task-based instruction (TBI) and its potential to facilitate language learning, particularly focusing on the pedagogical viewpoints of Willis (1996) and Skehan (1998). These authors emphasize several critical considerations for effective TBI implementation, with the central tenets being the establishment of appropriate task difficulty, clear lesson goals, student orientation toward task completion, active student participation, risk-taking encouragement, and a primary focus on meaning in communicative tasks.

According to these scholars, one vital aspect of TBI is ensuring that tasks maintain an appropriate level of difficulty. This entails the teacher's ability to scaffold their students' knowledge, providing the necessary input to enable students to construct knowledge autonomously. The teaching cycle, progressing from simpler to more complex tasks with the introduction of a pre-task phase, is recommended to ensure an incremental increase in task complexity. This phased approach ensures that learners can confidently tackle tasks.

Furthermore, learning objectives should be clear and specific and should be communicated to students at the beginning of each task. Objectives should be related to students' needs, interests and motivations, and should reflect expected learning outcomes (Nunan, 2004)

According to Richards and Rodgers (2010), effective TBLT is based on cultivating appropriate homework orientation in students. Tasks require the use of language, either written or oral, to be completed successfully. In this approach, teachers guide their pedagogical process through a step-by-step sequence, helping students achieve the communicative goal of the lesson.

By the end of this sequence, students should have the necessary knowledge to perform the task independently. In addition, the active participation of students in the learning process is emphasized. The more students engage in the learning environment, the more they will understand the meaning of the assigned tasks. Actively participating in task-based lessons offers students opportunities to negotiate meaning when faced with communicative challenges. Teachers should encourage students to take risks, emphasizing that the number of mistakes made during performance is less important than the potential for self-discovery and development of language competence. Finally, it is argued that students should focus primarily on meaning when performing assignments. The main purpose of the tasks is to provide a context for communicative language processing. In this context, it is essential to allow learners to engage in oral interactions, even with minor errors. Real oral interactions prioritize the communicative process over form, although knowledge of the formal structure of language can facilitate comprehension.

### **Task-Based Learning for Reading Comprehension**

Task-Based Learning (TBL) for reading comprehension is a student-centered approach designed to enhance language skills and critical thinking through engaging and purposeful activities. The process involves several key stages:

Pre-Task: Introduce the reading topic and activate prior knowledge. Facilitate a pre-reading discussion to stimulate interest.

During task cycle proposed by Willis (1996), states that:

a. Reading Task: Assign a purposeful reading passage. Provide guiding questions for active engagement and comprehension.

b. Task Preparation: Clearly define the task students will be working on. Allow time for resource gathering from the reading material.

c. Task Performance: Encourage collaborative work in pairs or small groups. Monitor and provide support as students engage in the task.

Post-Task: Facilitate presentations where students share their findings. Conduct a class discussion to deepen understanding through dialogue.

4. Reflection: Prompt individual reflection on the reading process and task performance. Encourage group reflection to discuss collaborative experiences.

Task-Based Learning for reading comprehension integrates language learning with critical thinking and practical application. By emphasizing collaboration, purposeful tasks, and reflection, this approach not only enhances language proficiency but also equips students with valuable skills for effective communication and understanding complex texts.

Task-based learning for reading comprehension is a dynamic and learner-centered approach that not only enhances language proficiency but also equips students with essential skills for effective communication and critical analysis of complex texts.



## **Literature Review**

### **Previous research studies**

Numerous research studies have explored the effectiveness of the Task-Based Learning (TBL) approach in fostering the growth of critical reading skills. These studies have varied in terms of their objectives, types, and contexts, shedding light on both the benefits and challenges associated with TBL implementation.

For example, Wang, Tingting (2023) in her thesis entitled “Task-based Learning Strategies for Developing Students’ Textual Understanding and Critical Thinking Abilities in An English Intensive Reading Class, stated that the goal of this study was to create a new teaching mode called the Teaching Trilogy Mode by combining cooperative learning and task-based learning. It also aimed to investigate any potential issues and how well this mode fosters students' capacity for critical thought as well as their reading comprehension. After a semester of investigation, it was discovered that: Trilogy method instruction can assist students in developing the habit of critical thinking. When applied in groups, the task-based learning technique could assist students in overcoming the demands of classroom instruction and encourage more engaged participation in class discussions. Students could gain a deeper comprehension of the reading materials by developing their critical thinking abilities.

Besides the prior one, Suwantarathip and Wichadee (2019) delved into the effectiveness of the TBL approach in enhancing reading comprehension skills among Thai EFL learners. This study unveiled the TBL approach's success in elevating reading comprehension skills, particularly in areas such as text comprehension, vocabulary acquisition, and inferential abilities. The research

also illuminated the TBL approach's capacity to bolster learner self-efficacy and engagement throughout the learning journey.

Similarly, Park (2014) researched to investigate the effects of the TBL approach on critical reading skills, focusing on Korean high school students. Park's findings supported the notion that TBL was effective in cultivating critical reading skills and enhancing students' analytical capacities.

In addition to these positive outcomes, Wei and Zhang (2019) conducted a study that further confirmed the effectiveness of the TBL approach in nurturing critical thinking skills among English language learners. This research provided valuable insights into the applicability of TBL across different language-learning contexts.

However, research on Task-Based Learning (TBL) for critical reading skills has shown positive outcomes, but challenges emerge in specific contexts, particularly regarding the collaborative nature of TBL. Wang and Chen's (2015) study, focusing on Chinese university students, revealed difficulties stemming from cultural factors. These challenges underline the necessity of considering cultural nuances in TBL implementation, especially when aiming to enhance critical reading and critical reasoning skills.

Similarly, Zaidi and Mansoor's (2018) study, focusing on Pakistani students, highlighted challenges related to the adoption of the Task-Based Learning (TBL) approach. The difficulties stemmed from a lack of resources and insufficient teacher training. This underscores the importance of addressing resource scarcity and providing thorough teacher training when

implementing TBL, particularly in the context of developing critical reading and critical reasoning skills.

In summary, a body of research has explored the efficacy of Task-Based Learning (TBL) in developing critical reading skills, revealing both positive outcomes and challenges. Studies, such as Li and Li (2016) and Park (2014), demonstrate that TBL effectively enhances critical reading skills, including analysis, evaluation, interpretation, and synthesis. The approach not only improves students' abilities to identify main ideas and logical relationships but also boosts motivation, interest, and confidence in critical reading.

Wei and Zhang's (2019) research expands this effectiveness to English language learners, emphasizing the versatility of TBL across different language learning contexts. However, Wang and Chen (2015) highlight cultural challenges among Chinese students, suggesting that the collaborative nature of TBL may face resistance due to cultural factors. Similarly, Zaidi and Mansoor (2018) identify resource scarcity and inadequate training as challenges faced by Pakistani students in adapting to TBL.

In conclusion, while TBL shows promise in fostering critical reading skills, considerations for cultural context and resource availability are crucial for successful implementation. The studies collectively underline the need for a nuanced approach to TBL, recognizing its potential benefits and addressing challenges to optimize its effectiveness in diverse educational settings.

Within the realm of reading skills development, the TBL approach has proven to be efficacious in advancing critical reading skills among language learners. A study by Chen and Yu (2018) scrutinized the effectiveness of the TBL approach in elevating critical reading skills among

university-level English as a Foreign Language (EFL) learners in Taiwan. This investigation revealed that the TBL approach effectively bolstered critical reading skills, including inference-making, analysis, evaluation, and interpretation. Additionally, the research uncovered heightened learner motivation and engagement within the learning process.

Another study, Li, and Li (2016) conducted a study that employed the TBL approach to enhance critical reading skills among Chinese university students. Their research also enhanced the students' motivation, interest, and confidence in critical reading, as reflected by the questionnaire and interview data. The TBL approach fostered the students' awareness and use of various critical reading strategies, such as questioning, evaluating, summarizing, and synthesizing. The critical reasoning (CR) skills that the students improved through the TBL approach were:

-Analysis: The students learned to identify the main ideas, arguments, and evidence of the texts and to examine their logical relationships. -Evaluation: The students learned to assess the credibility, validity, and relevance of the texts and to identify the strengths, weaknesses, and biases of the authors.

-Interpretation: The students learned to infer the implicit meanings, assumptions, and implications of the texts and to relate them to their prior knowledge and experience.

-Synthesis: The students learned to integrate and compare the information from different texts and to generate their own opinions and perspectives.

To conclude, the TBL approach has displayed its effectiveness in promoting critical reading skills among language learners. The TBL approach facilitates active involvement in meaningful tasks and encourages social interaction, thus aiding learners in cultivating critical

thinking skills and engaging with authentic language usage. While multiple studies have highlighted the effectiveness of the TBL approach in advancing critical reading skills, further research is necessary to explore its efficacy in diverse language learning contexts and among varying learner populations.

Numerous research studies have underscored the significance of developing critical reading skills to enhance reading comprehension among high school students. For instance, Fisher and Frey (2013) conducted research demonstrating that instructing students in close reading of complex texts yielded substantial improvements in both reading comprehension and writing performance. Similarly, Lee and Chen (2018) reported that an approach centered on tasks for teaching critical reading skills in a college English classroom led to substantial enhancements in students' reading comprehension and critical thinking abilities.

According to Córdoba Zúñiga (2016) who conducted a qualitative study with six first-semester students in an English as a Foreign Language (EFL) teaching program at a Colombian public university. The study aimed to implement task-based language teaching to integrate foreign language skills and help students enhance their communicative competencies. The results suggest that the implementation of task-based language teaching facilitated the integration of the four language skills. The tasks were meaningful and combined various exercises for each skill, enhancing communication and interaction among students.

Another study conducted by Rodríguez-Bonces and Rodríguez-Bonces (2010) provides an overview of task-based learning and its use in the teaching and learning of foreign languages. They began by defining the concept of task-based learning, followed by a presentation of its foundations and implications. Finally, they introduced a lesson grounded in task-based learning. The article

introduces an additional phase when planning a task-based lesson: the one related to formal and informal assessment. It is also explained that a crucial part of the task-based approach is an assessment component, which should include rubrics and a self-assessment format. The authors conclude that task-based learning is a good option for language teaching and that educators should consider both formal and informal assessment.

### 3. Methodology Design

The present study adopted a qualitative research approach, aligning with the inherent complexities of language teaching and learning. Qualitative research, known for its depth and focus on social and human phenomena, provided an ideal framework for exploring the intricate landscape of language education. This approach was instrumental in unraveling meanings, perspectives, and contextual nuances within the realm of language pedagogy and acquisition. Given the multifaceted nature of language education, the qualitative approach became not only suitable but imperative, facilitating a comprehensive exploration of participant's experiences and the dynamics that shaped language education. This test was used to assess students in terms of critical reading, and they demonstrated strengths in their skills, scoring, spelling, and grammatical patterns.

#### Research approach and type of study

Embedded within the qualitative approach is the utilization of *Action Research* as the chosen research method, characterized by the integration of action and research, which unfolds within the ongoing social contexts of educational settings. This method involves collaborative efforts between researchers and participants, aiming to address challenges, implement interventions, observe consequences, and enhance educational practices. Action Research aligns seamlessly with the dynamic nature of language teaching and learning, emphasizing the importance of feedback and adaptation for educational progress. By combining a qualitative approach with *Action Research*, this study aspires to gain a profound, context-specific understanding of language teaching and learning processes, contributing to ongoing improvements within a specific educational environment. The synergy of these research approaches provides the

flexibility needed to navigate the complexities of language education, fostering change grounded in reflection and supported by empirical evidence. Graph 3 illustrates the stages in Action Research.

**Figure 2**

*Action Research Cycle*



*Note.* Adapted from: Burns, Anne (2001. p. 4)

The previous cycle clearly shows the methodology followed during the implementation of the six workshops. This methodology will let the teacher organize the plan of intervention in a sequential form, considering the planning, actuation, observation, and a final reflection based on the student's performance. Based on that prior statement, it is crucial to mention that action research is a participatory, reflective, and interactive process in which practitioners or researchers, within their own settings, engage in systematic inquiry to identify, address, and improve issues or challenges by implementing interventions, collecting data, and reflecting on the outcomes to inform future actions (McNiff, 2013; Kemmis & McTaggart, 2005).



## **Participants**

The research involves a sample of 30 9th-grade students, with an even gender distribution of 15 girls and 15 boys, aged between 14 and 15 years old. These students share a common characteristic: a very low level of English proficiency, classified as pre-A1 according to the Common European Framework of Reference for Languages (CEFR). As determined through a diagnostic test administered to assess their language skills.

In addition to their language proficiency level, it is essential to delve into the diverse aspects that define these participants. Each student possesses a unique set of interests, preferences, rhythms, and learning styles that contribute to the rich tapestry of the group. While the research primarily focuses on language learning, understanding the individual characteristics of the participants is crucial for tailoring effective teaching strategies and ensuring an engaging and meaningful learning experience.

Participants in this study exhibit a wide range of interests and hobbies, including sports, music, art, technology, and literature. These interests can serve as valuable entry points for fostering engagement and motivation in the language learning process. By tapping into their interests, instructors can create relevant and engaging language activities.

Moreover, students' preferences regarding learning materials, teaching methods, and classroom interactions are diverse. Some may prefer hands-on activities, while others may thrive in more structured and traditional classroom settings. Recognizing these preferences is instrumental in creating a learner-centered environment that accommodates various learning styles.

The criteria for selecting this sample were based on Golzar et al. (2022), according to a combination of sources, including the diagnostic test results, teacher recommendations, and an evaluation of their readiness for participating in an action research project. The criteria ensured that the participants had similar low-level English proficiency, were actively enrolled in the 9th grade, and were willing to engage in the research process.

By considering the individual characteristics and preferences of the participants and applying specific criteria for selection, this research aims to tailor the action research interventions to the unique needs and profiles of these 9th-grade students with low English proficiency. This personalized approach seeks to maximize the effectiveness of language learning and contribute to their academic and personal growth.

### **Instruments and data collection procedures**

Data in the diagnostic, action, and evaluation stages were collected through the techniques and instruments the following table displays:

**Table 2**

*Techniques and instruments to collect data.*

<b>Diagnostic stage</b>		<b>Action-Evaluation stage</b>	
<b>Technique</b>	<b>Instruments</b>	<b>Technique</b>	<b>Instruments</b>
Classroom observation	1. Researcher's journal – entries. 2. External observer's journal entries	Classroom observation.	1. Researcher's journal – entries. 2. External observer's journal entries
Survey	3. Students' questionnaires.	Survey.	3. Students' questionnaires.
Language elicitation	4. Diagnostic test (including all the skills:	Language elicitation	4. Exit test (including all the skills: listening,

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listening, speaking,  
writing, reading) and  
subskills (grammar and  
vocabulary).

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speaking, writing,  
reading) and subskills  
(grammar and  
vocabulary).

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To comprehensively understand the research methodology and data collection process, it is crucial to delve into the details of the instruments used. These instruments have been thoughtfully designed with specific objectives in mind, and their implementation is central to the research process. The following sections provide in-depth insights into the nature, purpose, and construction of each instrument, shedding light on how they were strategically employed to gather data, document observations, and gauge the perspectives of the various stakeholders involved in the study.

### ***Researcher's Journal***

A researcher's journal is a comprehensive record of observations, reflections, and notes meticulously documented by the researcher throughout the research process. This instrument serves as a vital repository for chronicling the research's evolution and for capturing key findings. In addition to being a logbook, the researcher's journal may encompass details on how it was designed, data collection methods, and the analysis process. It may contain qualitative analysis and personal reflections that help contextualize research outcomes (See Appendix D).

