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MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

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Task-Based Learning model for improving reading proficiency

Trabajo de titulación previo a la obtención del título de magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

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En mi calidad de Tutor del Trabajo de Titulación “Task-Based Learning model for improving reading proficiency” presentado por Nagua Andrango Viviana Alejandra, para optar por el título magíster en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera.

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Que dicho trabajo de investigación ha sido revisado en todas sus partes y se considera que reúne los requisitos y méritos suficientes para ser sometido a la presentación para la valoración por parte del Tribunal de Lectores que se designe y su exposición y defensa pública.

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DEDICATORIA

El presente trabajo de investigación está dedicado a mi familia, quienes me han brindado su apoyo incondicional y han permanecido firmes a mi lado hasta verme alcanzar mis metas.

Viviana

AGRADECIMIENTO

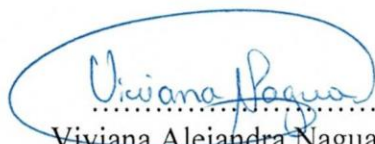
Agradezco infinitamente a Dios mentor de mi vida, a mi familia quienes son mi soporte, a las autoridades y docentes de la Universidad Técnica de Cotopaxi por brindarnos la oportunidad de acrecentar nuestro conocimiento a través de los diferentes programas de maestría y en especial gracias al M.Sc. Nelson Guachinga, coordinador de la maestría de Lingüística y la M.Sc. Fabiola Cando mi tutora.

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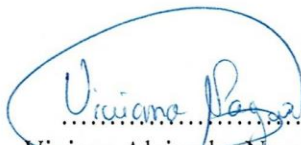


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UNIVERSIDAD TÉCNICA DE COTOPAXI
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**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

Título: Task-Based Learning model for improving reading proficiency

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RESUMEN

El presente estudio aplicado tiene como objetivo evaluar la efectividad del modelo de Aprendizaje Basado en Tareas en la mejora de la competencia lectora en estudiantes de Inglés en entorno en línea. El estudio inició determinando la fundamentación teórica donde se describieron en detalle las características del modelo de aprendizaje propuesto. Al ser de diseño cuasi-experimental, los sujetos de estudio fueron 36 estudiantes del nivel A2 del Centro de Idiomas del Instituto Superior Universitario Sucre de la ciudad de Quito, quienes conformaron el grupo experimental y de control mediante muestreo de conveniencia. La investigadora aplicó diez planes de lecciones de lectura basados en el modelo de Aprendizaje Basado en Tareas con el grupo experimental, y el método de enseñanza tradicional con el grupo de control. El enfoque de investigación fue cuantitativo y los instrumentos de recolección de datos fueron dos evaluaciones KET Cambridge, los cuales se utilizaron como prueba previa y prueba posterior. El análisis de datos se realizó mediante la prueba T-independiente del programa estadístico SPSS, el cual permitió aclarar las hipótesis determinando la existencia de diferencias significativas entre medias de ambos grupos. Los resultados indicaron que los estudiantes a quienes se les enseñó con el modelo de Aprendizaje Basado en Tareas tuvieron más éxito en la prueba posterior que aquellos quienes fueron enseñados con el método de enseñanza tradicional. En conclusión, el modelo de Aprendizaje Basado en Tareas es una alternativa efectiva para mejorar la competencia lectora de estudiantes de inglés como lengua extranjera en entorno en línea.

PALABRAS CLAVE: Aprendizaje Basado en Tareas; competencia lectura; diseño experimental; enfoque cuantitativo; aleatorización; prueba T-independiente.

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DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN MAESTRÍA EN LINGÜÍSTICA APLICADA A LA
ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

Title: TASK-BASED LEARNING MODEL FOR IMPROVING READING PROFICIENCY

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ABSTRACT

The present applied study aims to evaluate the effectiveness of the Task-Based Learning model on the improvement of reading proficiency in English learners in online environment. The study started determining the theoretical foundation where the main features of the learning model proposed were described in detail. Being a quasi - experimental design, the subjects of the study were 36 students of the A2 level of the Language Center of the Instituto Superior Universitario Sucre of Quito city, who were conformed the experimental and the control group by convenience sampling. The researcher applied ten reading lesson plans based on the Task-Based Learning model on the experimental group, and the traditional teaching method on the control group. The research approach was quantitative, and the data collection instruments were two KET Cambridge assessments, which were used as the pretest and the posttest. The data analysis was done by the independent t-test of the SPSS statistic program, which allowed the clarification of the hypotheses by determining the existence of differences significative between the means of both groups. Results indicated that the students who were taught by the Task-Based Learning model had more success in the posttest than who were taught by the traditional teaching method. In conclusion, the Task-Based Learning model is an effective alternative for improving the reading proficiency of English as a foreign language learner in online setting.

KEYWORDS: Task-Based Learning; reading proficiency; experimental design; quantitative approach; randomization; independent t-test.

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INTRODUCTION

1. Justification

Language teaching has been the starting point of a great number of studies in the English language teaching field for centuries. Several instruction methods have surged as a result of the search for an effective way of teaching a foreign language (Richards & Rodgers, 2001). Despite these methods presenting different approaches, they possess the same aim, to make learners develop their language skills. Saying which method is the most appropriate for teaching English would not be feasible; however, presenting an alternative model for enhancing language abilities is. That is why the present research brings up the Task-Based Learning model and its effects on the improvement of reading proficiency on A2 level English online students at the Language Center of the Instituto Superior Universitario Sucre during the academic period November 2021 - May 2022.

The Task-Based Learning (TBL) model is defined as a language teaching method whose aim is to promote the proper use of the target language by performing meaningful tasks provided to students. The tasks are the central axis of the learning process since they engage students in their own learning process. Through flexible, varied, and purposeful tasks, learners can develop their language skills, avoiding the traditional method of teaching based on repetition and memorizing (Arvind Kr. & Kusum, 2017; Richards & Rodgers, 2001). The students are class-center and teachers are the facilitators, allowing students to become the leaders of their knowledge (Perry & Bevins, 2019).

When talking about reading proficiency Willis (1996) exposes the design of tasks sustained on essential strategies that help students improve reading comprehension. These strategies are developed following the stages of the Task-Based Learning model: the pre-task, the task, and the language focus.

The relation between the Task-Based Learning model and the reading proficiency is presented through of five previous studies. It is important to clarify that although our

study was applied in an online environment and these studies were done in an on-site class modality, these are valuable contributions to our study. For instance, these studies were used as a guide to develop our research in appropriate way, due to through them we could observe the effects of the independent variable on the dependent variable, the application the proposed method in the experimental group in contrast with the control group, the design of tasks which campaign the development of the reading based on the Task-Based Learning model, the data collection process following the quantitative approach first through the application of the pre test and posttest and after the data analysis process. Moreover, these studies contribute with our study due to the findings and the positive results provided by them which are in concordance and support the results of the present research.

That is how, we can observe the first study which was applied by Irfan, (2017) on second grade students of the school SMA Negeri 1 Grandapura - Indonesia. The total of students was divided into two groups, 21 ones for the experimental group and 23 ones for the control group. The Task-Based Learning method was applied to teach English in the first group, while the second group was applied to the Grammar translation method. The researcher used a reading comprehension test in order to evaluate the effects of Task-Based Learning in the classroom. After analyzing the results using the independent T-Test of the SPSS program, the findings were that the percentages from the experimental group were higher than the control group. The author concluded that the task-Based learning model has positive implications in the improvement of reading proficiency.

The second study was conducted by Sinaga, (2021) in SMP Swasta HKBP Sidorame Medan School - Iran. The population were 60 Iranian women-students who were divided into an experimental and a control group; the instruments were Pre-test and Post-test which were taken before and after of method application. Based on the final scores, the findings were that students who received the Task-Based Learning method during the teaching-learning process obtained better grades than the others. In

conclusion, the Task-Based Learning approach application on the teaching learning process of English as foreign language was effective.

The third study was developed by Hassan, (2019) who applied a mix method to collect data from a population of 110 ninth - grade female students of the school AL-Yadoudah - Jordan. The participants were divided into an experimental group and a control group, a pre- test and post-test were used as research instruments. After applying the post – test and the tabulation process, results showed specific effects on improving reading skill on students. The students from the experimental group had higher grades than the control group. In conclusion, the Task-Based Learning has beneficial effects in the development of reading comprehension in students.

The fourth study was run by Ökcü, (2015) who analyzed the effects of the Task-Based Learning model on reading in a private Turkey university. The research followed the quantitative approach, applied a pre-test and a post-test as instruments to collect data from 55 beginner students. Students were divided into two groups, one of them was the experimental group and received the class sessions with Task-Based Learning method, while the other was the control group who received the traditional teaching method. As a result, the experimental group obtained a successful percentage in the post-test. That means, the Task-Based Learning model is an effective alternative to develop reading comprehension.