### ***External Observer's Journal***

The external observer's journal recorded observations and analyses made by an impartial third party not directly involved in the research. This instrument offered an objective perspective on relevant events within the study. It was crucial to detail how the external observer was selected and trained to ensure impartiality. Furthermore, information on the observation process, criteria

for data recording, and comparisons with the primary researcher's findings were included. See (Appendix D).

### ***Students' Questionnaires***

Student questionnaires are data collection instruments comprising questions meticulously designed to elicit information from students regarding their opinions, experiences, and knowledge. It is imperative to explain how the questionnaire questions were formulated, the student sample selection process, and the survey administration methods. Moreover, insights into the data analysis and how the results will be used to determine student needs and guide curriculum development are essential to include. (See Appendix C).

### ***Diagnostic and Exit Test (all skills and subskills, appendixes N and E)***

The diagnostic test assesses students' language skills, encompassing listening, speaking, writing, reading, and subskills like grammar and vocabulary. It is indispensable to elaborate on how the test sections were designed, the choice of question types, and the establishment of evaluation criteria. Furthermore, details on test administration procedures, answer grading methods, and how the results will be utilized to tailor instruction and curriculum development should be provided.

### **Data analysis**

All the data collected through the prior techniques and instruments were analyzed following the Grounded Theory design proposed by Glaser—and Strauss (1967) and the triangulation process. Considering the authors' ideas and the researcher's goal, three stages to analyze the data were followed. Those stages make part of the prior theory to generate categories (codes) that could confirm and explain the phenomenon already seen. This process began with the

notion of “open coding”, which is the first level for data coding, in which the researcher identifies as many concepts and themes as possible to have a wider idea of the problem(s) that can emerge from the administered instruments to the research participants.

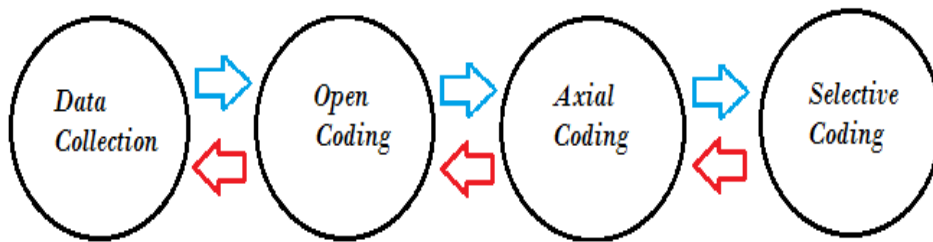
The second level used to analyze the data was “axial coding.” This level, different from the previous one, focused its attention not on identifying themes or concepts, but on refining, aligning, and categorizing them in related groups or trends. This level helped to the creation of distinct thematic categories in preparation for selective coding.

Finally, the third and last level used to analyze the data was “selective coding.” This enables the researcher to select and integrate categories of organized data from axial coding in cohesive and meaning-filled expressions. “Selective coding continues the axial coding at a higher level of abstraction (through) actions that lead to an elaboration or formulation of the story of the case” (Flick, 2009, p. 310).

To summarize the above information, the following figure shows the stages used during the data analysis. The blue arrows represent the sequence followed in the data analysis process, and the red ones represent the revision of the whole analysis cycle, which means, the continuous feedback in the different analysis categories found as proposed by Glaser and Strauss (1967).

**Figure 3**

*Grounded Theory - Data analysis process.*



*Note.* Phases followed during the data analysis. Adapted from Glaser & Strauss (1967)

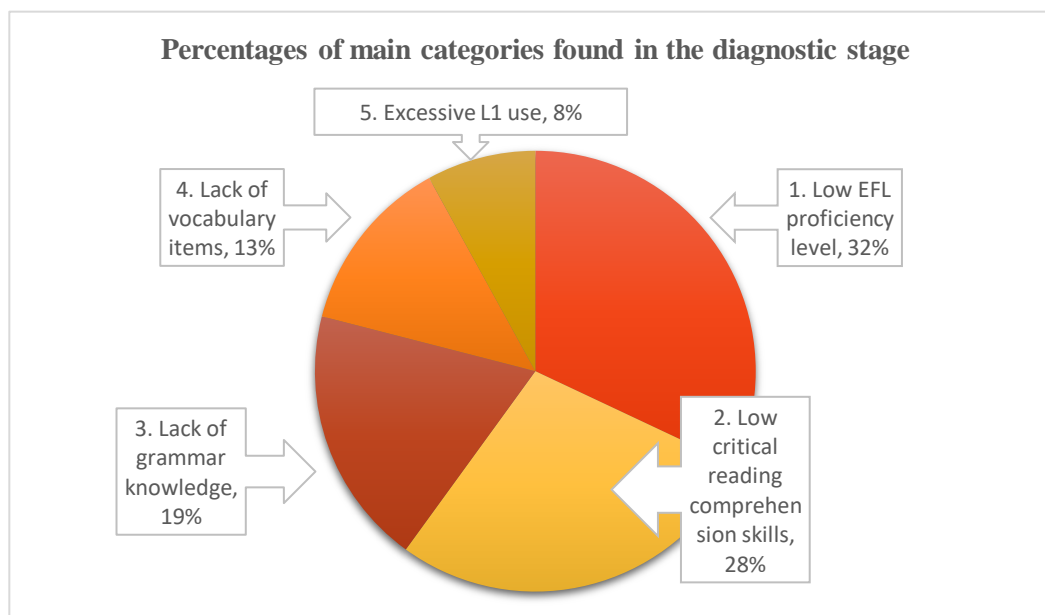
#### 4. Stages of the study

##### Diagnostic Stage

After having collected and analyzed the information in the diagnostic stage, a triangulation table was designed to compare the different views reported by the research participants. Based on that, as a general summary, figure 5 shows in percentages the most recurrent codes /trends found on the diagnostic stage

##### Figure 4

*Percentages of main categories found in the diagnostic stage.*



*Note.* These are the categories or codes found during the entrance of diagnostic test, administered at the beginning to the students to evaluate their level of English proficiency.

Figure 5 is divided into codes or categories which display some of the language issues that students presented when performing in their L2 classes. Within the codes found, the five most

notorious were: Low EFL proficiency level in all the skills, Low critical reading comprehension skills, Lack of grammar knowledge, Lack of vocabulary items and excessive L1 use.

1. *Low EFL Proficiency Level (32%)*: A considerable portion of students exhibit a low level of English as a Foreign Language (EFL) proficiency, comprising approximately 32% of the cohort. This implies that a significant number of students struggle with basic English language skills, such as reading, writing, speaking, and comprehension.

*"Se me dificulta porque no sé cómo leer en inglés y repito las palabras en la clase de inglés." / Translation: "It is difficult for me because I do not know how to read in English and I repeat the words in the English class." (Students' Questionnaire excerpt).*

2. *Low Critical Reading Comprehension Skills (28%)*: Around 28% of the students exhibit low critical reading comprehension skills. This suggests that a notable portion of the student population faces challenges in understanding, analyzing, and critically evaluating written texts in English.

*"Entiendo las palabras, pero no sé qué significan en el contexto. A veces me siento perdido cuando leo textos en inglés." / Translation: "I understand the words, but I don't know what they mean in context. Sometimes I feel lost when I read texts in English." (Students' Questionnaire excerpt).*

3. *Lack of Grammar Knowledge (19%)*: Approximately 19% of the students struggle with a lack of grammatical knowledge. This indicates that a notable segment of the cohort encounters difficulties in applying English grammar rules correctly.



*"Cometo muchos errores con la gramática. No sé cómo usar los tiempos verbales correctamente." / Translation: "I make many grammar mistakes. I don't know how to use verb tenses correctly." (Students' Questionnaire excerpt).*

4. *Lack of Vocabulary Items (13%):* About 13% of the students suffer from a limited vocabulary. This suggests that a portion of the student population has a restricted range of English words and expressions at their disposal.

*"No sé muchas palabras en inglés, por lo que siempre uso las mismas en mis respuestas." / Translation: "I don't know many English words, so I always use the same ones in my responses." (Students' Questionnaire excerpt).*

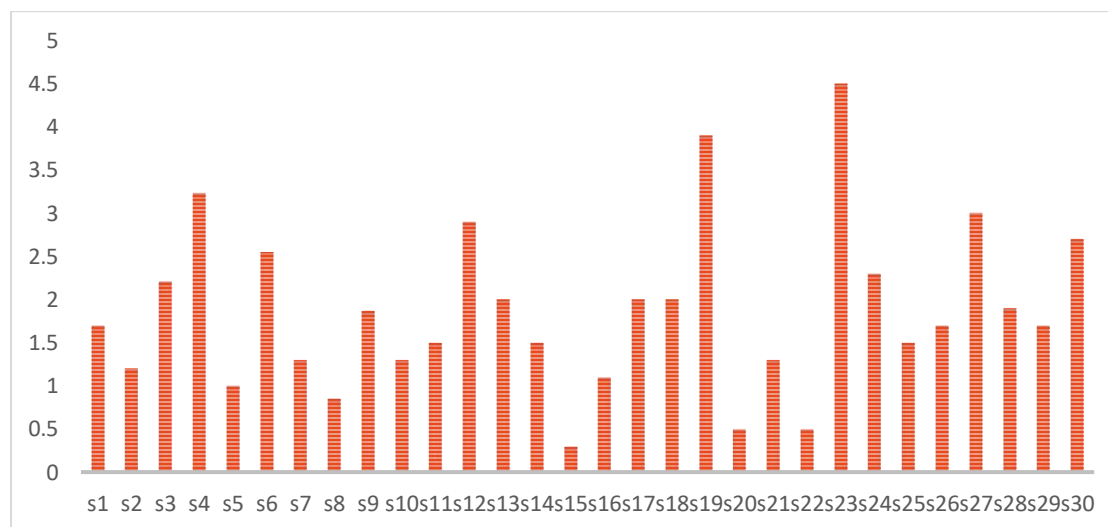
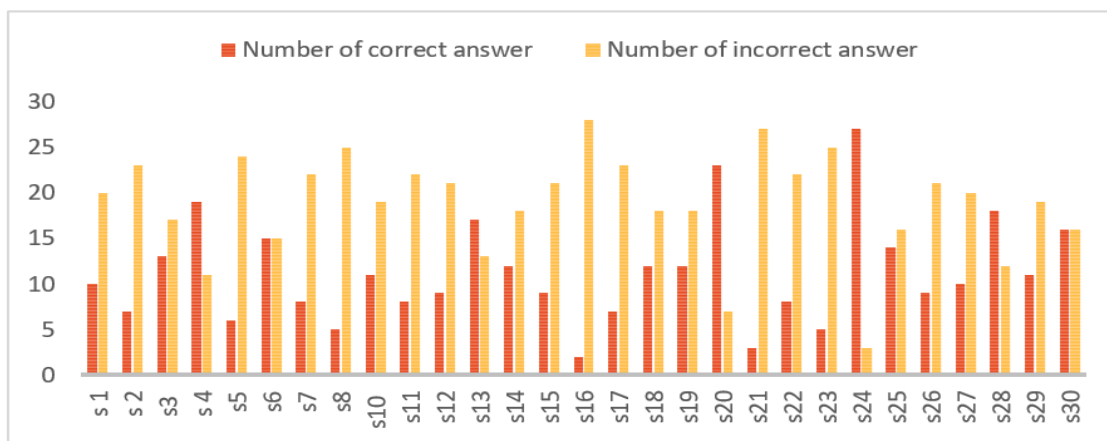
5. *Excessive L1 Use (8%):* A small percentage, approximately 8% of the students, tend to rely excessively on their native language (L1) during English language activities. This could hinder their English language development.

*"Siempre hablo en mi idioma nativo cuando no entiendo algo en inglés. Es mas fácil para mí." / Translation: "I always speak in my native language when I don't understand something in English. It's easier for me." (Students' Questionnaire excerpt).*

The preceding data highlights specific problem areas that require intervention, offering potential solutions in terms of language, vocabulary, grammar, and critical strategies. Nevertheless, to substantiate the identified language issues and bolster the research problem discussed earlier, a diagnostic language proficiency test was conducted. The following two graphs present an analysis of the test results, revealing a deficiency in language proficiency levels.

**Figure 5**

*Comparison of correct and incorrect answers in Diagnostic Test*



This section has presented a broad overview of the previously described and analyzed issues. Subsequently, a pedagogical and action research intervention will be implemented in the following phase to enhance various categories and trends as outlined earlier. These figures clarify the need that students have in the English language and the need to implement strategies that help to enhance their critical reading comprehension skills.

## Instructional design

Considering the problems and difficulties already found during the diagnostic stage analysis, during the intervention phase (action stage), six workshops will be implemented, each spanning three (3) hours, and will be conducted to improve 9th-grade students' language, vocabulary, grammar, and critical strategies through the TBL approach. Throughout this stage, data will be collected primarily through journals and questionnaires. These workshops will have the main task of at least alleviating these students' level of critical reading comprehension in the L2 classroom.

In the (evaluation) phase, the TBL approach will be employed to evaluate the student's learning progress (reading comprehension improvement) and language acquisition. By the end of the intervention, the students will be able to reflect on their learning processes, identifying strengths and weaknesses to effect immediate and future changes in their reading processes. As seen in the next table, here are the workshops that will be developed during the action stage:

**Table 3**

*Workshops to develop in the action stage.*

<b>Workshop N-</b>	<b>Description of the task (Language)</b>	<b>Critical Reading strategy to be used. / Stages in TBL.</b>
<u>Workshop 1</u>	Reading a short piece of information in a newspaper about the USA president's personal information.	<b>Strategy:</b> Skimming and scanning  <b>TBL cycle:</b> Pre/During and Post-task.
<u>Workshop 2</u>	Analyzing characters, themes, and literary elements in the first chapter of the novel "The Giver" by Lois	<b>Strategy:</b> Identifying the main idea and summarization.

	Lowry.	<b>TBL cycle:</b> Pre/During and Post-task.
<u>Workshop 3</u>	Guessing the meaning of unknown words within a written text considering the general context of it.	<b>Strategy:</b> Guessing word meaning. <b>TBL cycle:</b> Pre/During and Post-task.
<u>Workshop 4</u>	Getting the primary and secondary ideas that are not explicit in a text considering the general topic that this contains.	<b>Strategy:</b> Inferring. <b>TBL cycle:</b> Pre/During and Post-task.
<u>Workshop 5</u>	Making informed predictions to connect their existing knowledge to new information from a text to get meaning from what they read.	<b>Strategy:</b> Predicting. <b>TBL cycle:</b> Pre/During and Post-task.
<u>Workshop 6</u>	Reading and analyzing a text putting into practice all the previous critical reading comprehension strategies (Skimming, scanning, identifying the main ideas and summarizations, guessing and word meaning, inferring, and predicting.)	<b>Strategy:</b> Reviewing workshops with all reading strategies. <b>TBL cycle:</b> Pre/During and Post-task.

*Note.* Workshops developed during the action sage process. Author's own (2023).

### **Action stage**

This stage was planned based on the difficulties found in the diagnostic stage. Considering that, to improve the 9<sup>th</sup> graders' critical reading skills through a task-based learning approach 6 (six) workshops were developed to contribute to their improvement and learning process, as follows:

In the first and second workshops, the students were exposed to two reading strategies: Skimming/ Scanning and identifying the main ideas and summarization. Both workshops were

developed considering the TBL, as the main methodological route. In these first workshops, students could show their initial steps in the reading process. In the first workshop, the students could skim a text identifying its theme, topic, and meaning, scan the whole text to find the general aspects of it, look for specific details when reading the whole text, and finally, they could tell others about specific and general ideas about the text. They could also identify the basic forms of verb (Be) in Present Tense (am – is- are) and its affirmative, negative, and question structures, and some basic structures of simple present tense. In the second workshop, the students could analyze characters, themes, and literary elements in the first chapter of the novel "The Giver" by Lois Lowry. In this workshop, the students showed their passion for reading literary texts. They could critically share general ideas of it through a round table. During these two workshops, the TBL cycle or phases were followed: pre-task, during-task, and post-task.

In the third and fourth workshops, (Appendixes H and I), the 9<sup>th</sup> graders were exposed to two new reading strategies: on the one hand, guessing the word meaning and on the second hand, inferring. As mentioned before, the development of these workshops was carried out considering and following the TBL approach, as the main methodological procedure. In these, third and fourth workshops, the students could improve a little bit more their critical reading process, going from a literal level to a more critical and demanding one, where they showed great progress in their levels of interpretation and criticality in the read texts. In the third workshop, students could guess the meaning of unknown words within a written text considering the general context of it, and in the fourth one, they could get the primary and secondary ideas that are not explicit in a text considering the general topic that this contains. The 9<sup>th</sup>-grade students could show their progress in their reading ability.

Finally, in the fifth workshop, the students were again exposed to a new reading strategy: predicting. In this workshop, they could make informed predictions to connect their existing knowledge to new information from a text to get meaning from what they read. This was the most demanding strategy used during all interventions because they had to forecast future events, situations, problems, etc. within the written text. On the contrary, the sixth workshop was implemented for students to put into practice all previous strategies. The teacher wanted to make sure they had improved the way they were used to reading critically. This last workshop was called a review workshop. Here, the students could put into a real context the all-previous critical reading comprehension strategy (Skimming-Scanning identifying the main ideas and summarization, guessing and word meaning, inferring, and predicting).

### **Evaluation stage**

In this stage, three instruments designed and implemented to collect the data will be explained with their corresponding results. The explanation will begin with the questionnaires and then, the two journals (one for the researcher and another one for the external observer) which were used in all the developed workshops.

### ***Questionnaires administered and obtained results.***

In this research, the questionnaires as main instruments were applied to the 9th-grade students in all the workshops during the intervention. These questionnaires were used to know ~~my~~ students' points of view and perceptions about the foreign language learning experiences and the new learning methodology (TBL).

These questionnaires were divided into three sections. The first one was designed to know about the 9<sup>th</sup>-students' level of motivation and interest in reading comprehension and participation in this project. The second was related to language skills and their foreign language experiences and learning descriptions. Finally, the last part was designed to know their perception of the TBL methodology. In this last part, multichoice and open-ended questions were included.

As a summary of all these applied questionnaires, and after having compared all the corresponding answers using the questionnaire data analysis matrix described in the methodology section, these were the more recurrent codes and trends found within them. The following list shows the results that emerged from them considering the TBL methodology and the Critical reading strategies implemented:

1. Code 1: Basic linguistic elements acquisition
2. Code 2: Enhancing critical reading abilities
3. Code 3: Boosting grammar knowledge
4. Code 4: Expanding vocabulary items
5. Code 5: Overreliance on the first language
6. Code 6: Improving English proficiency
7. Code 7: Reading skills performance

***Researcher's Journal administered and obtained results.***

During the six workshops, I used the journal as an important instrument for collecting information. I administered one per session, at the end of each workshop as a reflective cycle to better the future interventions and evaluate my students' suggestions and recommendations.

To collect the data, I used a format that was divided into three sections: first, the description of the context, second, the descriptions of the workshops (What I saw during the intervention, in terms of my students' critical reading comprehension skills) and finally, the results of that observation. From that, many codes were found, as follows:

1. Code 1: Limited English proficiency
2. Code 2: Average critical reading comprehension
3. Code 3: Little vocabulary inventory
4. Code 4: Minimum first language utilization
5. Code 5: Restricted English language competency
6. Code 6: Average language skills use
7. Code 7: Average critical reading comprehension.

***External observer's Journal administered and obtained results.***

During the six workshops, this journal was used by the external observer as an important instrument for collecting information. This was administered as well, one per session, at the end of each workshop as a reflective cycle to improve future interventions and evaluate the 9th-grade students' suggestions and recommendations.



To collect the data, the non-participant observer used the same format as the researcher and was divided into three sections: first, the description of the context, second, the descriptions of the workshops (What he saw or could observe during his pedagogical observation, in terms of my students' critical reading comprehension skills, their class performance, motivation, attitude, among others), and finally, the results of that observation. From that, many codes were found, as follows:

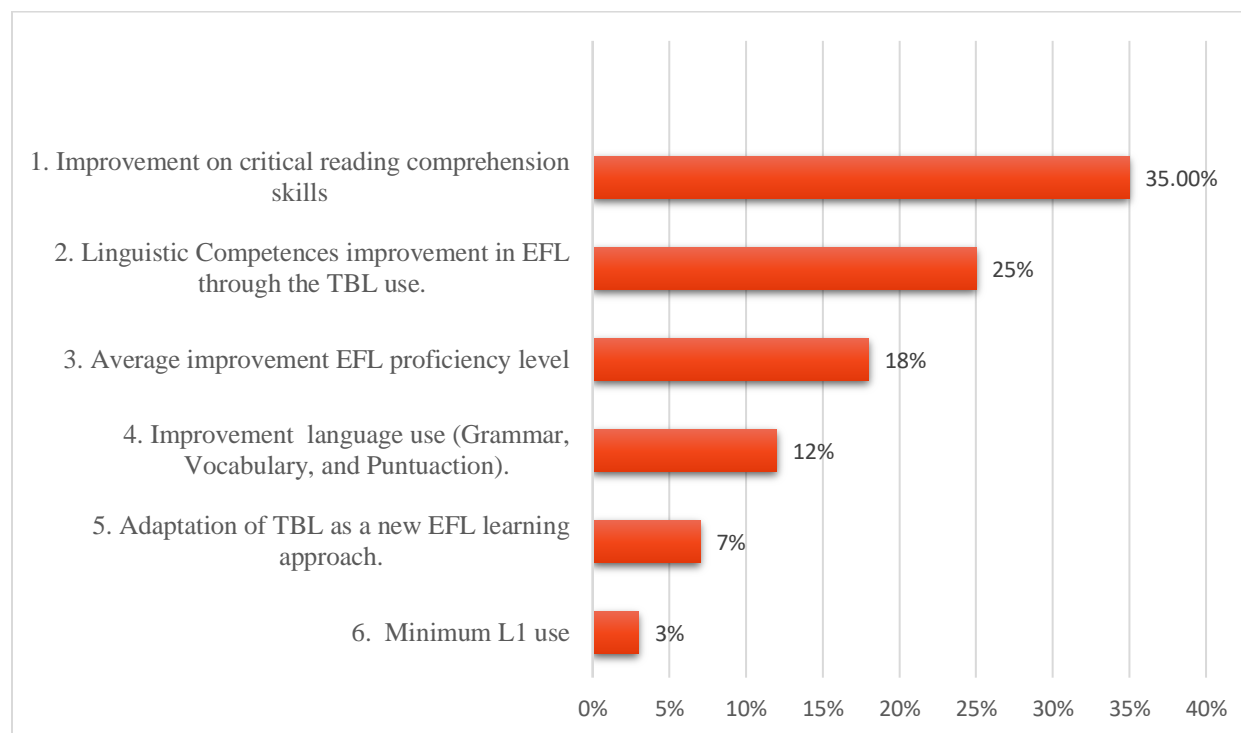
1. Code 1: Minimal English language proficiency
2. Code 2: Reading comprehension challenges
3. Code 3: Grammar skill development
4. Code 4: Scarce grammar Knowledge
5. Code 5: Reducing first language dependency
- 6: Code 6: Constrained English language proficiency
- 7: Code 7: Advancing language abilities

### **Results from the instruments**

After having analyzed all the instruments that helped me to achieve the proposed objectives and answer the research question, and after having triangulated the corresponding data, in terms of language skills, critical reading strategies, and TBL as a learning methodology, the following codes/trends arose as the most relevant ones throughout the instruments during the action and evaluation stages:

**Figure 6**

*Triangulation of the codes found in the action-evaluation stage instruments.*



*Note.* Author's own, 2023.

Based on the prior graph, significant achievements were observed, demonstrating the positive impact of the proposed methodology. Firstly, a remarkable advancement of 35% was noted in students' critical reading comprehension strategies such as skimming, scanning, predicting and inferring. Furthermore, it was found that the Task-Based Learning (TBL) approach also contributed to the development of linguistic competencies in English as a Foreign Language (EFL), resulting in a 25% improvement in students' proficiency.

Equally noteworthy is the average 18% increase in EFL proficiency, indicating that the implementation of TBL had an overall positive effect on language mastery. Moreover, there was a 12% enhancement in language use, encompassing aspects such as grammar, vocabulary, and

punctuation, underscoring the methodology's effectiveness in the comprehensive improvement of students' language skills.

One of the most significant accomplishments in this stage was the successful adaptation of TBL as a new EFL learning approach, with a 7% positive impact on its implementation. This outcome highlights the feasibility and relevance of TBL as an effective strategy for enhancing critical reading skills in a school context.

Lastly, a minimum L1 use was accomplished with a 3% impact, indicating that students are increasingly immersing themselves in the English as a foreign language environment, which is crucial for long-term success in language learning. These combined achievements demonstrate the effectiveness of the TBL methodology in improving critical reading skills and EFL proficiency.

## 5. Findings

In this section of this research report, the main findings that emerged from the implementation of the six workshops related to the project “Enhancing 9th Graders' Critical Reading Skills through Task-Based Learning Approach in a Public School in the Bolivar Department” are addressed. The main findings were, as follows:

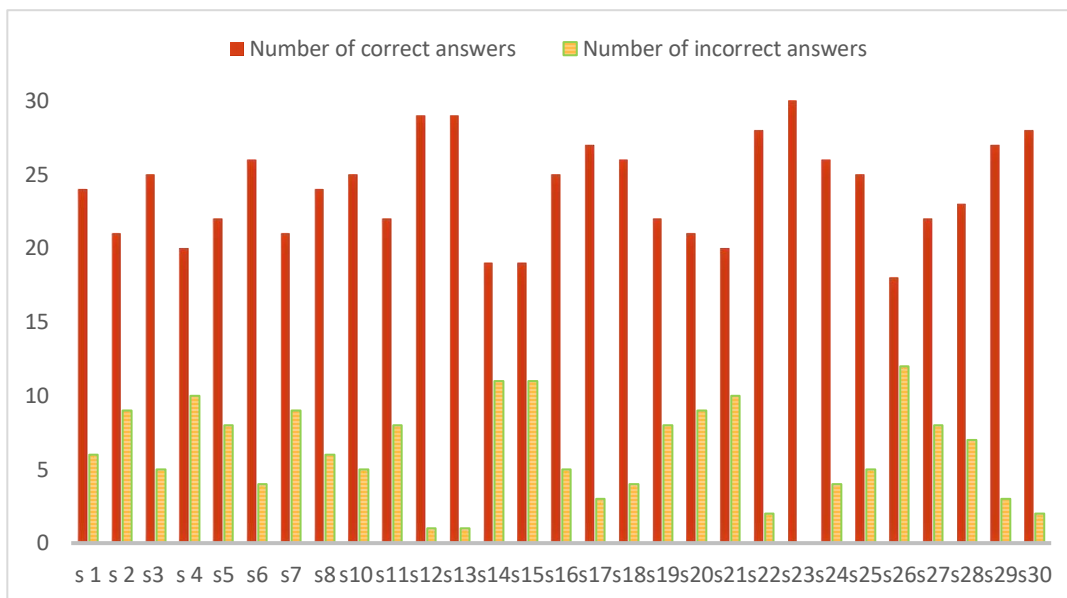
First, ninth-grade students at this public school could increase their critical reading comprehension skills through the tasks that implied applying the proposed critical reading skills. In the beginning, they had very low critical reading comprehension skills as the diagnostic stage showed. Some evidence taken from the instruments is: *“Al principio no lograba entender ni texto, ni las palabras, ahora leo muy bien lectura critica, la seño nos enseñó / At first I couldn't understand neither the text nor the words, now, I read very well critical reading, our teacher taught us”*. (Taken from students' questionnaire).

Second, Ninth-grade students at this public school could improve their EFL proficiency level (all the skills: Listening, speaking, writing, and reading). This was demonstrated in the final workshop, in which, they developed it without any effort made by the teacher in the classroom. They could use the language to communicate among themselves. They could finally read long critical texts and understand them. They could answer correctly to the final exit test with minor mistakes.

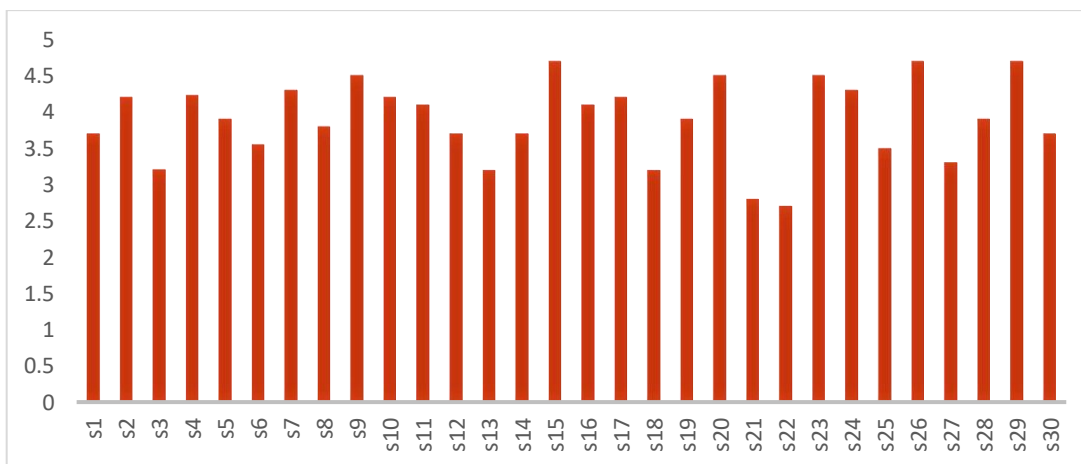
In the figure, it can be evidenced that the students showed an improvement in the different EFL skills. The figure suggests that students have achieved a greater number of correct answers compared to incorrect ones, indicating positive progress in their skills. (Taken from figure N-9 Exit test).

**Figure 7**

*Comparison of correct and incorrect answers in Exit Test*

**Figure 8**

*General scores obtained by 9<sup>th</sup>-grade students in the Diagnostic Test*



In Figure 8, it can be evidenced the scores obtained by the students on the final exit test. It is seen the improvement of the different EFL skills, we can see how the scores have evolved. It is

important to analyze this data to understand progress and areas where students may need more support.