The last study was done by Lap & Trang, (2017) who analyzed the effects of the use of Task-Based Learning model on English foreign language students' innate incentive to learn reading and reading comprehension. This research was applied in a high school in the Mekong Delta - Vietnam. The participants were sixty-nine tenth-grade students who were assigned in either control or experimental group. A questionnaire and two reading tests were used to collect data following the quantitative approach. The results indicated that the experimental group increased its innate incentive and achieved progress in reading comprehension using the Task-Based Learning model. In conclusion, the Task-Based Learning model helps students increase their reading comprehension.

Thus, in order to verify the incidence of the Task-Based Learning model on the improvement of reading proficiency on A2 level English online students at the Language Center of the Instituto Superior Universitario Sucre during the academic period November 2021 - May 2022, this study is focused on the quasi-experimental design which according to Rogers & Révész (2019) the variables, dependent or independent, are manipulated so that the effect exerted by over the other can be evidenced. Following the quasi-experimental design, this research uses a control group and experimental group, whose subjects of study are 36 A2 level English online students of the Language Center of Instituto Superior Universitario Sucre. Additionally, by means of the quantitative approach, which is: “apropiada cuando queremos estimar las magnitudes u ocurrencia de los fenómenos y probar hipótesis” (Hernández-Sampieri & Mendoza, 2018, p. 6). [appropriated when we want to estimate magnitudes or occurrences of phenomena and test hypothesis], the hypotheses are clarified. For doing that, validated data collection instruments such as pretest, and posttest, are used. In this research, the method application stage is characterized by presenting a pliable booklet of reading lesson plans, where it is explained the process of application of the reading strategies aimed at improving reading proficiency through text comprehension; in correspondence with the Task-Based Learning model (Willis, 1996).

This study becomes a practical resource for the teaching-learning process of a foreign language in an online environment since, on one hand, learners develop reading comprehension through meaningful tasks, and on the other hand, teachers find in the Task-Based Learning model, an alternative for potentializing the reading skills in online students efficiently.

The development of this study starts with the problem statement; identifying and describing the issue that addresses this research in order to establish the hypotheses and the research objectives. Next, chapter 1: the framework presents the theoretical foundation of the Task-Based Learning model; its features, stages, advantages, and roles that teachers and learners function in this methodology, as well as the relevant

aspects of reading proficiency. After, chapter 2: the methodology describes the research design, the data collection instruments, process, population, and sampling. Then, chapter 3: the findings and discussion present the results and analysis of the results of the research. Finally, conclusions, recommendations, research limitations and further.

2. Problem statement

Task-Based Learning is a language teaching method based on task completion, students interact with the target language while doing tasks. Practicing reading is more exciting and significative when there is a purpose, text-based tasks provide students the opportunity to work in groups in order to achieve a goal; during the process, they use their linguistics resources, reflect on the language, and improve reading comprehension. Given this, through this study, we will verify whether or not the Task-Based Learning model improve reading proficiency on A2 level English online students of the Language Center of the Instituto Superior Universitario Sucre during the academic period November 2021 - May 2022.

Practicing reading has clear effects on writing skills; according to Puspitasari (2019) students who do not practice reading, are not able to follow a correct written process, or recognize essential parts of sentences like verbs, nouns, and adjectives, which leads to struggles to write short and long texts for instance, sentences, descriptive paragraphs, letters, summaries, or essays. Through reading, students can increase vocabulary, review grammar and correct spelling, so that, the writing skills can be improved.

On the other hand, the lack of practice of this competence is evidenced in almost all of the regular processes of the class. According to studies done to know about English teaching most common in the classroom most teachers show more interest in teaching grammar following the traditional teaching model based on memorization and recitation as learning techniques, whereby learners cannot develop critical thinking and learning leave to be significative (Derewianka & Jones, 2010; Nhac, 2021).

Finally, being Ecuador a Spanish speaking country, English is taught similarly to subjects in Spanish, based on my experience as a language teacher, some institutions use the same teaching methods and follow the same steps in the planning for both teaching English as for teaching subjects in Spanish. For Kumaravadivelu (2005) “Method is central to any language teaching” (p. 83). The English teacher’s methodology must be directed to develop language skills, these skills are not the same that teachers of the other areas have as a learning goal.

That is why, this research is relevant for English teaching as a foreign language; on one hand, this is focused on improving reading proficiency on A2 level English online students, and on the other hand, this shows English teachers the Task-Based Learning model as an appropriated language teaching method for developing language skills.

3. Hypotheses

Based on the problem statement of this research, the following hypotheses are established:

H0: The application of the Task-Based Learning model does not improve the reading proficiency of English learners.

H1: The application of the Task-Based Learning Model improves the reading proficiency of English learners.

4. Research objectives

4.1 General objective

To evaluate the effectiveness of the Task-Based Learning model on the improvement of reading proficiency on A2 level English online students of the Language Center of the Instituto Superior Universitario Sucre during the academic period November 2020 - May 2021.

4.2 Specific objectives

- To describe the theoretical foundation of the Task-Based Learning model on reading proficiency.
- To apply a Task-Based Learning model on A2 level English online students.
- To analyze the effects of the application of the Task-Based Learning model on the improvement of the reading proficiency of students.

CHAPTER I. THEORETICAL FRAMEWORK

1.1 The Task-Based Learning Model

The Task-Based Learning is a language teaching method that has been defined by several authors for years, for example:

To Richards & Rodgers (2001) this is: “an approach based on the use of tasks as the core unit of planning and instruction in language teaching” (p. 223). According to this definition, tasks are the principal source to carry knowledge during the teaching-learning process of a language.

For Romadhona (2019), the Tasks-Based model is one that: “provides opportunities for students to engage in the authentic use of the target language through tasks” (p.3). This means teachers employ tasks to encourage students to center in the use of foreign language to fulfill a purpose.

According to Bula-Villalobos & Murillo-Miranda (2019) this teaching method is “a communicative approach which is grounded on the usage of tasks (real-life and pedagogical) as a central element for language instruction” (p. 1869)., where students have to interact each other using their previous knowledges of foreign language and construct new knowledge based on the interaction.

That is how learners develop their four language skills by task completion, given that according to (Ellis, 2003; Jackson, 2022) tasks require reading or listening to information so that students can express themselves in an oral or written way. In addition, the same author mentions that this teaching model also contributes to the development cognitive of learners, given that to solve any task they have to identify, order, reason, classify, interpret, list, etc., in that context, the Task-Based Learning model becomes a promoter of the language and cognition skills.

The Task- Based Learning model is considered a variation of Communicative Language Teaching. According to Willis (1996), this model: “combines the best insights from communicative language teaching with an organized focus on language form”(p. 1)., which involves an optimal learning environment promoted by the exposition of the target language, the possibility of learners to use the target language for real situations, and the encouragement of learners to be an active part of the foreign language learning. This teaching model is characterized as being an approach that engages learners in the communicative process in an effective way, making students get confidence in themselves, so that learners solve tasks through learning conditions that motivates the participation of all.

The Task-Based Learning model, “relies heavily on learners actively experimenting with their store of knowledge and using skills of deduction and independent language analysis to exploit the situation fully” (Curran et al., 2000, p. 22). In this sense, learners improve their language skills and learn the target language actively, using what they already know to carry out a set of activities aiming to complete a task.

In agreement with (Khalil & Kholofelo Semono-Eke, 2020; Shehadeh & Coombe, 2010; Sinaga, 2021), among the advantages that provide the Task-Based Learning model are the following:

- This teaching model can be adapted to all types of students, it means, children, younger, or adults, and also to all learning environments, virtual, presential, or hybrid.
- Students solve tasks that are regarding real life, so the target language learning is produced in context, is useful, and prepares students for interaction with the world.
- The interaction among students and the target language occurs in a natural and spontaneous way, in that sense students use all their language backgrounds to communicate.

- Teachers through tasks can access the learning advances from the students, so they have the opportunity to reflect on the learning process and improve the teaching strategies.
- Teachers are not the center of the class, in that respect, it is worked in the significant learning linked with constructivism where students are an active part of the learning process.

To sum, the Task-Based Learning model is a practical methodology that focuses on language learning by means of the performance of tasks that contributes to the development of main language skills, where student's participation is the axis during the learning process and the use of target language is promoted constantly.

1.2 Task definition

Tasks are the starting point of the Task-Based Learning methodology. For Nunan (1989) task is: "a piece of classroom work"(p. 10), done by students which represents the result of the interconnection with the target language. In this respect, a task is an element of the classroom which pursues a tangible objective by using the English language. According to Abdollahzadeh (2018) "a task is generally defined as an activity that is carried out using language, such as finding a solution to a puzzle, reading a map, making a telephone call, writing a letter, and assembling a toy" (p. 26).

Both definitions include as the goal, the use of the target language, and in both cases resolving a task involves completing a series of activities that learners develop in a real context (Sabah, 2018).

A task is: "an activity which is designed to help achieve a particular learning goal. A number of dimensions of tasks influence their use in language teaching" (Richards & Schmidt, 2010, p. 584), these dimensions could be the learning goal, the assessment, the learning-teaching methodology, the process of execution, etc.

Ellis (2000) claims that at:

A task is a ‘workplan’; that is, it takes the form of materials for researching or teaching language. A workplan typically involves the following: (1) some input (i.e., information that learners are required to process and use); and (2) some instructions relating to what outcome the learners are supposed to achieve. (p. 195)

This definition, conceives the task as a plan, where the learning objectives, the instructions and the information to be processed must be clear enough for students. As with any plan, it is considered also essential to include required materials to complete the task and determine the duration; the time is going to depend on the students’ organization and competencies.

Exercise is another term that comes up when talking about a task, this is defined as “a practice that keeps a focus on meaning” (Sabah, 2018, p.10). In some cases, the task is confused with exercise, however, these are clearly differenced by Ellis (2000) who cites Skehan (1998) to establish the following criteria to which it is added the two last and are described in based of their analysis, these criteria make up the table below:

Table 1. Task vs Exercise.

Criteria	Task	Exercise
Orientation	Development of language skills	Language skills are pre required
Focus	On meaning	On form
Goal	Defined and connected to the real-life situations (solve problems)	Non defined, linked to repetition and memorization
Outcome-evaluation	Communicative action / level of achievement	Answers / correct-incorrect

Real-world relationship	Involve the social practice of competencies.	Mechanic representation, not referring to real life.
Composition	by a set of steps (cognitive skills) that must be followed.	Constitute one step (cognitive skills) to follow.
Development	Integration and implementation of all language skills.	Uncomplicated mental (cognitive) process.

Source: (Adapted from Task-Based Research and Pedagogy by Rod Ellis, 2000, p. 197)

1.3 Task-Based Learning Stages

According to Willis (1996), the Task-Based Learning model is structured in three stages: Pre-task, Task Cycle, and Language focus. Commonly the learning process follows these stages in that way the target language use occurs effectively, thus providing both students as well teachers the opportunity of understanding the development of the task. In the following table, these stages and their elements are organized and detailed:

Table 2. TBL Scheme: what to do in each one of the stages.

SCHEME ELEMENTS	
Pre-Task	<p>Introduction of the topic:</p> <p>The teacher introduces the task to learners and gets them engaged with the task.</p> <p>The teacher can show students a model of the completed task to let students know where they should arrive. In this stage, the teacher shows the materials and gives instructions. The target language is integrated.</p>

Task Cycle	Task: Students can work teams or work pairs, using the target language they interact to solve the task. The teacher's function in this stage is to be a monitor, and if students need, the teacher has to give them some clues, or tips. Making mistakes is accepted.	Planning: Students create a report about the task: what they discovered, how they did the task, or what are their reflections. Again, the target language is used. The teacher shares some use of language bits of advice, and works as a monitor too.	Report: The groups or pairs exchange their reports, compare their results in oral or writing way using the target language. The teacher has the function of moderator, and contributes through feedback.
	Applying the Text-Based Tasks, the answers to the read text can be presented at the end of this stage.		
Language Focus	Analysis: Students analyze the features of the presented text. Words, phrases, expressions from the text are examined and are included on their vocabulary.	Practice: The teachers promote the use of the new words or phrases when the analysis is running or after this. This could be through a feedback activity.	

Source: (Adapted from *A Framework for Task-Based Learning* by *Jame Willis, 1996, p. 38*)

As is evidenced, these stages fulfill the main objective of the Task-Based Learning model, which is to promote the use of the target language. Through these stages students construct their knowledge based on experience and discovering, they work together to do the task, interchanging ideas that support the learning goal. The interconnection between students and English is significant and can be represented by their productions or contributions.

1.4 Teacher' and Student' Roles in Task-Based Learning

In this student-centered methodology, the students' interaction is the ax of the learning process, in that context both students and teachers have different roles to perform.

While the students' roles include:

- **Leader:** They will be who promote the work in a group, as well as the learning. They decide how to solve the task and what direction to follow.
- **Message receiver-transmitter:** They will ask for information, clarification, or linguistics clues as well as will interpret the message to the group.
- **Researcher:** They will research the necessary information to complete the task.
- **Designer:** They will create the report to be presented, in some cases they have to follow the instructions from the teacher, however, in other cases they have to use their creativity.
- **Writer/presenters:** They will present their group's work to the class.

The teachers' roles are:

- **Facilitator:** Teachers are the persons who will provide students with pedagogical elements that support them in the learning process, knowledge, instructions, or feedback.
- **Strategist:** Teachers will be who choose or design the strategy or task to be applied with the group based on the pre-requisites.
- **Monitor:** Teachers will monitor the groups 'work, and they will intervene if it is required.
- **Organizer:** Teachers will organize the time and the virtual or presential space to develop tasks.
- **Evaluator:** They will decide how to evaluate the class' work.

1.5 Theories about the effectiveness of tasks in language learning

Task-Based Learning is a method used in the foreign language teaching-learning process, this emphasizes learner's interaction in a spontaneous way, which means learners can use their strategies to communicate, moreover, this allows learners to increase their vocabulary and use it in a realistic context, based on completing tasks and resolving problems in order to learners can build their knowledge.

- **The Input theory.** - To this theory comprehensible input is essential, Krashen (1982) argues that to develop learners' skills is not necessary to provide them with excessive information, but rather an efficient and practical one. That is, students do not need to study grammar to learn a new language they learn it when they understand the message, that is, when they understand what they read. In this sense, resolving tasks permits students to interact with each other, the interaction is considered a communicative process, and during its execution, learners exchange ideas, experiences, opinions, facts, expectations, etc. (Liu, 2015). Nonetheless, to produce this kind of information they have to concentrate on the linguistic factors of the target language, for instance, grammar structures, pronunciation, meaning, and use of the language in context (Bailey & Kadhum Fahad, 2021). The understanding and assimilation of these linguistic aspects are essential in the teaching-learning process of a language. Tasks motivate learners to negotiate meaning, and this process contributes to the development of a foreign language, however, the dimensions and types of tasks can affect this negotiation of meaning, for this reason, tasks have to include comprehensible input (Patrick, 2019).
- **Student-centered teaching.** - According to Lee (2016) through student-centered teaching, learners are responsible for their learning, activities in groups or pairs encourage students to be active participants in the learning process, and the fact that students are involved in their knowledge production increases the internal attention that potential the second language learning. Furthermore, in this learning dynamic teachers function the role of monitoring

and facilitator of knowledge, providing students with all sources and tools that they need to achieve their academic goals (Gollob et al., 2010). Learners autonomously produce knowledge at the same time that improves their language skills by following the directions from teachers, these guidelines can be presented as a feedback process.

- **The meaningful learning theory.** - This theory is based on the constructivism of Jean Piaget, students construct their learning from the reception of knowledge which they can give meaning, in this sense, teachers are responsible for supplying learners meaningful tasks that involve, deepen, and extent their knowledge (Agra et al., 2019).
- **The sociocultural perspective.** - Vygotsky (1934) establishes that resolving intellectual activities activates the cognition of learners, this process occurs in the inter-psychological scope and has implications in language development, which means language production goes from the inner mental stage to the outer mental stage of an individual. Being that the Task-Based Learning model focuses on solving tasks, it provides students the facilities to improve their language skills collaboratively, which moderates the learning process; learners have to socialize the knowledge with people around them to transform it into learning (Aliyu & Yakubu, 2019).
- **The cognitive principle.** - Skehan (1998) about language learning claims that learner performance in communicative skills is based on three aspects: “*fluency, accuracy, and complexity*”, as long as these aspects are accompanied by activities or tasks according to each them, they can have a significant impact. For instance, “*accuracy or complexity*” would be better by asking students to work on tasks focused on the form (grammar). Instead, if “*fluency*” requires to be improved, learners must do tasks concerning meaning or pronunciation. In that respect, teachers should be focused on providing learners tasks that contribute to the improvement of the aspects mentioned before (p. 129).

In addition, Skehan (1996) also determines five principles that teachers must consider when using tasks as a learning resource: First, the selection of a set of structures from the target language; second, the selection of useful tasks; third, to follow the sequence on the task; fourth, prioritize the concentration and fifth, establish functions of responsibility.

After analyzing the different appreciation about task and language learning, it concludes that improving reading proficiency on learners is going to depend on how the target language is presented, in this aspect the Task-Based Learning model provides a lot of opportunities for learners to develop their language skills.