Third, Ninth-grade students at this public school could improve their language use in terms of grammar and vocabulary. The students could understand better intermediate and advanced long critical texts and make inferences and predictions about them. When writing, they could write using new words and new grammatical rules. They were also accustomed to utilizing punctuation in a concise and specific form. Some excerpts as evidence are presented below.

*“Siento que aprendí mucho con los talleres, aprendí demasiado vocabulario y aprendí a entender la lectura. Ahora se cómo utilizar loss signos de punctuation”.* (Taken from students’ questionnaire).

*“I feel that I learned a lot with the workshops, I learned too much vocabulary and I learned to understand reading. Now, I know how to use punctuation marks”.* (Taken from students’ questionnaire).

*“I was able to observe that during the workshops, the students were little by little improving their ability to understand words easily”.* (Taken from researcher’s journal).

4<sup>th</sup>. Finally, Ninth-grade students at this public school could use English to develop their tasks, with some minor mistakes, but they could be able to communicate among them. After reading, they were able to discuss the topics studied. At the end of the workshops, they tried not to use much the L1. They used it, but not at the beginning of the process; just to clarify some deep doubts related to vocabulary. Some examples follow...

*“Si, porque a través de estos talleres pues he aprendido mi lenguaje en inglés, aveces cometo errores normales. / Yes, because through these workshops I have learned my language in English. Sometimes I make mistakes, in a normal form.” (Taken from Students’ questionnaire)*

## **6. Conclusions, pedagogical implications, limitations, and challenges for further research**

### **Conclusions**

This study stands as a pivotal chapter in our ongoing research aimed at enhancing the critical reading skills of 9th-grade students through the implementation of the Task-Based Learning (TBL) approach. It has allowed us to thoroughly evaluate the impact of TBL on our students' critical reading abilities, offering a profound insight into its effectiveness. The evidence gathered from pre- and post-intervention assessments, student feedback, self-assessment, teacher observations, and a comparative analysis with control groups strongly support the proposition that TBL holds significant promise in cultivating critical reading skills among ~~our~~ students. These findings extend the existing body of knowledge while simultaneously furnishing valuable practical insights for educators and researchers striving to elevate critical reading competencies within educational contexts.

The results of this study affirm our hypothesis that the implementation of task-based learning can indeed enhance the critical reading skills of 9th-grade students in a public school within the Bolivar Department. The experimental group exhibited substantial improvement in their reading comprehension scores when compared to their baseline performance, underscoring the efficacy of the task-based learning approach in advancing critical reading abilities. Qualitative data, in the form of student feedback and self-assessment, provided a deeper understanding of the participants' experiences and perceptions of the intervention. It became evident that they not only

found the approach engaging but also interactive, and, most importantly, instrumental in improving their reading comprehension capabilities.

One notable outcome of this research is the heightened interest that students have displayed towards reading within the classroom setting. They now demonstrate the ability to tackle lengthy critical texts with the aptitude to draw comparisons, make inferences, predict outcomes, decipher meaning, provide concise summaries, and, fundamentally, immerse themselves in the comprehensive context of intermediate and advanced texts. These findings have far-reaching implications for educational practices, emphasizing the importance of pedagogical methods that not only impart critical reading skills but also instill a genuine passion for reading in students, transforming them into proficient and enthusiastic readers.

## **Implications**

The outcomes of this investigation hold substantial implications for educators and policymakers actively seeking ways to enhance students' critical reading capabilities. Through the application of task-based learning, with a specific focus on nurturing critical reading skills, a highly effective strategy for improving students' reading comprehension proficiency emerges. This approach can be seamlessly integrated into the curriculum of public schools in the Bolivar Department and similar educational settings, thereby bolstering students' language proficiency and overall academic performance.

Furthermore, this study underscores the paramount importance of incorporating pedagogical methods that prioritize student-centered, interactive, and engaging approaches within



the domain of language instruction. The insights gained from this research have significantly deepened my understanding of effective teaching and learning practices. This newfound knowledge has not only transformed my teaching context but also has the potential to reverberate throughout the broader community of English as a Foreign Language (EFL) educators. As a result, this research contributes to the broader mission of enhancing language education and fostering a dynamic and student-centric learning environment.

### **Limitations**

Within this research, there were some limitations during the development of the workshops. The first one is related to the use of ICTs in the school because, in the computer room, there was no internet connection. This could have helped in a better form to the development of the sessions.

In terms of the methodological procedures, at the beginning, it was hard for them to get used to the new learning method (TBL). Some of the students found it difficult. They sometimes did not know how to develop the suggested task, so the teacher had to repeat and repeat.

Number two, there was too much time between one workshop and the other. Every time I was going to implement the next one, something happened in the school, either a teachers' meeting or any project within the school or not regular classes. I could not use the same day of the week to develop the workshops. Number three, not satisfied with the time the principal was giving me to develop the workshops, there was a big gap between the two workshops because of vacation time (between June and July, workshops 3 and 4).

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## Appendices

### Appendix A: principal's consent letter



**Institución Educativa Técnica**  
**"ALFONSO LOPEZ PUMAREJO"**

Sede Colonia Escolar de Vacaciones  
Reconocida por Resolución 0419 de Dic. 26 de 2005

DANE 113836000071    NIT 806.013.550-1    CÓDIGO ICFES 120147  
Barrio Paraiso Kra. 10 #26-74  
Turbaco, Bolívar

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**CONSENTIMIENTO INFORMADO PARA PARTICIPANTES DE INVESTIGACION**

**Sr. Rector:** Edwin Alfaro Rodríguez:

El objetivo principal de este documento es proporcionar a usted como rector de la institución educativa Alfonso López Pumarejo y a todas las personas que participarán en esta investigación, como estudiantes, docentes y padres de familia, una explicación concisa, clara y precisa sobre ésta, así como la importancia que tiene el desempeño de cada uno de ustedes dentro de la misa.

Yo: Kelly Patricia Díaz Colón, estudiante de la maestría en didáctica del inglés de la universidad de Caldas, me encuentro desarrollando una investigación la cual lleva como nombre: **Enhancing 9th Graders' Critical Reading skills through Task-Based Learning approach in a public school in the Bolivar Department.** Que en español traduce: **El mejoramiento de las habilidades de lectura a través del enfoque basado en tareas en una institución educativa publica del departamento de Bolivar.** la cual pretende mejorar la comprensión lectora del idioma inglés en los estudiantes del grado noveno de la institución, por tal motivo se hace necesario contar con el apoyo del rector de la institución, docentes, estudiantes y padres de familia y/o acudientes para el desarrollo de dicho trabajo.

El proyecto que se llevará a cabo con los estudiantes los involucra directamente a ellos, pues se desarrollarán dentro del aula 6 talleres en donde los estudiantes aprenderán estrategias de lectura que propenden por el mejoramiento de dicha habilidad. A medida que se desarrollen los talleres se recolectará información por medio de fotografías, videos, encuestas, diarios de campo y otros medios más que se utilizarán para evidenciar los avances de los estudiantes a través de dicha investigación. Es de muy importante precisar que los resultados de la investigación serán obtenidos grupalmente, NO de manera individual respetando así el derecho a la privacidad del encuestado.

La recolección de datos que se obtenga al respecto de dicha participación por parte de los estudiantes en esta investigación será totalmente confidencial y entregada solo si usted como rector avala el permiso de este requerimiento, el cual será entregado única y exclusivamente por quien brinda nuestros estudios de maestría: la facultad de Artes y Humanidades de la Universidad de Caldas quienes son los únicos interesados en confirmar la veracidad de los datos, de este modo serán tratados en concordancia con los términos establecidos en la legalidad.



Institución Educativa Técnica  
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Turbaco, Bolívar

Mi participación en esta investigación es completamente libre y voluntaria, se espera que los resultados que se obtengan de la misma, permitan mejorar el nivel y los procesos académicos en el área de inglés de la institución Educativa Técnica Alfonso López Pumarejo, toda la información obtenida y los resultados de la investigación serán tratados confidencialmente.


Durante el proceso será necesario el diligenciamiento de encuestas, realización de entrevistas, y anotaciones pertinentes para cumplir con lo establecido.

Espero contar con su aval y apoyo para desarrollar el proceso de investigación.

Firma Rector:

Investigador(a)

## Appendix B: Parents' consent letter



**Institución Educativa Técnica**  
**"ALFONSO LOPEZ PUMAREJO"**  
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 Turbaco, Bolívar

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**CONSENTIMIENTO INFORMADO PARA PARTICIPANTES DE INVESTIGACION**

Yo: Kelly Patricia Diaz Colón, estudiante de la maestría en didáctica del inglés de la universidad de Caldas, me encuentro desarrollando una investigación la cual pretende mejorar la comprensión lectora del idioma inglés en los estudiantes del grado noveno de la institución Educativa Técnica Alfonso López Pumarejo, por tal motivo se hace necesario contar con el apoyo de los padres de familia y/o acudientes para el desarrollo de dicho trabajo.

El proyecto que se llevará a cabo con los estudiantes los involucra directamente a ellos y a ustedes como padres y/o acudientes, pues se desarrollarán dentro del aula cierto número de talleres en donde los estudiantes aprenderán estrategias de lectura que propenden por el mejoramiento de dicha habilidad. A medida que se desarrollen los talleres se recolectará información por medio de fotografías, videos, encuestas, diarios de campo y otros medios más que se utilizarán para evidenciar los avances de los estudiantes a través de dicha investigación. Es de muy importante precisar que los resultados de la investigación serán obtenidos grupalmente, NO de manera individual respetando así el derecho a la privacidad del encuestado.

Su hijo participará en la recolección de datos tales como fotografías, videos, encuestas e incluso diarios de campo de manera voluntaria, pero se respetará la decisión de cualquiera que esté en contra de la toma de fotos y/o videos incluso si usted como padre de familia y/o acudiente esté a favor de este consentimiento, pues ante todo se respetará la privacidad de los estudiantes (sus hijos) en dicho proyecto. Por lo anteriormente expuesto los estudiantes deciden si quieren o no formar parte de dichas evidencias, esto no afectará por ningún motivo el desarrollo de las actividades escolares programadas con sus hijos ni del sistema educativo de nuestra institución.

La recolección de datos que se obtenga al respecto de dicha participación por parte de los estudiantes en esta investigación será totalmente confidencial y entregada solo si usted como padre de familia avala el permiso de este requerimiento, el cual será entregado única y exclusivamente por quien brinda nuestros estudios de maestría: la facultad de Artes y Humanidades de la Universidad de Caldas quienes son los únicos interesados en confirmar la veracidad de los datos, de este modo serán tratados en concordancia con los términos establecidos en la legalidad.

Escaneado con CamScanner





## Institución Educativa Técnica "ALFONSO LOPEZ PUMAREJO"

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Turbaco, Bolívar

Si requiere mayor información sobre el desarrollo de esta investigación puede consultar directamente con mi persona acercándose a las instalaciones del colegio en donde los atenderé personalmente.

Por favor diligencie con su nombre y con una **X** en donde corresponda, si usted desea o no permitir la participación de su hijo/hija en este proyecto.

Yo: \_\_\_\_\_ **SI** \_\_\_\_\_ **NO** \_\_\_\_\_ autorizo la participación de mi hijo(a) en el proyecto de mejorar las habilidades de comprensión lectora a través del enfoque ( **TBLT**. Task Based Language Teaching: Enseñanza del idioma basado en tareas) en el área de inglés, como también permito el registro fotográfico, filmográfico y de encuestas que se realizará durante el presente proyecto.

Fecha: \_\_\_\_\_

**Appendix C: Diagnostic stage - Instruments -1 Students' questionnaire.**

**UNIVERSIDAD DE  
UNIVERSIDAD DE CALDAS**



**Programa de Maestría en Didáctica del Inglés  
Extensión Cartagena  
Researcher: Kelly Patricia Diaz Colón**

**Research Project: Enhancing 9th Graders' Critical Reading Skills through Task-Based Learning Approach in a Public School in Bolivar Department.**

**STUDENTS' QUESTIONNAIRE**

**DATA ANALYSIS**

**Section: N-1 / Motivation and interests/**

**Seccion N-1 / Motivation in interés.**

<b>Ítems</b>	<b>1 Totalmente en desacuerdo</b>	<b>2 Algo en desacuerdo</b>	<b>3 Ni de acuerdo, ni en desacuerdo</b>	<b>4 Algo de acuerdo</b>	<b>5 Muy de acuerdo</b>
<b>Ítem # 1</b> Me sentí motivado en los talleres de inglés.					
<b>Ítem # 2</b> Los temas que desarrolló mi profesora en los talleres fueron atractivos e interesantes para mí.					
<b>Ítem # 3</b> Participé activa y voluntariamente en el					

desarrollo de los talleres					
<b>Ítem # 4</b> Me gustó que mi profesora leyera textos en inglés y nos animara a comprenderlos a través de preguntas.					
<b>Ítem # 5</b> Disfruté cuando la profesora me pregunta sobre el texto leído y respondí de forma corta y larga.					

**Section: N-2 / Section: N-2 / Language (all the skills) / Learning description / Sección N-2 / descripción de la lengua y habilidades básicas.**

<b>Ítems</b>	<b>1 Totalmente en desacuerdo</b>	<b>2 Algo en desacuerdo</b>	<b>3 Ni de acuerdo, ni en desacuerdo</b>	<b>4 Algo de acuerdo</b>	<b>5 Muy de acuerdo</b>
<b>Ítem # 6</b> Hablé inglés con la profesora en los talleres.					
<b>Ítem # 7</b> Comprendí e interpreté de inglés a español los textos que la profesora me asignó.					
<b>Ítem # 8</b> Entendí claramente las ideas principales de las lecturas que la profesora me asignó y dí solución a sus interrogantes.					
<b>Ítem # 9</b> Respondí con respuestas cortas y largas cuando comprendí los textos asignados por la					

profesora en los talleres.					
<b>Ítem # 10</b> Entendí las reglas gramaticales trabajadas por la profesora en los talleres.					
<b>Ítem # 11</b> Se me facilitó entender y comprender los textos en inglés porque poseo un gran vocabulario.					
<b>Ítem # 12</b> Se me facilitó entender todas las palabras en inglés de los textos cuando los traduje.					
<b>Ítem # 13</b> Entendí claramente cuando la profesora me habló en inglés					
<b>Ítem # 14</b> Escribí en inglés un resumen corto después de realizar un ejercicio de lectura.					

**Section: N-3 / Sección: N-3 / About TBL**

**Sección N-3 / Acerca del enfoque basado en tareas.**

<b>Items</b>	<b>1 Totalmente en desacuerdo</b>	<b>2 Algo en desacuerdo</b>	<b>3 Ni de acuerdo, ni en desacuerdo</b>	<b>4 Algo de acuerdo</b>	<b>5 Muy de acuerdo</b>
<b>Ítem # 15</b> Desarrollé los talleres usando el enfoque basado en tareas (TBL).					
<b>Ítem # 16</b> Entendí la metodológica					

relacionada con el enfoque basado en tareas (TBL).					
<b>Ítem # 17</b> Comprendí la diferencia entre una tarea (Task) y una actividad (activity).					
<b>Ítem # 18</b> Comprendí la diferencia entre: Pre-task / Task/ Post-task.					
<b>Ítem # 18</b> Desarrollé ejercicios de lectura crítica usando el enfoque basado en tarea.					