1.6 The Task-Based Learning model in the development of reading

To develop language skills is required to provide students with tasks according to each of them, as Celik (2017) sees it, teachers must use tasks that contribute to the practice and improvement of the four language skills, reading, listening, speaking and writing. Willis, (1996) mentions: “All types of tasks can involve reading as well as speaking, and many lead naturally into a written phase” (p. 26)., and for the Task-Based Learning model, he proposes the “*Text-based tasks*” that are: “communicative tasks based on reading” (Willis, 1996, p. 67).

Text-based tasks require learners to process the text for meaning in order to achieve the goals of the task. This will involve reading, listening, or viewing with some kind of communicative purpose, and may well involve talking about the text and perhaps writing notes. (Willis, 1996, p. 68)

This kind of task not only would contribute to the development of oral proficiency of the target language, even so, to the improvement of reading-listening proficiency (based on comprehension), and writing proficiency.

The Text-Based Tasks are focused on seven reading strategies, which encourage students to read and entail them in an effective reading process in order to complete the

task. These strategies are summarized in the following table, and then are explained in detail:

Table 3. Strategies for Text-Based Tasks.

Strategy	Brief description
Prediction	From headlines or selected parts of a text.
Jumbles	Section or key parts of a text.
Restoration	Recognizing omitted words, phrases, or sentences of a text.
Jigsaw	Joining all parts of a text.
Comparison	Different texts, or descriptions.
Memory challenge	Describing what is remembered from a text.

Source: (Adapted from A Framework for Task-Based Learning by James Willis, 1996, p. 75-76)

- **Prediction** is considered a pre – reading strategy, the space during the class where students analyze “what is to come in the learning process. Example: Look at the unit title and objectives and predict what will be learned” (Nunan, 2004, p. 59). Prediction is useful to connect students with the text, and so “they develop critical thinking skills and improve comprehension” (Simanjuntak et al., 2021, p. 167). In a text-based task, prediction can be given from the presentation of headlines, sentences, phrases, or pictures, these elements are presented to the students, so they can make out ideas about what the text will be about, thus capturing their interest. Eye-catching titles or images will go a long way in applying this strategy.
- **Jumbles** is a reading strategy where: “learners are presented with sections or parts of a complete text, but in the wrong order” (Willis, 1996, p. 78). They must read each section and identify the correct order. Through jumbles, the student can work the comprehension because he/she: “has to find the meaning and to detail information” (Sari & Fadli, 2019, p. 40). Using this strategy, it is recommended to choose texts that have a sequence

such as a poem or a story, and not divide the text into a lot of parts, on the contrary the task could be boring and frustrating to students.

- **Restoration** or also named Gap filling consists of: “identifying words/phrases omitted from or added to a text” (Sukma et al., 2020, p. 282). In this respect, students have to read more than one time to discover what is the missing word, sentence or phrase. Students will be sure that the text has logical sense before finishing the task, and to do that they will have to discuss the meaning (Lipp et al., 2016). Restoration is an appropriate strategy to improve comprehension, where teachers provide students with an incomplete text and a group of words or phrases to be used to complete the text. In this group of options could there be distractors, as synonyms or antonyms; however, it is suggested not to use too many of them. Restoration is associated with scanning: “which is used when the reader wants to locate a particular piece of information” (Richards & Schmidt, 2010, p. 508), inside of a text. In some cases, it is not necessary to understand the whole text.
- **Jigsaw** “gives students the responsibility for purpose setting, generation of questions, and comprehension monitoring” (Bouchard, 2005, p. 113). The objective of this strategy is that students set up a text. Teachers divide students into groups, divide a text in parts, and give one a part of it to each group. Each student is going to be responsible for transmitting the information that his/her group was reading, now teachers mix the groups procuring that in each group there be one student from the previous (original) group. Now, the new groups, based on the synthesis (information transmitted), have to create a text that is similar to the original text. “This strategy is “fun learning, helpful in comprehending the text, improving their cooperation with their peers, building responsibility to the group” (Hoerunnisa & Suherdi, 2017, p. 11).

- **Comparison** is appropriate to identify the similarities or differences between texts, students are presented with two or more texts to be read; after reading they make comparisons based on the described information in the texts. Comparison is a strategy that: “leads to a deeper understanding of the texts” (Madden et al., 2013, p. 2). For students to compare elements, they have to understand the text, in this sense, they have to dig deep into the reading so that they can detect the details that are going to let them make comparisons. The comparative charts, diagrams, and schemas are some didactic options that can accompany this strategy.
- **Memory challenge** consists of exposing students to a text for a limited time. During this time students have to read and keep in their mind all the details of how much it is possible, after, this information is going to be useful to complete the task. This type of strategy allows students to develop their memory and concentration, as well as the reading comprehension (Chang, 2015). For using this strategy, it is suggested not to use long text, because it could be a bit hard for students to remember too much information; the time control is another aspect that teachers must consider in doing this type of strategy, this cannot be too short because not all students read and understand a text in the same way or time, and cannot be too long, otherwise, this would not be a challenge for them.

As it can see, these strategies can be developed in pairs or groups; the main point is the target language is being used in all moments, whether in a receptive way through reading or listening practice or in a productive way through oral or writing productions. When talking about reading, students have to be deep in the comprehension of the texts to achieve the goal that is completing the task, this goal can involve the oral or writing intervention of students, that is how the Task-Based Learning model encourages students to practice and improve language skills.

1.7 Reading Proficiency

Reading proficiency is one of the four macro-English skills, this can be developed by means of continued practicing, promoted by reading habits. For Ngabut (2015) reading proficiency is: “a complex information-processing skill in which the reader is seen as an active planning, decision-making individual who coordinates a number of skills and strategies to facilitate comprehension” (p. 30). That is, this is an integrated process of skills that involves reflecting, analyzing, interpreting, relating, abstracting, synthesizing, etc., all the elements of a text, where readers will establish the purpose, strategies, and steps to come to the comprehension.

Reading is interacting with the language; readers receive the linguistic corpus through texts, which is processed in our brain and then reflexed orally or in written form. However, to achieve effective reading, readers must use their background language because the process of text comprehension is recursive, readers who are not able to recognize words in a text are not able to generate understanding. Hence the importance of selecting text familiar to us as readers (Khemanuwong et al., 2021).

Reading proficiency is the set of skills that readers develop during their life to provide meaning to a text, skills where comprehension is included. “Reading comprehension and competence are processes that go hand in hand and develop concomitantly” (Romo, 2019, p. 165). While reading proficiency is collective and provides solutions to the real-world problems, reading comprehension is an individual process of building knowledge from a text where the interaction of previous information with the new one is essential.

For traditionalism: “reading comprehension is believed to be an automatic outcome of accurate word recognition” (Ngabut, 2015, p. 25)., and that process can fail if readers meet with an unusual or unknown word. Nonetheless, as cognitive and metacognitive theory argues, comprehension includes intellectual capabilities that go beyond just recognizing words. “Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines” (Sinaga, 2021, p. 10).

Reading comprehension is going to depend on elements such as the language background, as it was mentioned before, for a better understanding of the text, readers require previous knowledge, that is, the vocabulary would be familiar (Bernal, 2020). Another element to consider is the strategies that readers use during the reading process; meaningful learning cannot occur in isolation, this needs to be supported by strategies that allow students learn in an effective way, that is why, to improve reading proficiency there are some strategies that readers can apply for a better text understanding (Agra et al., 2019; Ausubel et al., 1997); prediction, restoration, jigsaw, jumbles, challenge memory, comparison are some of them. The final element is the reading purpose established, which involves the reasons why readers want to read a text, if the text is not interesting to readers, comprehension could be affected. A text must capture the reader's attention. This has to provide valuable and useful information; otherwise, readers will desist from understanding its contents (Herwanis et al., 2021; Ngabut, 2015).

To conclude, reading comprehension is part of reading proficiency, the first one engages cognitive and metacognitive capabilities of each individual, while the second one is about the context where the process of communication takes place.

1.8 The Reading Subskills

Reading proficiency demands some subskills that a student has to able to manage, such as fluency, accuracy, and comprehension. The first one show us how students' ability to read aloud, and the second one show us the students' ability to decode a text. Both are related due to the fluency in reading is going to depend on developing accuracy decodification (Seiler & Leitão, 2020).

Comprehension is about the understanding of a text that a student has. This subskill show that a student is able to “recognize words and sentences in a text, connect the demonstrative and connotative meanings in a passage and determine the meaning of the words” (Simbolon et al., 2020, p. 513).

According to Muzammil & Andy (2018) fluency is the capability of reading in an expressive, continuous, and correct way; accuracy is to recognize the words exactly;

and comprehension is to give meaning to the text; these subskills can be improved in synergy as well as in isolation.

In our study reading comprehension is developed in order to improve reading proficiency using the Task-Based Learning model.

1.9 The Input Theory and Reading proficiency

Stephen Krashen's Input Theory consists on that learners acquire a language when they are able to understand it and this is possible if learners are in contact with the target language and if they receive comprehensible input, "Language acquisition does not require extensive use of conscious grammatical rules and does not require tedious drill" (Krashen, 1982, p. 67). For him, language is not learned, it is acquired, however, he also mentions that: "acquisition requires previous learning is the fact that even the best learners master only small subset of the rules of a language" (Krashen, 1982, p. 86)., this domain can be best through interaction with the target language, where learners focus on the meaning, rather than on the form of a message. Taking Krashen's input theory as a reference, the interconnection with the target language is the most appropriate way to domain a language either viewed as a second language or a foreign language, an effective option to carry out this interconnection is through reading practice. To him, reading makes us better writers because when we read other authors, we can perfect our writing style and flow. As well as better speakers since reading increases our communicative oral skills by acquiring a new lexicon (Krashen, 2004; Rodrigo & Villanue, 2014).

1.10 Theories of Reading

Around the development of reading proficiency, three theories are established: the traditional one, which includes the Bottom-up and Top-down notions; the cognitive one; which refers to the block notion, and the metacognitive one, which refers to the reasoning process.

The bottom-up notion is a process by which readers interpret letters, words, structures, and sound patterns of a language until to decode a text. That is, through the meaning construction, readers try to the text comprehension (Bintang Nadea et al., 2021).

The Top-down notion considers the knowledge background; the text comprehension will depend on the prior knowledge of the target language and language skills that readers have (Bintang Nadea et al., 2021).

The bottom-up and top-down notions consist of the symbol de-codification to obtain meaning from a text, however through the first one, readers interpret meaning and in the second one, readers produce meaning.

According to this theory, readers develop a group of sub-skills oriented to achieve comprehension capability, when readers reach these skills, they are considered experts, texts provide information and readers give them meaning (Dole et al., 1991). For Nunan (1991) who cites to Cambourne (1979), both notions are the same, and mentions that the bottom-up sees the reading: “as basically a matter of decoding a series of written symbols into their aural equivalents” (Nunan, 1991, p. 64). This process includes, first, readers identifying letters by spelling them out, for later forming words, and so connecting them in sentences, finally giving text sense. Under this concept, readers obtain an understanding of the text by word awareness.

Nonetheless, Nunan’s argument has been criticized by McCarthy (1999) who claims that the bottom-up cannot occur without the top-down, determining that the meaning already exists in a text thus readers have to use the interpretation and assimilation. That is how he mentions:

It is normal for language learners to report that they do not catch every word spoken, but that they, nonetheless, manage to understand the meaning of the sentence. Conversely, it is also common that language learners report that they “*understand*” every word, but cannot grasp the meaning of the sentence. (McCarthy, 1999, p. 4)

From my point of view, this traditional theory lacks arguments because it focuses on the words and structures inside of a text; however, the linguistic aspects must be taken into account as essential elements.

The cognitive theory is based on the schema notion, this notion consists on how knowledge is presented through a text and how that presentation makes the use of knowledge easiest. The schemata need to present comprehensible and full data otherwise readers could not effectively process the information (Cordeiro, 2019). The interactive aspect of reading and the constructive aspect of comprehension are the base of cognitive theory, where a set of reading strategies such as prediction or comparison are used to provide a sense of a text and establish comprehension.

Finally, the metacognition theory, which is close to the last theory, shows the control that readers have on the capability of understanding a text, as well as the influence of their earlier knowledge. This vision is about the actions that a reader is doing while reading is executed (Muhid et al., 2020). Resourceful readers consider determining the purpose, and type of text ahead select it. Moreover, they read in detail, which means they observe the features of the content, for instance, the main idea, supporting ideas, or topic sentence, inclusive, they are able to make predictions about what is going to happen next following some stages such as the classification, comparisons, identification cause-effect law, summarizing, inference and conclusion.

Metacognitive control, in which the reader consciously directs the reasoning process, is a particularly important aspect of strategic reading. When readers are conscious of the reasoning involved in reading, they can access and apply that reasoning to similar reading in future situations. (Karbalaie, 2011, p. 8)

1.11 Importance of reading in the foreign language learning

Nowadays, the most language teaching methods used to activate the students' knowledge are centered in the development of communicative skills. The modern teaching provides students the tools that learners need to the communication process flows. Nevertheless, the teachers can offer students a great number of mechanisms that will help them to learn a foreign language, but these cannot be enough.

Language learning, as we have seen before, includes being in contact with the target language, one way to interplay with a foreign language is reading. This is crucial to develop writing, which engages the correct use of grammar, vocabulary, spelling, punctuation, and more (Krashen, 2004).

For Bernal & Bernal (2020) after conducting an study about reading in the foreign language teaching state that reading not only support to a better writing but also to the others language skills, “Reading can be taken as the foundation for the development of the remaining language skills of listening, writing, grammar, vocabulary, and speaking” (Bernal & Bernal, 2020, p. 21).

Including reading in the teaching of a foreign language will provide students cognitive independency because they will be able to be active part of the communication. The more a person reads, the better his/her comprehension fluency, and accuracy will be.

CHAPTER II. METHODOLOGY

2.1 Research paradigm and approach

In order to clear the hypothesis that guides this study, as to whether through the Task-Based Learning model reading proficiency improves or not; this research focused on the positivist paradigm in which “el conocimiento es objetivo (medible), cuantifica los fenómenos observables que son susceptibles al análisis matemático y control experimental” (Ricoy, 2006, p. 15). [the knowledge is objective (measurable); this quantifies the observable phenomena which are susceptible to mathematical analysis and experimental control]. Thus, to determine that the Task-Based Learning model is a didactic and effective alternative in developing reading skill it was necessary to analyze the scores obtained before and after the treatment by means of the statistics procedure in order to numerically verify the research assumptions.

For Miranda & Ortiz (2020) positivism offers the possibility to establish objective premises of value from the measurable observation of the object, propriety that is in relation to the quantitative approach; this means that the positivism and quantitative model are linked. According to Hernández Sampieri et al. (2010), positivism characterizes quantitative studies due to this kind of study being used to support primary ideas about a fact to be investigated. Based on the data collection instruments such as pretest and posttest, and on the data statistical analysis, the present study was also quantitative.

Through the quantitative method, it was possible to explain the phenomena of the study: the incidence of the Task-Based Learning model in the improvement of reading proficiency of the experimental group compared with the control group. By using numbers and mathematical procedures, the research hypotheses were verified.

“La investigación cuantitativa nos ofrece la posibilidad de generalizar los resultados más ampliamente, nos otorga control sobre los fenómenos, así como un punto de vista de conteo y las magnitudes de éstos. Asimismo, nos brinda una gran posibilidad de réplica y un enfoque sobre puntos específicos de tales fenómenos, además de que facilita la comparación entre estudios similares”. (Hernández Sampieri et al., 2010, p. 16)

[Quantitative research offers us the possibility of generalizing the results more widely, give us control over the phenomena, as well as a counting point of view and the magnitudes of these. It also gives us a great opportunity of replication and a focus on specific points of such phenomena, in addition to facilitating the comparison between similar studies].

Through this process, it was possible to clear the hypotheses and corroborate the theory. Undoubtedly, both the contributions of the positivist paradigm as well as those of the quantitative approach, have been significant to this study. Those have represented the modular part of the research, in terms of data collection and treatment. Those have allowed us to determine if the Task-Based Learning model has had inference in the improvement of reading proficiency in language learners, in a concrete, systematic, logical, analytic, and measurable way.

2.2 Type of research

This research was conducted based on applied research parameters. So that, for improving reading of A2 level English students, The Task-Based Learning model was applied as a teaching method to improve reading proficiency. About applied research, Vargas (2009) mentions that this “busca la aplicación o utilización de los conocimientos adquiridos, a la vez que se adquieren otros, después de implementar y sistematizar la práctica basada en investigación” (p. 159). [it looks for the application or use of knowledge acquired, while others are being acquired, after implementing and systematizing the practice based on research]. Thus, before applying the Task-Based

Learning model, it was first required to research and analyze its principles, features as well as its stages, and the reading strategies.

The research design of this study is quasi – experimental, according to Creswell (2012) in these types of studies, the participants are not chosen randomly, it establishes the cause-effect relation as a result of the manipulation of the variables. Thus, this study analyzed the effectiveness of the Task-Based Learning model in improving the reading proficiency in A2 English level online students at Language Center of the Instituto Superior Universitario Sucre during the academic period November 2021 - May 2022.

Another feature that Creswell (2012) signs about quasi - experimental design is group comparison, where the participation of an experimental group and a control group is fundamental. The first one represents the subjects who were taught using the Task-Based Learning model, and the second one refers to those who did not receive the treatment, on the contrary; they were taught using the grammar translation method. The participation of both groups was essential to make the percentage results comparison and reject or assume the hypothesis. As a part of the process, both groups took the pretest and the posttest before and after the application of the Task-Based Learning model application to the experimental group. In addition, these groups, could share essential characteristics, in our case, both groups were A2 English level students, received five online hours of English in a week, same book, and the same number of subjects.