19. Con tus palabras responde:

**1. ¿Como fue tu experiencia durante los talleres?**

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**2. ¿Qué aprendiste del enfoque basado en tareas (TBL)?**

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**3. ¿Crees que tu proceso de lectura crítica en inglés ha mejorado después de implementar los talleres? / Justifica tu respuesta.**

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**4. ¿Qué impacto ha generado para ti que la profesora haya utilizado este enfoque (TBL) en las clases de inglés?**

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**Appendix D: Diagnostic stage - Instruments -2 Research and external observer's journal.**

**UNIVERSIDAD DE CALDAS**



**Master's Program in English Didactics  
Kelly Diaz Colon**

**Research Project: Enhancing 9th Graders' Critical Reading Skills through Task-Based Learning Approach in a Public School in Bolivar Department.**

**Instrument: RESEARCHERS AND EXTERNAL OBSERVER's JOURNAL**

**WORKSHOP 1,2 and 3.:**

**CONTEXT:** 9th-grade students - Institución Educativa Alfonso López Pumarejo - Turbaco, Bolívar.

**WORKSHOP 1:**

**WORKSHOP 2:**

**WORKSHOP 3:**

**INTERPRETATION OF THE WORKSHOPS:**

**FINAL REFLECTIONS AND FINDINGS.****Appendix E: Diagnostic stage - Instruments - N°3 (Diagnostic test).**



## UNIVERSIDAD DE CALDAS

Maestría en Didáctica el Inglés

## Examen Diagnostico para medir nivel de Inglés

Dirigido a estudiantes de 9º Grado de la Institución Educativa Técnica Alfonso López Pumarejo –  
Turbaco, Bolívar.

Adapted From @Cambridge University press 2000

Fecha de aplicación: 12/25/17 Tiempo estimado: 60 minutos

**Propósito:** El principal objetivo de esta prueba consiste en evidenciar el nivel de Inglés en la lengua inglesa que poseen los estudiantes de 9º grado de la IETA Alfonso López Pumarejo del municipio de Turbaco Bolívar.

**Instrucciones:** La siguiente prueba, está compuesta por 6 secciones que corresponden a las habilidades básicas desarrolladas durante el aprendizaje y adquisición de una segunda lengua, así: Grammar, vocabulary, speaking, reading, writing and listening. Con un total de 35 ítems. Por lo anterior, se sugiere responder todas las preguntas de acuerdo con tus conocimientos y habilidades. Una vez finalizada y evaluada la prueba, en la siguiente tabla se mostrará el nivel correspondiente adquirido por cada estudiante según el Marco Común Europeo de Referencias para las Lenguas, así:

Total Score	Level	CEFR Level
0 - 15	Beginner	A1
16 - 25	Elementary	A1+
26 - 35	Upper Elementary	A2

Tabla N°1. Escala de Evaluación y Nivel obtenido. Fuente: Propin.  
2018

## ✓ Section A : Grammar

Choose the best answer, A, B or C. The first one is an example.

- 0 ..... Is your name?  
A How                      B Who                      C What
- 1 ..... old are you?  
A How                      B Who                      C What
- 2 Where ..... ?  
A you from                B you are from            C are you from
- 3 My flat only has two rooms – it's very.....  
A small                    B big                        C large
- 4 There aren't ..... windows in this room.  
A a                         B any                        C some
- 5 Who's ..... man over there? Is he a policeman?  
A this                      B that                        C those
- 6 How many students ..... in your class?  
A there is                B there are                C are there

C

A

C

C

A

B

B

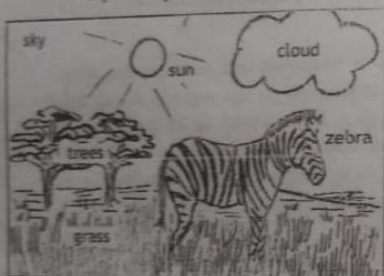
12/25/17

Low English level

- 7 There are lots of ..... here.  
 A tourist            B tourists            C tourist's
- 8 My jackets are in the ..... in my bedroom.  
 A cupboard        B fridge            C cooker
- 9 It's my mother's birthday today. She's .....  
 A fourteen        B fourth            C forty
- 10 ..... is my favourite city.  
 A England        B English            C London

✓ Section B: Vocabulary

Look at the picture and imagine the colours. Choose the best colours (A-H) to complete each sentence. The first one is an example.



- 0 The cloud is ..... D
- 1 The sun is ..... H
- 2 The sky is ..... B
- 3 The grass and trees are ..... C
- 4 The zebra is ..... A and ..... E

- A black
- B blue
- C green
- D grey
- E pink
- F red
- G white
- H yellow

Section C: Speaking

Complete the five conversations.  
 Choose A, B or C.

EXAMPLE

How are you?

A I'm 18.  
 B I'm Peter.  
 C I'm fine.

ANSWER: C

- 1 Is this your umbrella?  
 A ✓
- 2 Can I have some juice, please?  
 C ✓
- 3 Tom - this is my friend Lisa.  
 C ✓
- 4 Here's a present for you - happy birthday!  
 A ✓
- 5 What's your address?  
 B ✓
- A Yes, they are.
  - B That's true.
  - C No, it isn't.
  - A Yes, of course.
  - B Thank you.
  - C Oh, really?
  - A What's her name?
  - B I don't know.
  - C Hi. How are you?
  - A Please.
  - B Thank you.
  - C That's all right.

**Section D: Reading**

Read the text and choose the correct answer for each question:

**Body Language across Cultures** If you are planning a holiday in another country, you should pay attention to body language across cultures. In the world of travel, you may have uncomfortable moments if you give wrong messages. For example, in the Middle East, it is very unkind to show the under-side of one's foot in another person's direction - so crossing your legs while sitting is a bad idea. People from Pakistan move their head from side to side to mean "you're welcome", or "hello". Moving your hand from side to side is understood by Indians as "no" or "go away". In Nigeria, you mustn't use your left hand to give or receive things. This hand is considered dirty. The Maori of New Zealand press noses together and shout to say hello. You can also see body language differences in the personal space people need when having a conversation. In South America, this space is often small. People stand very close to each other to talk, except when they meet for the first time or are at the office. In the United States this space becomes much larger; people are not as comfortable when others stand close to them, especially when they do not know each other very well. Others whose personal space is small are the Arabs, French and Italians, while the Germans and Japanese need more.

9. You can have problems in the Middle East if you show

- A. any head movement.
- B. the bottom of your feet.
- C. your legs and nose.

10. People usually move their heads in Pakistan when someone is arriving.

- B. chatting.
- C. traveling.
- a. arriving

11. In India, what should you use to tell someone to leave?

- A. your foot
- B. your head
- C. your hand

12. To get something from another person, Nigerians use the right hand because

- A. it's strong.
- B. it's soft.
- C. it's clean.

13. In New Zealand, when the Maori say hello, they speak

- A. quietly.
- B. loudly.
- C. normally

14. If they are too close to you, they might come from

- A. France.
- B. Germany.
- C. Japan.

*NO Reading Products*

**Section E: Writing**

Write four sentences about a friend. Use the ideas in the box to help you.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Name?  
Age?  
Eyes?  
Address?

*NO writing Products*

**Section F: Listening**

Listen carefully the questions Joan ask Susie, her partner at school. Use the ideas in the box to write them down (5).

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Teachers?  
Classrooms?  
Videos?  
Computers?  
Library?

*NO listening Products*

**Appendix F: Action stage - workshop- N°1**

**UNIVERSIDAD DE CALDAS**  
**Maestría en Didáctica del Inglés**



**PROJECT: ENHANCING 9TH GRADERS' CRITICAL READING SKILLS THROUGH TASK-BASED LEARNING APPROACH IN A PUBLIC SCHOOL IN THE BOLIVAR DEPARTMENT.**

**WORKSHOP N-1**

- **Subject: English**
- **Institution: Alfonso López Pumarejo -Turbaco Town**
- **Date: February / 2023**
- **Time: From 8 a.m. to 11:00 a.m.,**
- **Length: 3 hours (180 minutes)**

**MAIN TASK: READING A SHORT PIECE OF INFORMATION IN A NEWSPAPER ABOUT THE USA PRESIDENT'S PERSONAL INFORMATION.**

**LEARNING OBJECTIVES:**

**During the workshop, 9<sup>th</sup> grade students will be able to:**

- Skim the text identifying its theme, topic and meaning.

- Scan the whole text to find the general aspects of it.
- Look for specific details when reading the whole text.
- Tell others about specific and general ideas about the text.

#### **DBA'S:**

- ✓ **Recognizes general and specific information in written and oral opinion texts and discussions on familiar topics.**
- ✓ **Exchanges opinions on topics of personal, social, or academic interest.**

#### **Estándares Básicos de Competencias:**

- Valoro la lectura como un medio para adquirir información de diferentes disciplinas que amplían mi conocimiento.
- Utilizo variedad de estrategias de comprensión de lectura adecuadas al propósito y al tipo de texto.

#### **READINGS STRATEGIES: SKIMMING AND SCANNING**

#### **LINGUISTIC COMPETENCE OF THE LESSON:**

- To identify the basic forms of verb (Be) in Present Tense (am – is- are) and its affirmative, negative and questions structures, and some basic structures of simple present tense.

#### **MATERIALS:**

- Sound box, Audios, cardboards, Laptop, Color Markers, English Book, Video Beam, Board, Pear deck platform.

#### **Web Pages and Books:**

- Cambridge University Press- English in Mind Student's Book 1, p.34 - 42.

- Derechos Básicos de Aprendizaje. Grados Transición a Quinto de Primaria. Colombia Bilingüe. Ministerio de Educación Nacional, 2016.
- Top Notch Book “Fundamentals.” Third Edition 2. Joan Saslow & Allen Ascher. Pearson

## LESSON N-1

### PRE-TASK

**Estimados estudiantes:** Hoy aprenderán la tarea de como buscar información general y detallada en dentro de un texto básico de forma rápida y ágil, identificando aspectos fundamentales y relevantes del mismo con poco acercamiento

**TIMING: 8:00 to 8:10 a.m**

**AIM: To activate prior vocabulary knowledge**

**ICEBREAKER:** The teacher calls up one student’s name and that students has got to give a number, the teacher checks on her list and the name mentioned is the one who starts passing on the board. The teacher shows him/her an action verb written on a piece of paper, the student has got to mime that verb until one of his classmates raises hand and gives the correct answer. Once he/she finishes, sits down and gives a number to the teacher, so he can call up another student to do mime another action verb.

### Pre-reading

#### Pre-task #1

**TIMING: 8:10 to 8:40 a.m.**

- The teacher will assign and give physically the corresponding text to the students to read and analyze it. After having gotten the text from the teacher, students will begin to scan the text in a

general way. After that, the teacher will explain the SCANNING strategy to be put into practice by them.

**TIMING: 8:40 to 9:10 a.m.**

**AIM: To activate prior vocabulary knowledge**

### **PRE-READING**

#### **Pre - task #2**

-Students will highlight from the text, the words, or expressions they consider are unknown to them. They will write them on a piece of paper. -Students will try to write at least simple sentences with them (using a dictionary if necessary).

- Students will share with their partners the words and the expressions they found. Students will share their notebooks to check other partners' sentences and check them with the teacher's guide.

### **DURING TASK (During reading)**

**TIMING: 9:10 to 10:10 a.m.**

**AIM: To skim and scan the text the teacher gave them to look for general details.**

#### **Task #1:**

Students will read the whole text in a silent way; they will also use a dictionary to translate it and to have a wider idea of the assigned text. Then, students will find the theme, topic, and general aspects of the text, they will also tell orally to their partners what the text is about. Finally, students will infer what the grammar immerses within the whole text.

### **POST- TASK**

**TIMING: 10:10 to 10:40 p.m.**

**AIM: To understand the general and main ideas of a reading text and to correctly answer the suggested questions according to it.**

#### **Post-Task #1:**

- With the teacher's help, students will be able to identify the clue words from a new text given by the teacher. They will have to read it all. Then, the teacher will ask them to write on a piece of paper the main ideas gotten from the context of the assigned reading. Finally, students will have the chance to tell the class using their own words what they could understand from the assigned reading.

## EVALUATION:

**TIMING: 10:40 to 11:00 a.m.**

**AIM:** To evaluate the whole learning and teaching process in this workshop through the application of instruments:

1. Students' questionnaire
2. Teacher's journal
3. External Observer's journal.

## Reading N- 1

### Tom's busy day.

#### • Read and answer

Tom is a student at the university in London.  
 He studies history there. He is the first year student .  
 But Tom is a bad student .  
 Every day he is very, very "busy".  
 His alarm clock rings at 7:00 o'clock. But he usually turns over and goes to sleep because he's tired. Sometimes, he throws the alarm clock across the room. So he wakes up late, at about 8:30 o'clock. And he runs to the bathroom to wash and brush his teeth. He doesn't have time to have a shower.  
 He doesn't have time to eat and he has to drink his tea in a hurry!  
 He takes his bag and runs to the bus stop to catch his bus. He gets to university only at 9:30. Every morning Tom is late to the first lesson.  
 Tom comes home at about 16:00 o'clock and he has dinner. After dinner, he sometimes watches TV, plays the guitar but he usually goes out with friends  
 Tom never does his homework.  
 He comes late at 2 or 3 o'clock at night.... and he goes to bed because he is always very tired at this time.  
 And tomorrow he has another "busy" day!





1. Where does Tom study?
2. What time does his alarm clock ring?
3. Why can't he get up?
4. Does he have time to have a shower?
5. What does he eat for breakfast?
6. What time does Tom get to university?
7. What time does he have dinner?
8. What does Tom usually do after the dinner?

7. Complete the questions with: Where, When, What, Who, How, Why.

1.  studies history? (Tom)
2.  does he go to the university? (by bus)
3.  does Tom study history? (in London)
4.  does Tom drink for breakfast? (a cup of tea)
5.  does he go to bed at night? (at 2 or 3 o'clock)
6.  does Tom never do his homework? (because he goes out with friends)

## Reading N- 2

# Present Simple - READING COMPREHENSION

1- Read the text carefully...



**A**lex is an American boy. He lives in Los Angeles, California. He lives with his family in a modern house. He is eleven years old and he has got an older brother, David, and a younger sister, Emma.

He starts his day at about half past seven. He gets up, goes to the bathroom, takes a shower, brushes his teeth and gets dressed. Then he has breakfast and at a quarter to eight he leaves home and catches the bus to go to school.

Classes begin at half past eight. He usually has lunch at the school canteen at half past twelve. After school, at quarter past five, he goes home. There he does his homework and when he finishes it he helps his Mom setting the table. At half past seven the family has dinner all together. Alex is a very helpful boy, so he helps his mother cleaning up everything after dinner. He usually watches TV a while after dinner and at about ten o'clock the most he brushes his teeth again, puts on his pajamas and goes to bed. His parents always kiss him good night before he gets asleep. Alex is a very happy boy.