2.3 Research Context

This research was developed in online way at the Language Center of Instituto Superior Universitario Sucre located in Quito city, this institution has approximately twelve years of operation, with a number of 160 teachers who are responsible of the student's learning of the ten different careers, such as: Electro mechanic, Textile Production, Software Development, Electronic, Electricity, Infantile Integral Development, Environmental Management, Marketing, Audiovisual Production, and Accountancy.

Language Center is a complementary unit of the institution, which works in agreement with ELT Solutions of Pearson. This company provides English books for students as

well as the English platform named My English Lab. The English book used by students is the Top-Notch collection, and the English levels are divided in eight that are from PRE - A1.1 to B1.2 according to Common European Framework of Reference, each level has a duration of seven weeks.

Currently, there are 1900 students approximately enrolled in the institute, who are studying in different careers. From this number of students, about 1188 are taking English classes online, who are distributed in the different English levels that the Language Center offers.

Before applying this study, it was necessary for the approval of the principal of Instituto Superior Universitario Sucre (see annex 1).

2.4 Sampling

This study included the participation of two courses of the A2 level according to the Common European Framework of Reference (Europe, 2020) of the period 8-II which started from February 17th to April 26th.

Convenience sampling was used to select this level for two reasons; the first one was, according to the Common European Framework of Reference (Europe, 2020) the A2 level students are able to understand short texts, such as letters, announcements, or posts which make the Task-Based Learning model application easiest due to students have to interact each other to solve the tasks, and the second one, this level and group of students were assigned to us because of our work' schedule.

The specific number of subjects for the experimental group was 18 subjects, 10 men and 8 women from the class "A", and the number of subjects for the control group was 18 subjects, 9 men and 9 women from the class "C". However, it is necessary to clarify that the original groups were composed of 23 students in the class "A" and 20 in the class "C" who retired from the classes for personal reasons

The study subjects were young adults ranging in age from 18 to 32, and mostly single. They were mainly from Pichincha province and a smaller number from Loja province. However, all lived in Quito. Regarding their ethnicity, 99% of subjects were mestizos

and only 1% were indigenous. All of them developed in the middle social class, coming from municipal and public schools, and had the necessary elements to study for example internet access, technological devices, and English supplies.

Both groups were explained the research process and their participation in it; through the informed consent (see annex 2), it was indicated to them that their rights would not be violated and that their participation would be voluntary, it means, their intervention would not have any cost, and that they could abandon the experiment in any moment. At the end, they decided to cooperate with the study, and they signed the informed consent.

Then simple random probabilistic sampling was chosen as the method of selection of the experimental and control group, in this process: “all members of the population have an equal chance of being selected” (Shorten & Moorley, 2014, p. 32). The simple random probabilistic sampling consists of selecting the subjects who will receive the treatment, which means, who will be the experimental group. This selection procedure can be done by a lottery, where there are winning numbers, pieces of paper, etc., are presented to the subjects for being chosen (Arias, 2012; Hernández & Carpio, 2018; Shorten & Moorley, 2014).

A lottery using the random roulette of the application AppSorteos was done to determine which group would be the experimental group, the group from the class “A” o “C”. With this objective, both groups were joined in a zoom meeting, during this session first they were explained what was the purpose of the selection process and how the app functioned. It was necessary to make a proof in order to clarify doubts. Then, their class nomenclature (class A/class C) was introduced in the app in order to spin the random roulette and obtain an automatic lottery. The result revealed the students from class “A” were the winner group. The roulette can be check in the next link: <https://app-sorteos.com/es/apps/la-ruleta-decide?hash=6V35E1> (app-sorteos.com, 2022).

2.5 Data collection

Following the quantitative approach, the data collection process was done with measurable instruments, such as the pretest and posttest (see annexes 3 and 4). “Tests are commonly used in quantitative research to measure attitudes, personality, self-perception, aptitude, and performance of research participants” (Johnson & Christensen, 2017, p. 182).

The pretest was the initial measurement instrument and the posttest was the final measurement instrument. These tests were taken from Cambridge Assessment English for the A2 English level online students, the level to which the subjects of this study belong. Cambridge tests are standardized evaluation instruments that focus on verifying the concordance between the level of English domain that students have and the level of English language established by the Common European Framework of Reference (Cambridge Assessment English, 2018, 2019).

The A2 level English test, known as the Key English Test, has three main parts that evaluate the four language skills: reading-writing, listening, and speaking. Nevertheless, for the purpose of this research, it was only taken the reading part which includes five sections subdivided into thirty questions. The aim of this test is to evaluate reading comprehension through reading simple texts such as announcements, brochures, or magazine articles, in a time duration of forty-five minutes (Cambridge Assessment English, 2019). In addition, its design was constituted for multiple-choice questions with three closed options of answer (A-B-C), which made students easier the evaluation process as well as provided us with concrete data that helped us to determine the research results.

Both the pretest and posttest were taken online by the digital tool Google form and can be check in the next link: <https://drive.google.com/drive/folders/1BdQwW1G1y7SU1vLQ4Osn7-UbkK2Tri7g?usp=sharing> .

Those were applied first in the control group and after in the experimental group with 18 hours of difference; through them it was possible to determine the starting point and

the achievement results from both groups regarding the improvement of reading proficiency, before and after applying the method respectively. “The pretest-posttest design involves obtaining a pretest measure of the outcome of interest prior to administering some treatment, followed by a posttest on the same measure after treatment occurs” (Salkind, 2010, p. 1123).

Table 4. Two groups Pretest-Posttest Design.

	Pretest	Treatment	Posttest
Experimental group	O ₁	X	O ₂
Control group	O ₁		O ₂

Source: (Adapted from Encyclopedia of Research Design Volume 1 by Neil Salkind, 2010, p. 1125)

2.6 Interventions

The development of the research was conditioned by three stages such as before method application, during method application, and after method application. Each stage was characterized by elements necessary for the execution of this study, all in order to achieve the general objective set, which involves analyzing of the effectiveness of the Task-Based Learning model in improving reading proficiency on A2 level online students from the Language Center of the Instituto Superior Universitario Sucre during the academic period November 2021 - May 2022.

Before method application, it was required:

- Determine the theoretical foundation of the Task-Based Learning model. It means its definition, features, stages, advantages, disadvantages, the teacher’s and student’s role in this method, and others.
- Develop lesson plans that focus on reading proficiency and comply with the stages that the Task-Based Learning model contemplates. As was mentioned before, the Task-Based Learning model tries to enhance students’ language skills by means of task completion, for verifying this premise it was necessary to design ten reading lesson plans. These reading lesson plans were designed

gradually one by one, that is, they were first planned and then applied (plan + teach + plan + teach). The reading lesson plans were designed using the Task-Based Learning model Framework proposed by Willis (1996), which contains six reading strategies useful to develop the reading proficiency. These strategies were taken in account to design the reading lesson plans and were distributed into five units, which means, two per unit. Each reading lesson plan had a topic, an objective, and met the learning cycle according to the Task-Based Learning model. The contents and texts used for the reading lesson plans were taken from the digital platform My English Lab of Pearson English Portal and Top Notch 2 Printed Book 3rd Edition. The reading lessons plan were designed for periods of forty-five minutes per online class and among the materials provided for the application process were digital platforms such as zoom, jamboard, and moodle; as well as technological devices such as laptops, desk computers, microphones, cameras, cellphones, etc.

- Pretest application to both experimental and control group. Because the classes were online, the test was taken using google forms, this had a duration of sixty minutes.

During method application it was done the following:

- The pretest scores were analyzed by the independent t-test of the SPSS program in order to identify significant differences between the means of the experimental and control group. The results showed us that there were no significant differences between them, in other words, both groups had a level of reading skills equivalent until that moment. These were described in detail in the Chapter III Findings and Discussion.
- Method application to the experimental group; which was constituted of ten reading lesson plans (see annex 5). These were applied during ten sessions of online class by the zoom platform, with a duration of forty-five minutes per period. For each reading lesson, students were organized into groups of three and four participants; they used a jamboard to present their reading reports and

used a moodle platform to complete the activities associated with the Text-Based Tasks. The tasks and the instructions were shown to students using PowerPoint Presentations.