**2- True or False?**

- |                                    |                          |  |                          |
|------------------------------------|--------------------------|--|--------------------------|
| a)-Alex is from U.S.               | <input type="checkbox"/> | f)-He walks to school.                                 | <input type="checkbox"/> |
| b)-He lives in a modern flat.      | <input type="checkbox"/> | g)-His classes begin at half past eight.               | <input type="checkbox"/> |
| c)-He is eleven years old.         | <input type="checkbox"/> | h)-Alex and his family have dinner at half past eight. | <input type="checkbox"/> |
| d)-He has got two brothers.        | <input type="checkbox"/> | i) He brushes his teeth twice a day.                   | <input type="checkbox"/> |
| e)-Alex wakes up at eight o'clock. | <input type="checkbox"/> | j)-He is lazy and never helps his mother.              | <input type="checkbox"/> |

**3- Match the antonyms.**

1- modern	a- enters	<input type="checkbox"/>
2- older	b- alone	<input type="checkbox"/>
3- starts	c- end	<input type="checkbox"/>
4- leaves	d- old fashioned	<input type="checkbox"/>
5- begin	e- unhappy	<input type="checkbox"/>
6- together	f- younger	<input type="checkbox"/>
7- helpful	g- finishes	<input type="checkbox"/>
8- happy	h- unhelpful	<input type="checkbox"/>

**4-Complete the blanks with the correct verb and its correct form.**

**start - watch - do - like - play**

- Tina and Lili  their homework at home.
- The class  at 2 'clock.
- My dad  to eat pizza and pasta.
- My brother and me  computer games.
- Dana  series with her sister.

## Appendix G: Action stage - workshop- N°2

UNIVERSIDAD DE CALDAS

Maestría en Didáctica del Inglés



**PROJECT: ENHANCING 9TH GRADERS' CRITICAL READING SKILLS THROUGH TASK-BASED LEARNING APPROACH IN A PUBLIC SCHOOL IN THE BOLIVAR DEPARTMENT.**

### WORKSHOP N-2

**Subject: English**

- **Institution: Alfonso Lopez Pumarejo -Turbaco Town**
- **Date: June 23<sup>rd</sup>/ 2023**
- **Time: From 8 a.m. to 11:00 a.m.**
- **Length: 3 hours (180 minutes)**

#### DESCRIPTION:

- ✓ This lesson plan follows the TBL methodology and is designed for 9th-grade students (Their ages range from 13 to 15 years old) with an A2 level of English.

#### LEARNING OBJECTIVE:

**During the workshop, 9<sup>th</sup>-grade students will be able to:**

- ✓ analyze characters, themes, and literary elements in the first chapter of the novel "The Giver" by Lois Lowry.

#### BLR'S:

- ✓ Summarizes information s/he has read or listened to on academic and school-related topics through a structured written text.

## READING STRATEGY: IDENTIFYING THE MAIN IDEA AND SUMMARIZATION

### MATERIALS:

Laptop, Dictionaries, translators, Video Beam, Board, Worksheets, etc.

### Web Pages and Books:

Cambridge University Press- English in Mind Student's Book 1, p.34 - 42.

- Derechos Básicos de Aprendizaje. Grados Transición a Quinto de Primaria. Colombia Bilingüe. Ministerio de Educación Nacional, 2016.
- Top Notch Book "Fundamentals." Third Edition 2. Joan Saslow & Allen Ascher. Pearson

Phase 1	Stage:	Activities	Aims
(Pre-task):	At this stage, the teacher will give the students the materials that will be used and introduce the topic of the task. <b>Time:</b> (15 minutes)	- The teacher gives a printed copy of the first chapter of the novel "The Giver" to the students and shares a summary of it. - Students will have to scan and skim the whole chapter.	- To activate previous knowledge, quick reading and reading process experience.
(During Task):	<b>(Task) / time:</b> 25 minutes.	-In a group of 4, students will extract and share with their peers the key sentences that mainly describe the main topic and general ideas of the chapter.	-To improve fluency, negotiation of meaning and monitoring.

	<p><b>(Planning) /time:</b> (1 hour and 10 minutes):</p>	<p>-In pairs, students will read the whole chapter. - In the same pairs, students will identify the main characters (describe them physically), and the main themes, and classify the different literary elements they could find within the chapter. They will write everything on their worksheets.</p>	<p>-To improve fluency, negotiation of meaning, and monitoring.</p>
	<p><b>(Report) / time:</b> (5 minutes per group). 20 minutes</p>	<p>In a round table, one student per group will briefly share with the whole class the main characters, themes, and literary elements they found after reading the assigned chapter. They will compare those previous aspects with their real-life- situations.</p>	<p>To improve fluency, accuracy, discourse cohesion and public speaking skills.</p>
(Post-task)	<p><b>Analyzing /</b> (20 minutes)</p>	<p>Individually, Students will analyze the grammar used within the chapter. (Tenses, verb forms, connectors, linking words, paragraphs (writing one example per each.</p>	<p>-To focus on Form, accuracy and grammatical knowledge of the L2.</p>

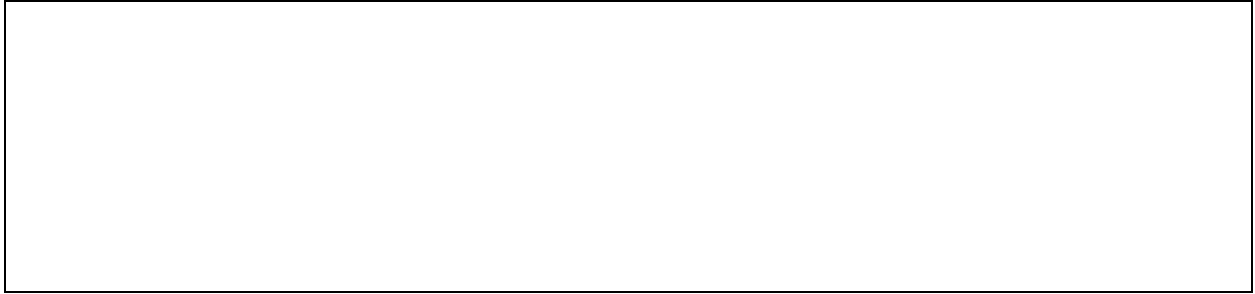
	<b>Practice:</b> (20 minutes)	<b>Homework:</b> -Create a brief similar story using new characters, themes, and other literary elements and share it with the class and the teacher.	L2 learning and acquisition.
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### WORKSHEET

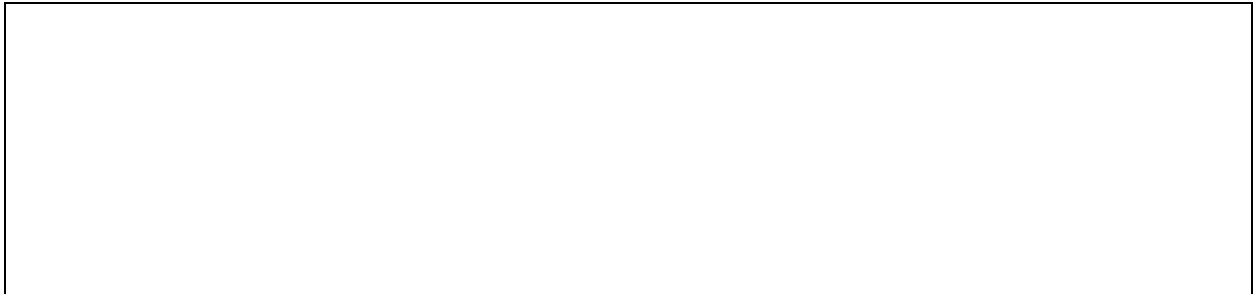
1. Please, write key sentences that mainly describe the main topic and general ideas of the chapter:

2. Please, identify the main characters (describe them physically), and the main themes, and classify the different literary elements.

3. Please, analyze the grammar used within the chapter. (Tenses, verb forms, connectors, linking words, paragraphs (writing one example per each.



4. Please, create a brief similar story using new characters, themes, and other literary elements.



**Appendix H: Action stage - workshop- N°3**

**UNIVERSIDAD DE CALDAS**

**Maestría en Didáctica del Inglés**



**PROJECT: ENHANCING 9TH GRADERS' CRITICAL READING SKILLS THROUGH TASK-BASED LEARNING APPROACH IN A PUBLIC SCHOOL IN THE BOLIVAR DEPARTMENT.**

**WORKSHOP N-3**

**Subject: English**

- **Institution: Alfonso Lopez Pumarejo -Turbaco Town**
- **Date: July 15<sup>th</sup>/ 2023**
- **Time: From 8 a.m. to 11:00 a.m.**
- **Length: 3 hours (180 minutes)**

**DESCRIPTION:**

- ✓ This lesson plan follows the TBL methodology and is designed for 9th-grade students (Their ages range from 13 to 15 years old) with an A2 level of English.

**LEARNING OBJECTIVE:**

**During the workshop, 9<sup>th</sup>-grade students will be able to:**

- ✓ Guess the meaning of unknown words within a written text considering the general context of it.

**BLR'S:**

- ✓ Identify the meaning of unknown words in different types of short written text and share ideas with classmates.



## READING STRATEGY: GUESSING WORD MEANING

### MATERIALS:

Printed copies of the text “Janet’s experience” taken from Icfes Test, Laptop, dictionaries, translators, Video Beam, Board, Worksheets, etc.

### Web Pages and Books:

- Cambridge University Press- English in Mind Student’s Book 1, p.34 - 42.
- Derechos Básicos de Aprendizaje. Grados de 6° a 11°. Colombia Bilingüe. Ministerio de Educación Nacional, 2016.
- Top Notch Book “Fundamentals.” Third Edition 2. Joan Saslow & Allen Ascher. Pearson

Phase 1	Stage:	Activities	Aims
(Pre-task):	At this stage, the teacher will give the students the materials that will be used and introduce the topic of the task. <b>Time:</b> (15 minutes)	- The teacher gives a printed copy of the text “Janet’s experience” taken from icfes. - Students will have to scan it and highlight the unknown words.	- To activate previous knowledge, quick reading and reading process experience.
(During Task):	<b>(Task) / time:</b> 25 minutes.	-Individually, students will read the whole text. They will have to guess the meaning of the words they previously highlighted without using dictionaries, just, considering the context of the reading.	-To improve fluency, negotiation of meaning and monitoring.

	<p><b>(Planning) /time:</b> (1 hour and 20 minutes):</p>	<p>-In groups of 3, students will have to re-read the text and will share with their partners the meaning of the unknown words each of them found.</p> <p>- As the text is divided into paragraphs, each one of the members of the group, will present a paragraph explaining what is about? the main features, the general ideas, and explaining to the peers the meaning of the unknown word each one found.</p> <p>-Finally, as a group, students will translate the whole text into Spanish on just one-piece paper (one for the whole group).</p>	<p>-To improve fluency, negotiation of meaning, and monitoring.</p>
	<p><b>(Report) / time:</b> (5 minutes per group). 25 minutes</p>	<p>As an oral presentation, one member of each one of the group will present to the class the general translation they did.</p> <p>In the end, after analyzing all the translations, together with the teacher will construct a final version of it. The teacher will write the final version on</p>	<p>To improve fluency, accuracy, discourse cohesion and public speaking skills.</p>

		the board, for everybody to see it.	
(Post-task)	<b>Analyzing</b> / (15 minutes)	Individually, Students will analyze the grammar used within the chapter. (Tenses, verb forms, connectors, linking words, paragraphs (writing one example per each.	-To focus on Form, accuracy and grammatical knowledge of the L2.
	<b>Practice:</b> (20 minutes)	<b>Homework:</b> -Students will answer the multiple choices questions provided by this written text (Icfes) and share it with the class and the teacher.	L2 learning and acquisition.

## TEXT N-1 (JANET'S EXPERIENCE)

Lea el texto y las preguntas de la siguiente parte.

En las preguntas 31 – 35, marque A, B, C o D en su hoja de respuestas.

### Janet's Experience

When the opportunity to work in Japan for 3 months took place, I decided to register. I did not realize the impact it would have on my life and me. The people who know me well all thought that I would not last the three months away from home and in a very different culture. How wrong they were!

On arriving in Tokyo, I immediately liked the new environment. I surprised myself with how much I enjoyed my new way of life.

Three colleagues from the UK joined me. We lived in the same house in an area of Tokyo called Komagome. We did not speak the Japanese language and this led to many interesting times in restaurants, on train journeys and generally getting around in Japan. Our first glance of a menu found it impossible to read so we just pointed to a few things and sat in hope. Our food arrived...and kept on arriving. Unknown to us, we had ordered enough to feed 20 people; there were only 4 of us!

One morning I decided to go for a run before work. I took a different way from my known route to extend the run and after 2 hours of running and trying to find my way home, I had to stop a taxi to help me get home. I told the driver I wanted to go to Komagome Station, knowing I could direct him to the house from there. I then had to try to explain that I had no money with me and had to go in to the house first to get some money to pay the taxi driver!



31. What is the writer trying to do in this article?

- A. encourage tourists to visit Japan
  - B. invite colleagues to learn Japanese
  - C. describe her job in Japan
  - D. share her curious experiences in Japan
- 

32. What can the reader find in this article?

- A. facts about Japanese culture
  - B. ways to take a taxi in Tokyo
  - C. an amusing story about a foreigner
  - D. how to order food in restaurants
- 

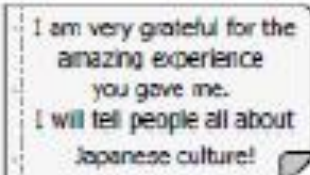
33. One of the ideas presented in the text is that

- A. it is difficult to share a house with colleagues.
  - B. she quickly felt comfortable with the culture.
  - C. Japanese taxi drivers can speak English.
  - D. she got to work on foot because she likes running.
- 

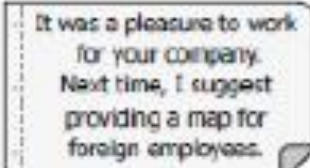
34. The writer's family and close friends thought that she

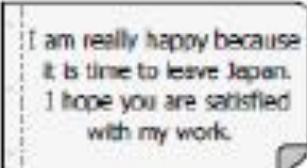
- A. would be treated badly by colleagues.
  - B. would enjoy the Japanese culture and way of life.
  - C. would not be able to make friends.
  - D. would miss them and would return before time.
- 

35. The most suitable note for the writer's employers would be:

A.   
I am very grateful for the  
amazing experience  
you gave me.  
I will tell people all about  
Japanese culture!

B.   
Thank you very much!  
I would appreciate living  
in a more comfortable  
house next time.

C.   
It was a pleasure to work  
for your company.  
Next time, I suggest  
providing a map for  
foreign employees.

D.   
I am really happy because  
it is time to leave Japan.  
I hope you are satisfied  
with my work.

---

## Appendix I: Action stage - workshop- N°4

UNIVERSIDAD DE CALDAS

Maestría en Didáctica del Inglés



**PROJECT: ENHANCING 9TH GRADERS' CRITICAL READING SKILLS THROUGH TASK-BASED LEARNING APPROACH IN A PUBLIC SCHOOL IN THE BOLIVAR DEPARTMENT.**

### WORKSHOP N-4

- **Subject:** English
- **Institution:** Alfonso López Pumarejo -Turbaco Town
- **Date:** August 14<sup>th</sup>/ 2023
- **Time:** From 8 a.m. to 11:00 a.m.
- **Length:** 3 hours (180 minutes)

### DESCRIPTION:

- ✓ This lesson plan follows the TBL methodology and is designed for 9th-grade students (Their ages range from 13 to 15 years old) with an A2 level of English.

### LEARNING OBJECTIVE:

**During the workshop, 9<sup>th</sup>-grade students will be able to:**

- ✓ Get the primary and secondary ideas that are not explicit in a text considering the general topic that this contains.

### BLR'S:

Explains ideas presented in an oral or written text about topics of interest or that are familiar through the use of previous knowledge, inferences, or interpretations.