- While the experimental group was being applied the reading lesson plans based on the Task-Based Learning model, the control group was taught by the traditional method. That is, the students from the control group were taught grammatical structures of the target language; they read written passages and completed exercises following the grammar teaching.
- Both groups used the same English book Top Notch 2 3rd Edition and the digital platform My English Lab. Also, they received five hours a week of online English classes via zoom. However, the experimental group was applied the reading lesson plans based on the Task-Based Learning model two sessions per week; in the three sessions left they received grammar teaching. During forty-five minutes, these students were working in groups on solving the task which was focused on reading comprehension following the reading strategies proposed by Willis (1996), which are prediction, jumbles, restoration, jigsaw, comparison, and memory challenge; students were given instruction depending on the characteristics of each strategy. For example, using the prediction strategy students had to infer from headlines, phrases, or pictures. In the beginning they did not have access to the text, the text was shown later so they had to speculate about it. Instead, using the memory challenge strategy, first students were shown the text for some minutes and after it was hidden, and then they had to make a list of details about what they remembered about the text.
- The reading lesson plans followed the Task-Based Learning model stages; for instance, during the first stage, the pre-task stage, students were given the instructions and were shown in some cases part or clues of the readings (restoration, jigsaw, prediction) and others whole readings (jumbles,

comparison, memory challenge), in this stage, the task was introduced by the teacher using charts, brainstorming, pictures, etc., (see annex 5).

During the second stage, the task stage, students were divided into groups using the zoom rooms, then they were asked to work together to solve the task; they had to read the assigned text and exchange ideas to complete the task, next they had to create a group report of their work. The reports were created and shared in jamboard, only one student per group had to present and explain the report. In this stage, the teacher monitored the groups' work (see annex 5).

During the last stage, the language focus stage, the readings were again whole exposure to students, and, with the teacher's help, the phrases, vocabulary, and grammar structures found in the readings were analyzed by students. To finish the class, students had to complete the activities about the reading in moodle (see annex 5).

- Finally, posttest application to both experimental and control groups. This test was also applied in an online way, using google forms, and with a duration of sixty minutes similar to the pretest. The posttest was the same for the experimental and control group and was taken just after seven weeks of having a method applied in the experimental group.

After the method application, we proceeded to:

- Analyze the posttest scores using the independent t-test of the SPSS program to identify percentage differences between the means of the experimental and control group and know if these differences were significant or not.
- Compare and discuss the results given by the independent t-test from the pretest with the posttest of the experimental and control group.

2.7 Data Analysis Plan

For a better explanation and understanding of the obtained results, the SPSS V.25 program was used as the mechanism for the data analysis; this program or also known as: Statistical Package for Social Science is a: "tool of data processing and statistical

analysis” (Herrerias, 2005, p. 64). Data processing through this software was fast and accurate, eliminating the approximations or rounding.

According to the research’s necessities, the SPSS program offers techniques for data analysis such as the t-test, which is a type of statistical procedure that: “allows to represent timely information about the results obtained” (Rivadeneira Pacheco et al., 2020, p. 22). This type of analysis permitted us to interpret data clearly in order to be able to provide conclusions and recommendations from variables' relationships.

Through the t-test analysis, first the average value of the collected data (pretest-posttest) was obtained, it means the number means of both groups, experimental and control group. The mean (arithmetic) constitutes the balance among data; it is obtained from the sum of individual values in relation to the total values (Miranda et al., 2006; Rendón Macías et al., 2016).

Second, based on the comparisons of number means between experimental and control group, it was determined the level of significance between the independent samples. “The student’s t test (also called T test) is used to compare the means between two groups and there is no need for multiple comparisons as a unique P value is observed” (Prabhaker et al., 2019, p. 407).

In that sense, applying the independent t-test allowed us to establish whether or not there was a significant difference between the data collected (pretest-posttest) of both groups, experimental and control. “The independent t test, also called unpaired t test, is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated (independent) groups” (Prabhaker et al., 2019, p. 408).

For establishing whether or not to reject the H_0 is necessary to calculate the value of the independent t-test, this value is obtained from the comparison of means of both groups. If this value is < 0.05 the H_0 is rejected otherwise if this value is > 0.05 the H_0 is not rejected. This processing has a Confidence Interval of the Difference of 95% (Juárez García et al., 2002).

Table 5. Representation of Independent t-test.

Level of significance		
Estimated value of p	< 0.05	H0 not assumed
	> 0.05	H0 assumed

Source: (Data taken Adapted from Análisis Estadístico by Barrios Palacios et al., 2022, p. 598)

When calculating the independent t-test, it is also calculated the homogeneity of variances through Levene's test, if this value is > 0.05 equal variances are assumed (Juárez García et al., 2002).

CHAPTER III. FINDINGS AND DISCUSSION

3.1 Findings

The independent t-test on the pretest and posttest of the experimental and control group were developed in order to identify starting and ending points in both groups. It means whether or not there was a percentage difference between them before and after applying the method and if this difference was significant. If the t-test value was < 0.05 , it is assumed significant differences between both groups, that is, the H_0 is rejected, otherwise if this value was > 0.05 significant differences are not assumed, that is, the H_0 is not rejected.

When analyzing the pretest scores of both groups, the experimental and control group with the independent t-test, the first resulting aspect observed was the difference of means between the groups of study. As we can see in the table 6, before applying the method there was a minimum percentage difference between means, the experimental group presented a mean of 12,89 with an average error of 1,060% and the control group a mean of 12,72 with an average error of 1,209%.

Table 6. Description of the mean based on the independent t-test on the pretest scores of the experimental and control group.

Group Statistics					
	Group	N	Mean	Dev. Deviation	Dev. Error Average
Pretest score	EG	18	12,89	4,497	1,060
	CG	18	12,72	5,131	1,209

The second resulting aspect observed was the analysis of means which showed us if the differences between means of the groups of study were significant or not.

According to the exposed data in the table 7, the level of significance was 0,918 (S. 2tailed) with a confidence interval of 95%, which means > 0.05 to determine the existence of significant differences between the groups of study the p-value must be < 0.05 , in this respect, it can say there was not any relevant difference before applying the method. Although there was a minimum difference of 0,17% between the means, this difference was not significant. That is, both groups had the same level of reading comprehension before starting the treatment with the experimental group.

Table 7. Summary of the independent t-test on the pretest scores of the experimental and control group.

		Independent T-test								
		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	DF	Sig. (2 tailed)	Mean Diff.	Std. error Diff.	95% Confidence Interval of the Diff.	
									Lower	Upper
Pretest score	Equal variances assumed	,286	,596	,104	34	,918	,167	1,608	-3,102	3,435
	Equal variances not assumed			,104	33,425	,918	,167	1,608	-3,104	3,437

Nonetheless, when applying the independent t-test to the posttest of the experimental and control group, to determine whether or not significant differences between them after the method; we can see in table 8 that first there was a percentage difference between the means of both groups. The experimental group had a mean of 20,72 with an average error of 0,921% contrasting with the mean of 14,28 with an average error of 0,969% of the control group, the percentage difference between the means was of 6, 44% which would mean that there were significant distinctions between the two groups.

Table 8. Description of the mean based on the independent t-test on the posttest scores of the experimental and control group.

Group Statistics					
	Group	N	Mean	Dev. Deviation	Dev. Error Average
Posttest score	EG	18	20,72	3,908	,921
	CG	18	14,28	4,113	,969

Second, when analyzing the level of significance between the means, in table 9 can observe that this valous was 0,000 (S. 2tailed) with a confidence interval of 95%. According to the independent t-test when the p-value is < 0.05 it means that there exists relevant variation between the samples. In this respect, the percentage difference between the means of both groups, the experimental and control group, is significant, which leads us to reject the H₀ and to assume the H₁.

Table 9. Summary of the independent t-test on the posttest scores of the experimental and control group.

		Independent T-test								
		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	T	DF	Sig. (2 tailed)	Mean Diff.	Std. error Diff.	95% Confidence Interval of the Diff.	
									Lower	Upper
Pretest score	Equal variances assumed	,363	,551	4,819	34	,000	6,444	1,337	3,727	9,162
	Equal variances not assumed			4,819	33,911	,000	6,444	1,337	3,727	9,162

3.1 Discussion

By analyzing the results, it could be appreciated that according to the means obtained from the pretest of the experimental and control group, there was a bit difference between them, the experimental group obtained 12,89 and the control group obtained 12,72, this difference was of 0,17%. By applying the independent T test for means the value obtained was $0,918 > 0.05$ which determined that this percentage difference was no significant. That is, that both groups had almost the same percentage level in relation with reading comprehension before applying the Task-Based Learning model.

Nonetheless, the results obtained from the posttest showed us that the experimental group obtained 20,72 and the control group obtained 14,28; with a difference of 6, 44%. By applying the independent T test this percentage difference established a value of $0,000 < 0.05$ which means that there was not only a consistent difference between the means but also this difference was significant. So that the H_0 is rejected and H_1 is assumed, which maintains the premise that the use Task-Based Learning model to improve reading comprehension in students is effective.