## READING STRATEGY: INFERRING

### MATERIALS:

Printed copies of the “Inferences worksheets 1” taken from <https://www.ereadingworksheets.com/worksheets/reading/inferences/inferences-worksheet-01/?answers=true>, Laptop, dictionaries, translators, Video Beam, Board. Worksheets, etc.

### Web Pages and Books:

- Youtube channel: <https://www.youtube.com/watch?v=1oqdI5JMjM>
- Cambridge University Press- English in Mind Student’s Book 1, p.34 - 42.
- Derechos Básicos de Aprendizaje. Grados de 6° a 11°. Colombia Bilingüe. Ministerio de Educación Nacional, 2016.
- Top Notch Book “Fundamentals.” Third Edition 2. Joan Saslow & Allen Ascher. Pearson

Phase 1	Stage:	Activities	Aims
(Pre-task):	At this stage, the teacher will give the students the materials that will be used and introduce the topic of the task. <b>Time:</b> (15 minutes)	- The teacher will play a video on <b>YouTube</b> about an inferential situation “ <a href="https://www.youtube.com/watch?v=1oqdI5JMjM">https://www.youtube.com/watch?v=1oqdI5JMjM</a> . Students will watch it and must write what they can understand from it on a worksheet. After writing one or two of them will tell orally to the class what they could infer can probably be happening to the characters of it.	- To activate previous knowledge, quick reading and reading process experience.

<p><b>(During Task):</b></p>	<p><b>(Task) / time:</b> 25 minutes.</p>	<p>-After having activated their previous knowledge, students individually will read the whole worksheet 1 where they can find some passages they must understand. They will have to guess the main ideas and answer the questions according to their reading process. Students will support the inferences based on specific details from the passages. They will write those ideas on a worksheet the teacher will give them.</p>	<p>-To improve fluency, negotiation of meaning and monitoring.</p>
	<p><b>(Planning) /time:</b> (1 hour and 20 minutes):</p>	<p>-In groups of 5, considering that there are 4 passages, students will have to prepare, an oral presentation based on the passage and questions the teacher assigns them. They will have to share among them the meaning of the text, the corresponding responses, and the way in which they explain to their peers what they infer is happening or could happen in each one of those passages. (They will have to create cardboard using markers and show that to their peers).</p>	<p>-To improve fluency, negotiation of meaning, and monitoring.</p>
	<p><b>(Report) / time:</b> (5 minutes per group). 25 minutes</p>	<p>As an oral presentation, two members of each one of the group will present to the class the general ideas and the complete translations of the inferential text they did. They will have to tell their peer what the text was about and what they could infer from that. They will have to use</p>	<p>To improve fluency, accuracy, discourse cohesion and public speaking skills.</p>



		<p>their cardboard to make it more ludic and didactic.</p> <p>At the end, the teacher will give corrective feedback based on the students' reading and speaking production and their level of inference.</p>	
(Post-task)	<b>Analyzing</b> / (15 minutes)	Individually, Students will analyze the grammatical structures used within the passages. (Tenses, verb forms, connectors, linking words, paragraphs (writing one example per each).	-To focus on Form, accuracy and grammatical knowledge of the L2.
	<b>Practice:</b> (20 minutes)	<p><b>Homework:</b></p> <p>-Students will look for a new example of an inferential reading on internet. He/she will practice by their own at home answering the questions related to the text to improve their level on inference. During the class, the teacher will choose any student and he/she will have to tell the class, what the text they showed was about.</p>	L2 learning and acquisition.

Name: \_\_\_\_\_

**Inferences Worksheet 1**

**Directions:** Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was "presentable," as Alice had often said.

1. What type of job does Paul do? \_\_\_\_\_

How do you know that?

2. Describe Alice: \_\_\_\_\_

What in the text supports your description?

3. What relationship do Paul and Alice have? \_\_\_\_\_

Why do you feel this way?

*Crack!* Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, "There, there, Max. We'll just find something else to do." She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, "I don't wanna sand-mich!" A flash from the sky lit up the living room. *Boow!* Mom sighed.

4. Why is Max upset? \_\_\_\_\_

How do you know that?

5. What was Mom planning on doing today? \_\_\_\_\_

What in the text supports your description?

"Tommy!" Mom called out as she walked in the front door. "Tommy," she continued shouting, "I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. "I'm going to kill you, Tommy!" Mom yelled to herself as she realized that Tommy's shoes were gone.

6. What happened to the window? \_\_\_\_\_

How do you know that?

7. Why did Tommy leave? \_\_\_\_\_

What in the text supports your description?

Today was a special day in Ms. Smith's class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After coloring a cool flame on the side of his racecar mailbox, Johnny hopped off his chair, strutted over to Veronica's desk, and dropped a small white envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Bartleby was frantically trying to put a small white envelope into everyone's mailbox. After giving one to Ms. Smith, Bartleby pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica's mailbox, but it wouldn't quite fit. Bartleby struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

8. Why is today a special day? \_\_\_\_\_

What in the text supports your idea?

9. Which boy does Veronica like? \_\_\_\_\_

What in the text supports your idea?

10. Why did Bartleby run? \_\_\_\_\_

What in the text supports your idea?

## Appendix J: Action stage - workshop- N°5

UNIVERSIDAD DE CALDAS  
Maestría en Didáctica del Inglés



**PROJECT: ENHANCING 9TH GRADERS' CRITICAL READING SKILLS THROUGH TASK-BASED LEARNING APPROACH IN A PUBLIC SCHOOL IN THE BOLIVAR DEPARTMENT.**

### WORKSHOP N-5

- **Subject: English**
- **Institution: Alfonso Lopez Pumarejo -Turbaco Town**
- **Date: August 28<sup>th</sup>/ 2023**
- **Time: From 8 a.m. to 11:00 a.m.**
- **Length: 3 hours (180 minutes)**

#### DESCRIPTION:

- ✓ This lesson plan follows the TBL methodology and is designed for 9th-grade students (Their ages range from 13 to 15 years old) with an A2 level of English.

#### LEARNING OBJECTIVE:

**During the workshop, 9<sup>th</sup>-grade students will be able to:**

Make informed predictions to connect their existing knowledge to new information from a text to get meaning from what they read.

#### BLR'S:

Predict general and specific information from an academic or general text they read, considering their prior knowledge.

## READING STRATEGY: PREDICTING

### MATERIALS:

- Printed copies of the “Inferences worksheets 1” taken from <https://www.ereadingworksheets.com/worksheets/reading/inferences/inferences-worksheet-01/?answers=true>, Laptop, dictionaries, translators, Video Beam, Board. Worksheets, etc.

### Web Pages and Books:

- Youtube channel: <https://www.youtube.com/watch?v=1oqdl5JMjN4>
- Cambridge University Press- English in Mind Student’s Book 1, p.34 - 42.
- Derechos Básicos de Aprendizaje. Grados de 6° a 11°. Colombia Bilingüe. Ministerio de Educación Nacional, 2016.
- Top Notch Book “Fundamentals.” Third Edition 2. Joan Saslow & Allen Ascher. Pearson

Phase 1	Stage:	Activities	Aims
(Pre-task):	At this stage, the teacher will give the students the materials that will be used and introduce the topic of the task. <b>Time:</b> (15 minutes)	- The teacher will play a video on <b>YouTube</b> about predictions “ <a href="https://www.youtube.com/watch?v=z3rUZsUoL10">https://www.youtube.com/watch?v=z3rUZsUoL10</a> ”. Students will watch it and must write what they can understand from it on a worksheet. After writing one or two of them will tell orally to the class what they could predict the teacher is showing in the book. They will answer the teacher’s questions.	- To activate previous knowledge, quick reading and reading process experience.

(During Task):	<b>(Task) / time:</b> 25 minutes.	-After having activated their previous knowledge, students individually will read the whole worksheet 1 where they can find some passages they must understand. They will have to guess the main ideas and answer the questions according to their reading process. Students will predict what is going to happen in each one of the previous passages. They will write those ideas on a worksheet the teacher will give them.	-To improve fluency, negotiation of meaning and monitoring.
	<b>(Planning) /time:</b> (1 hour and 20 minutes):	-In groups of 3, considering that there are 5 passages, students will have to prepare, an oral presentation based on the passage and questions the teacher assigns them. They will have to share among them the meaning of the text, the corresponding responses, and the way in which they explain to their peers what they predict can happen in each one of those passages. (They will have to create cardboard using markers and show that to their peers).	-To improve fluency, negotiation of meaning, and monitoring.
	<b>(Report) / time:</b> (5 minutes per group). 25 minutes	As an oral presentation, two members of each of the group will present to the class the general ideas and the complete translations of the predicting text they did. They will have to tell their peers what the text was about and what they could predict from that. They will have to	To improve fluency, accuracy, discourse cohesion and public speaking skills.

		<p>use their cardboard to make it more ludic and didactic.</p> <p>At the end, the teacher will give corrective feedback based on the student's reading and speaking production and their level of inference.</p>	
(Post-task)	<b>Analyzing</b> / (15 minutes)	Individually, Students will analyze the grammatical structures used within the passages. (Tenses, verb forms, connectors, linking words, paragraphs (writing one example per each).	-To focus on Form, accuracy and grammatical knowledge of the L2.
	<b>Practice:</b> (20 minutes)	<b>Homework:</b> -Students will look for a new example of a predicting reading on internet. He/she will practice by their own at home answering the questions related to the text to improve their level of prediction and ideas connections. During the class, the teacher will choose any student and he/she will have to tell the class, what the text they showed was about.	L2 learning and acquisition.

## Making Predictions Worksheet 1

**Directions:** Read the following passages. Determine what event is likely to occur next. Explain your answer using textual evidence.

Vince Thunder waved to the crowd one more time before he put on his motorcycle helmet. The crowd cheered uproariously. Vince looked down the ramp and across the 17 school busses that he was about to attempt to jump. It was a difficult trick and everything would need to go right for him to nail it. His cape blew in the wind. As Vince hopped on his motorcycle and started down the ramp, he noticed something that he had not seen before. There was large oil slick at the end of the ramp. He attempted to stop the bike, but it was too late. He had already built up too much momentum...

1. What event is most likely to occur next? \_\_\_\_\_

2. What evidence from the text supports your prediction?

Rex sat at the mouth of the alley and chewed the bone that he had found by the dumpster. It was a meaty bone that had belonged to a larger animal, perhaps a state fair prize winning pig. Rex was attracted to the bone by its strong scent. Apparently, he was not the only one who could smell it. He heard the jangle of tags behind him and turned to see a larger dog. Rex released the bone and began growling at the other dog. The other dog began growling at Rex. The two dogs inched toward one another, maintaining eye contact. Each began growling louder as the other approached within striking distance...

3. What event is most likely to occur next? \_\_\_\_\_

4. What evidence from the text supports your prediction?

John sat in the classroom and drew pictures of the Tatakai Fighting Warriors in his notebook while his teacher lectured about biology or something. He didn't really know for sure. The last thing he remembered her saying was that there would be a test tomorrow. His heart jumped. He went home to study for the test, but he was soon drawn to his Game Box. He played Tatakai Fighting Warriors long into the night. When his alarm clock rang the next day, he was too tired to hit the snooze button, so he let it beep for about 20 minutes before he got up and went to school. As she had promised, the teacher has prepared a test. She reviewed the testing procedures and directions with the class and then passed out the test. John looked at his test and scratched his head...



5. What event is most likely to occur next? \_\_\_\_\_

6. What evidence from the text supports your prediction?

Angela threw the bedspread over the bed and fussed with it until it was free of wrinkles. She dusted her dresser and straightened the knickknacks. As she was leaving the room, she noticed that a picture frame on the nightstand was slightly crooked. She went back into the room and straightened the picture frame. She examined her bedroom one more time and gave it a satisfied nod, and then she went to vacuum the living room. As she was running the vacuum, her three-year-old son Jason walked into Angela's bedroom. He was drinking a glass of grape juice and playing with his cars. Angela's bedspread fell as he raced his cars off the bed. While hitting an imaginary jump with his cars, he bumped into the nightstand and knocked over Angela's picture frame. Then, while he lined his cars up at the starting line of a pretend race, he kicked over the grape juice and it spilled all over Angela's white carpet. Jason didn't notice. After Angela finished vacuuming the living room, she tied the cord around the vacuum and went to return it to her bedroom...

7. What event is most likely to occur next? \_\_\_\_\_

8. What evidence from the text supports your prediction?

Lance didn't cook much but he wanted to do something nice for his wife's birthday, so he decided to make her dinner. He was preparing a meal of steak and potatoes by following a recipe that he had found on the Internet. He put the steaks on the grill on low heat and quartered the potatoes. Then he threw the potatoes in a skillet with a little bit of oil and cooked them over medium heat. After browning the potatoes, he grabbed the skillet by the metal handle and put it into the oven at 400 degrees. Twenty minutes later he grabbed the steaks off of the grill and began preparing the plates. The last thing that he needed to do was take the potatoes out of the oven. He thought about using a potholder to remove the pan, but didn't want to bother with getting one out of the drawer. He reached into the hot oven, his hand nearing the metal handle of the skillet. He wrapped his hand around the handle and clenched tightly...

9. What event is most likely to occur next? \_\_\_\_\_

10. What evidence from the text supports your prediction?

## Appendix K: Action stage - workshop- N°6

**UNIVERSIDAD DE CALDAS**  
**Maestría en Didáctica del Inglés**



**PROJECT: ENHANCING 9TH GRADERS' CRITICAL READING SKILLS THROUGH TASK-BASED LEARNING APPROACH IN A PUBLIC SCHOOL IN THE BOLIVAR DEPARTMENT.**

### WORKSHOP N-6

- **Subject: English**
- **Institution: Alfonso Lopez Pumarejo -Turbaco Town**
- **Date: September 14<sup>th</sup>/ 2023**
- **Time: From 8 a.m. to 11:00 a.m.**
- **Length: 3 hours (180 minutes)**

#### **DESCRIPTION:**

- ✓ This lesson plan follows the TBL methodology and is designed for 9th-grade students (Their ages range from 13 to 15 years old) with an A2 level of English.

#### **LEARNING OBJECTIVE:**

**During the workshop, 9<sup>th</sup>-grade students will be able to:**

Read and analyze a text putting into practice all the previous critical reading comprehension strategies (Skimming-Scanning identifying the main ideas and summarization, guessing and word meaning, inferring, and predicting)

**READING STRATEGY:** Review of: (Skimming-Scanning, identifying the main ideas and summarization, guessing and word meaning, inferring, and predicting)

**MATERIALS:**

- Printed copies of the “Inferences worksheets 1” taken from <https://www.ereadingworksheets.com/worksheets/reading/inferences/inferences-worksheet-01/?answers=true>, Laptop, dictionaries, translators, Video Beam, Board. Worksheets, etc.

**Web Pages and Books:**

- Youtube channel: <https://www.youtube.com/watch?v=1oqdi5JMjN4>
- Cambridge University Press- English in Mind Student’s Book 1, p.34 - 42.
- chrome-extension://efaidnbmnnnibpcajpcgiclfefindmkaj/https://eservicioseducativos.com/wp-content/uploads/2021/11/Cuadernillo-de-preguntas-Ingles-11-2021.pdf
- Derechos Básicos de Aprendizaje. Grados de 6° a 11°. Colombia Bilingüe. Ministerio de Educación Nacional, 2016.
- Top Notch Book “Fundamentals.” Third Edition 2. Joan Saslow & Allen Ascher. Pearson

Phase 1	Stage:	Activities	Aims
(Pre-task):	At this stage, the teacher will give the students the materials that will be used and introduce the topic of the task.	The teacher will give the students a text called “My Artistic Adventures” from ICFES. In this first part, students will have to scan and skim quickly the general context of what this text is about. Students will have to extract of it, the transparent words they could understand or consider like their L1. They will make a list of it and will share it with his/her closest partner.	- To activate previous knowledge, quick reading and reading process experience.

	<b>Time:</b> (15 minutes)		
(During Task):	<b>(Task) / time:</b> 25 minutes.	-After having activated their previous knowledge and having extracted the transparent words, students will be able to read the whole text “My Artistic Adventure”.  They will have to draw some pictures that show actions related to the text.	-To improve fluency, negotiation of meaning and monitoring.
	<b>(Planning) /time:</b> (1 hour and 20 minutes):	- In pairs, students will be able to translate the whole text into Spanish using a dictionary.  -Students will have to answer the questions related to their comprehension of it.  - They will infer the main ideas and the whole text. (They will write those ideas in a worksheet).	-To improve fluency, negotiation of meaning, and monitoring.
	<b>(Report) / time:</b> (5 minutes per group). 25 minutes	As an oral presentation, one member of each of group will present to the class the general ideas and the complete translations of the text. They will have to tell their peers what the text was about and what they could comprehend from that. They will have to use their cardboard to make it more ludic and didactic. (Draw figures, pictures, games, etc.)  At the end, the teacher will give corrective feedback based on the	To improve fluency, accuracy, discourse cohesion and public speaking skills.

		student's reading and speaking production and their level of inference.	
(Post-task)	<b>Analyzing /</b> (15 minutes)	Individually, Students will analyze the grammatical structures used within the passages. (Tenses, verb forms, connectors, linking words, paragraphs (writing one example per each).	-To focus on Form, accuracy and grammatical knowledge of the L2.
	<b>Practice:</b> (20 minutes)	<b>Homework:</b> -Students will look for a new example of a critical reading comprehension text on the internet. He/she will practice on their own at home answering the questions related to the text to improve their level of reading comprehension. During the class, the teacher will choose any student and he/she will have to tell the class, what the text they showed was about.	L2 learning and acquisition.

**PARTE 5**

**RESPONDA LAS PREGUNTAS 15 A 19 DE ACUERDO CON EL SIGUIENTE TEXTO**

Lea el texto y responda las preguntas.

En las preguntas 15 - 19, marque **A**, **B** o **C** en su hoja de respuestas.

**My Artistic Adventure**

When I was a child in Ireland, I went to bed late, and I could not sleep past six. One morning, I found a Spanish television show with a French man who was painting a beautiful countryside with oil paints.



Right then, I began watching this show. With his quiet voice he explained his natural way of painting, and he quickly made trees and rivers, simply by moving his hand across the paper. He made it look simple and easy, so I thought I could do it by myself.

Every Sunday morning, I would try to paint what he was painting on the screen, but I needed oil paints to make my paintings as beautiful as his. I could not buy oil paints; I was only seven, and my parents would not buy them for me. Then I decided to use my mother's cosmetics and paper for my painting. I was ready to paint my first picture.

After my mum saw what I did with her things, I was told I could not paint again. This put an end to my idea of using food the next time to make a picture. After a while, I stopped watching the French painter. It was difficult for me to simply watch him when I was unable to paint my own pictures.

- |  |  |
|--|--|
| 15. Where was the painter from?              | A. Ireland<br>B. Spain<br>C. France                                      |
| 16. She was mostly excited by the            | A. painter's ability.<br>B. painter's voice.<br>C. painter's show.       |
| 17. How often did she watch the show?        | A. three times a week<br>B. once a week<br>C. twice a week               |
| 18. She could not get oil paints because she | A. didn't speak Spanish.<br>B. was too young.<br>C. always watched TV.   |
| 19. Stopping painting was                    | A. the painter's idea.<br>B. her mother's order.<br>C. her own decision. |

Appendix L: Evaluation stage - Instruments for analyzing data - N°1 (Questionnaires)

UNIVERSIDAD DE  
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Programa de Maestría en Didáctica del Inglés  
Extensión Cartagena  
Researcher: Kelly Patricia Díaz Colón

Research Project: Enhancing 9th Graders' Critical Reading Skills through Task-Based Learning Approach in a Public School in Bolivar Department.

WORKSHOPS 1,2 and 3.

STUDENTS' QUESTIONNAIRE

DATA ANALYSIS

RECURRENCIES/ TRENDS

Section: N-1 / Motivation and interests/  
Seccion N-1 / Motivacion in interés.

Items	1 Totalmente en desacuerdo	2 Algo en desacuerdo	3 Ni de acuerdo, ni en desacuerdo	4 Algo de acuerdo	5 Muy de acuerdo
Ítem # 1  Me sentí motivado en los talleres de inglés.					
Ítem # 2 Los temas que desarrolló mi profesora en los talleres fueron atractivos e					

interesantes para mí.					
<b>Ítem # 3</b> Participé activa y voluntariamente en el desarrollo de los talleres					
<b>Ítem # 4</b> Me gustó que mi profesora leyera textos en inglés y nos animara a comprenderlos a través de preguntas.					       
<b>Ítem # 5</b> Disfruté cuando la profesora me pregunta sobre el texto leído y respondí de forma corta y larga.				 	

Section: N-2 / Section: N-2 / Language (all the skills) / Learning description /  
Sección N-2 / Descripción de la lengua y habilidades básicas.

Ítems	1 Totalmente en desacuerdo	2 Algo en desacuerdo	3 Ni de acuerdo, ni en desacuerdo	4 Algo de acuerdo	5 Muy de acuerdo
<b>Ítem # 6</b> Hablé inglés con la profesora en los talleres.	 				
<b>Ítem # 7</b> Comprendí e interpreté de inglés a español los textos que la	 				



profesora me asignó.					
<b>Ítem # 8</b> Entendí claramente las ideas principales de las lecturas que la profesora me asignó y di solución a sus interrogantes.					
<b>Ítem # 9</b> Respondí con respuestas cortas y largas cuando comprendí los textos asignados por la profesora en los talleres.					
<b>Ítem # 10</b> Entendí las reglas gramaticales trabajadas por la profesora en los talleres.					
<b>Ítem # 11</b> Se me facilitó entender y comprender los textos en inglés porque poseo un gran vocabulario.					
<b>Ítem # 12</b> Se me facilitó entender todas las palabras en inglés de los					

textos cuando los traduje.					
<b>Ítem # 13</b> Entendí claramente cuando la profesora me habló en inglés					
<b>Ítem # 14</b> Escribí en inglés un resumen corto después de realizar un ejercicio de lectura.					

**Section: N-3 / Seccion: N-3 / About TBL**  
**Sección N-3 / Acerca del enfoque basado en tareas.**

Items	1 Totalmente en desacuerdo	2 Algo en desacuerdo	3 Ni de acuerdo, ni en desacuerdo	4 Algo de acuerdo	5 Muy de acuerdo
<b>Ítem # 15</b> Desarrollé los talleres usando el enfoque basado en tareas (TBL).					       
<b>Ítem # 16</b> Entendí la metodológica relacionada con el enfoque basado en tareas (TBL).				 	
<b>Ítem # 17</b> Comprendí la diferencia entre una tarea (Task) y una actividad (activity).				 	 

Ítem # 18 Comprendí la diferencia entre: Pre-task / Task/ Post- task.	"			))	" "
Ítem # 18 Desarrollé ejercicios de lectura critica usando el enfoque basado en tarea.			"		))

19. Con tus palabras responde:

1. ¿Como fue tu experiencia durante los talleres?

During the review most of the student liked the workshop  
but they had some difficulties when doing them

2. ¿Qué aprendiste el enfoque basado en tareas (TBL)?

I have noticed that at first the students found it difficult  
but as time passed with the workshop they were learning

3. ¿Crees que tu proceso de lectura critica en inglés ha mejorado después de  
implementar los talleres? / Justifica tu respuesta.

The students have made considerable improvement and feel  
motivated to continue studying

**Appendix M: Evaluation stage - Instruments for analyzing data - N°2 (Journals)**

**Master's Program in English Didactics  
Kelly Diaz Colon**

**Research Project: Enhancing 9th Graders' Critical Reading Skills through Task-Based Learning Approach in a Public School in Bolivar Department.**

**Instrument: RESEARCHERS AND EXTERNAL OBSERVER'S JOURNAL**

**WORKSHOP 1,2 and 3.:**

**EVALUATION STAGE – JOURNALS ANALYSIS**

**CONTEXT:** 9th-grade students - Institución Educativa Alfonso López Pumarejo - Turbaco, Bolívar.

**WORKSHOP 1:**


**WORKSHOP 2:**

**WORKSHOP 3:**

**INTERPRETATION OF THE WORKSHOPS:**

**FINAL REFLECTIONS AND FINDINGS.**

Appendix N: Exit Test.



**BRITISH COUNCIL**

Learn **English** Teens

Reading skills practice: Can you cook? – exercises

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Name: Brenda Anelis Duon B. 9<sup>th</sup> grade, November 7<sup>th</sup>, 2023.

Read the article about Tom and do the exercises to practise and improve your reading skills.

**Preparation**  
Fill the gaps with the correct word from the box. (Prior vocabulary knowledge)

cook	teenager	skill	homework	difficult	recipe
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1. A Teenager is someone who is between thirteen and nineteen years old.
2. Teachers give you Homework to do at home before the next lesson.
3. When you cook a meal, you make hot food.
4. A skill is something you learn how to do, like using a computer.
5. The instructions you follow to make a meal are called a recipe.
6. Some subjects are easy but others are difficult.

*Excellent Progress B.O.*

*good performance*

*Listening: 45*

*Speaking: 47*

*Reading: 50*

*Writing: 50*


*IELT Proficiency Improvement*

## CAN YOU COOK?

*This teenager can — and his mum's very happy with him*

**T**om is like any other teenager. He goes to school, does his homework, meets his friends and enjoys doing sport.

But between 5.30 and 6.30 from Monday to Friday, Tom does something different. He cooks dinner for all the family: mum, dad, younger brother Joe and older sister Emma.



Tom in the kitchen

**“**I think it's important for teenagers to learn how to cook. Maths and English are important, of course, but they need other skills too to help them in today's world.

First I taught Tom how to cook easy meals like pizza or egg and chips. Then he started using recipes in my cookery books. Yesterday he made vegetable soup. It was very good!

Tom's mum

**“**I love cooking and I think I'm really good at it. None of my friends cook. I don't know why, it isn't difficult and it's great fun!

Tom

In the past, Tom didn't help out at home and his mum wasn't very happy with him. Today, things are different and she is very happy.

[www.britishcouncil.org/learnenglishteens](http://www.britishcouncil.org/learnenglishteens)

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**1. Check your understanding: true or false**Circle *True* or *False* for these sentences.

1. Tom does one thing that teenagers don't normally do.
2. Tom is the only person who eats the food he cooks.
3. Tom's mum was happier when he didn't cook.
4. Tom's mum thinks learning to cook is good for teenagers.
5. Tom learned some recipes from his grandmother.
6. Tom's vegetable soup was not good.
7. Tom says he is a good cook.
8. Tom's friends like cooking too now.

<input checked="" type="radio"/> True	<input type="radio"/> False
<input type="radio"/> True	<input checked="" type="radio"/> False
<input type="radio"/> True	<input checked="" type="radio"/> False
<input checked="" type="radio"/> True	<input type="radio"/> False
<input type="radio"/> True	<input checked="" type="radio"/> False
<input checked="" type="radio"/> True	<input type="radio"/> False
<input type="radio"/> True	<input checked="" type="radio"/> False

**2. Check your understanding: multiple choice (Guessing word meaning)**

Circle the meaning of the word in CAPITALS in these sentences from the reading text above.

1. Today things are different and SHE is very happy.
 

<input checked="" type="radio"/> a. Tom's mum
<input type="radio"/> b. Tom's sister
2. Maths and English are important, of course, but THEY need other skills too to help THEM in today's world.
 

<input checked="" type="radio"/> a. Maths and English
<input type="radio"/> b. teenagers
3. Yesterday he made vegetable soup. IT was very good!
 

<input type="radio"/> a. Tom
<input checked="" type="radio"/> b. the soup
4. He started using recipes in MY cookery books.
 

<input checked="" type="radio"/> a. Tom's mum's
<input type="radio"/> b. Tom's
5. I love cooking and I think I'm really good at IT.
 

<input checked="" type="radio"/> a. cooking
<input type="radio"/> b. being a teenager
6. IT isn't difficult and IT's great fun!
 

<input checked="" type="radio"/> a. cooking
<input type="radio"/> b. doing homework

**Discussion (speaking skill)**

What can you cook? I .... I can cook chicken with rice, food fried, chips

3. Listen to the following conversation and circle the correct answer.

<https://test-english.com/listening/a1/free-time-listening-test/>

Ella...

- a. works at the library.  
 b. likes watching movies on TV.  
 c. is at school.

Where was Ella's Japanese cooking course?

- a. at the library  
 b. at the college  
 c. at school

How many weeks was Ella's Japanese cooking course?

- a. seven  
 b. eight  
 c. nine

At the moment, Jack is learning...

- a. how to record music.  
 b. how to play the violin.  
 c. about classical music

What instrument can't Jack play well?

- a. the violin  
 b. the drums  
 c. the guitar

How many concerts does Jack plan to see this month?

- a. two  
 b. four  
 c. six



#### INFERENCE EXERCISE

1. What can you infer from the first page picture? (Qué inferes de la foto de la primera página?)

The boy is cooking for his family

2. When mom says that it is important for teenagers to learn other skills. What does she mean? ¿Cuándo la mamá dice que es importante para los adolescentes aprender otras habilidades, a qué se refería?

Cooking 5

#### PREDICTING EXERCISE

3. What can you predict from the following statement? I love cooking and I think I'm pretty good at it. (Qué puedes predecir de la siguiente afirmación? Me encanta cocinar y pienso que soy muy bueno en esto)

He will be a cook

4. What can you predict when mom says: "He started using recipes from my cookery book?" (Qué puedes predecir cuando mamá dice: él empezó usando recetas de mi libro de cocina?)

the boy will be a chef in of future

## Appendix O: Diagnostic stage – Initial Survey

UNIVERSIDAD DE  
UNIVERSIDAD DE CALDAS



Programa de Maestría en Didáctica del Inglés  
Extensión Cartagena  
Researcher: Kelly Patricia Diaz Colón

Research Project: Enhancing 9th Graders' Critical Reading Skills through Task-Based Learning Approach in a Public School in Bolivar Department.

### STUDENTS' SURVEY

#### Section: READING SKILL

Items	1 Totalmente en desacuerdo	2 Algo en desacuerdo	3 Ni de acuerdo, ni en desacuerdo	4 Algo de acuerdo	5 Muy de acuerdo
<b>Ítem # 1</b> ¿Te gusta leer en inglés?					
<b>Ítem # 2</b> ¿Haces constantemente ejercicios de lectura crítica en inglés y respuestas las preguntas de este?					
<b>Ítem # 3</b> ¿Entiendes lo que significa leer críticamente en inglés?					



¿Entiendes los textos de nivel avanzados e intermedios en inglés?					
<b>Ítem # 5</b> ¿Se te facilita entender los elementos de un texto cuando lo lees?					