This final outcome is in concordance with the previous studies analyzed in this research, Irfan (2017; Lap & Trang (2017; and Ökcü (2015) who after applying the Task-Based Learning model affirmed that the method applied for improving reading comprehension has positive results. Similar to this research, tasks focused on improving a specific language skill such as reading allowed students to engage the reading comprehension. In addition, the reading strategies made the text comprehension easier according to these studies and ours.

In concurrence with these studies, Hassan (2019 and Sinaga (2021) also claimed the effectiveness of this methodology for better results in reading comprehension. In these cases, the stages of the Task-Based Learning model contributed to students working cooperatively in order to achieve the goal, during this process they could share their knowledge about the language.

Although these studies were done in a face-to-face mode and ours in an online mode, these support the premise that students taught through the Task-Based learning model

improve reading comprehension, and therefore, reading proficiency. The Task-Based Learning model allows students to interact with the target language in order to achieve a result; unlike the traditional method where students learn grammar structures or memorize vocabulary, with the Task-Based Learning model students use the target language in real situations which facilitates the understanding of it.

CONCLUSIONS AND RECOMMENDATIONS

➤ CONCLUSIONS

Based on the results of this study, the Task-Based Learning model is effective to improve reading proficiency on A2 level students from the Language Center of the Instituto Superior Universitario Sucre on online setting.

The Task-Based Learning model is an appropriate methodology to improve reading proficiency; this guarantees the exposure of students to the English language through task completion in real contexts.

Text-Based Tasks contribute to improving reading proficiency because they are designed to work on it; students will enhance text comprehension if they practice reading.

➤ RECOMMENDATIONS

Applying studies that involve students from other levels and other language skills will contribute to knowing how to balance the development of the English language in the students from the Language Center of the Instituto Superior Universitario Sucre in online settings

Knowing in depth how the Task-Based Learning model functions and applying its stages and the reading strategies appropriately will guarantee the method's effectiveness.

Providing students with meaningful tasks focused on reading practice will help to develop reading proficiency. The same would occur with listening, writing and speaking proficiency if the students are provided with tasks according to them.

➤ **RESEARCH LIMITATIONS**

This research has presented three concrete limitations; the first one is there are no previous studies that involve the Task-Based Learning model with reading proficiency in online environments, this has provoked that we had not had registers of how this methodology function in online mode. The second one is the lack of studies based on the Task-based Learning model application to improve language skills in Ecuador, as a consequence, we do not have a clear reference of its application in a familiar context. The third limitation is the student desertion, some subjects abandon the project before ending; unfortunately, we could not control the participation of subjects in this study.

➤ **FURTHER RESEARCH**

Considering the results of this study and given that learning a foreign language include the development of the four language skills, research on the Task-Based Learning model application in listening, writing, and speaking are necessary. Also, to know what is the students' perception about this teaching model, it would be useful to conduct a qualitative study in order to have a complete vision about the effectiveness of the Task-Based Learning model.

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ANNEXES

ANNEX 1

APPROVAL OF THE PRINCIPAL OF THE INSTITUTO SUPERIOR
UNIVERSITARIO SUCRE



**Ing. Santiago Illescas PHD
RECTOR
INSTITUTO SUPERIOR UNIVERSITARIO SUCRE**

Presente. –

Mediante la presente extendiendo un saludo cordial, y ante Ud. respetuosamente expongo:

Actualmente me encuentro cursando la Maestría en Lingüística Aplicada a la Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Cotopaxí. En tal virtud, solicito a Ud. de la manera más comedida me permita desarrollar mi trabajo de titulación denominado "Task-Based Learning Model for Improving Reading Proficiency on A2 level students", dentro del Centro de Idiomas, unidad en la que me desempeño como docente; durante el período académico actual noviembre 2021 – abril 2022. Este proceso investigativo contempla la aplicación de instrumentos de recolección de datos, aplicación de la propuesta, y difusión de resultados.

Segura de contar con su aprobación, anticipo mi profundo agradecimiento.

 Trabaja y colabora con nosotros por
**VIVIANA
ALICANDIA NAGUA
ARTUNDO**

**Atentamente
Licda. Viviana Nagua
DOCENTE CEI ISU SUCRE**



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ANNEX 2
CONSENTIMIENTO INFORMADO

Estimado (a) Señor/Señora

Objetivo:

Usted ha sido invitado a ser participe del proyecto de investigación titulado “Task-Based Learning Model for improving Reading Proficiency on A2 students’ level”, cuyo responsable es la Licda. Viviana Alejandra Nagua Andrango docente de Ingles del Centro de Idiomas del Instituto Superior Universitario Sucre. Este estudio tiene como objetivo analizar el efecto del Task-Based Learning Model en el mejoramiento de la competencia lectora en los estudiantes.

Procedimientos:

Si Usted acepta participar en el estudio:

Se le compartirá lecturas que acompañen el contenido de las unidades de estudio correspondientes al nivel A2 de Ingles distribuidas en diez lecciones, a su vez podrá realizar las actividades que se desprendan de las lecturas dentro de la plataforma Moodle del Centro de Idiomas. Adicional a esto, se contempla la aplicación de instrumentos de recolección de datos como: encuesta demográfica, encuesta de percepción como estudiante, Pre-Test y Post-Test.

Se debe aclarar que su participación dentro de este estudio tendrá efecto mientras dure el nivel de inglés el cual usted está cursando, es decir desde el 17 de febrero hasta el 7 de abril del año en curso.

Beneficios:

Al recibir lecciones específicas de lectura usted tendrá como beneficio la oportunidad de desarrollar su competencia lectora, a su vez estará contribuyendo con el mejoramiento de procesos de enseñanza- aprendizaje del idioma inglés.

Confidencialidad:

Todos los datos que usted pueda proporcionar en este estudio serán manejados bajo normas de confidencialidad y con fines investigativos. Por ende, al ser presentados los

resultados usted será identificado con un número y no con su nombre o apellido, garantizando así que el análisis de la información se realice de forma científica.

Riesgos Potenciales/Compensación:

El ser partícipe de este estudio lo expone a usted a un porcentaje mínimo de riesgo, puesto que usted no estará expuesto a situaciones que atenten a su integridad como individuo. También se aclara que usted no recibirá ninguna compensación económica como tampoco tendrá que pagar algún rubro.

Participación Voluntaria/Retiro:

La participación en este estudio es de carácter voluntario, usted puede decidir el participar o no. De igual manera, si usted ve la necesidad de retirar su participación del estudio, puede hacerlo en cualquier momento.

Datos de contacto:

En caso de existir alguna duda, comentario o reclamo, usted puede contactarse con la responsable de la investigación, Licda. Viviana Nagua, Docente CEI al correo viviananagua24 @gmail.com

De ante mano agradezco su colaboración, y le saludo cordialmente.

ACTA DE CONSENTIMIENTO INFORMADO

Yo, acepto participar voluntaria y anónimamente en la investigación “Task-Based Learning Model for Improving Reading Proficiency on A2 level students” dirigida por la Licda. Viviana Alejandra Nagua Andrango, investigadora responsable, docente del Centro de Idiomas del Instituto Superior Universitario Sucre.

Declaro haber sido informado/a de los objetivos y procedimientos del estudio y del tipo de participación, así como también del hecho de que mi participación no involucra ningún daño o peligro para su salud física o mental, que es voluntaria y que puedo negarme a participar o dejar de participar en cualquier momento sin dar explicaciones o recibir sanción alguna.

Declaro saber que la información entregada será confidencial y anónima. Entiendo que la información será analizada bajo normas de confidencialidad y será utilizada sólo para este estudio.

Este documento se firma en dos ejemplares, quedando uno en poder de cada una de las partes.

Nombre del Participante

Fecha: 24 de febrero del 2022

Licda. Viviana Nagua

Fecha: 24 de febrero del 2022

ANNEX 3

PRETEST: CAMBRIDGE KET TEST / READING PART

PART 1: MULTIPLE CHOICE QUESTIONS (1 – 6)

For each question, choose the correct answer.

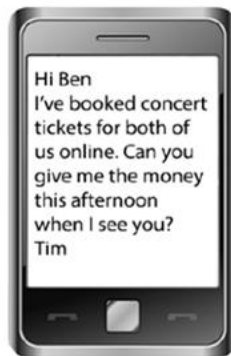
1

For Sale
Women's bicycle (small)
11 years old - needs new tyres
Phone Debbie
- 0794587454



- A The bicycle that's for sale was built for a child.
- B Some parts of the bicycle must be changed.
- C Debbie is selling the bike because she's too big for it now.

2



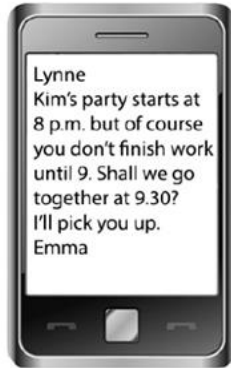
- A Tim thinks Ben should look on the concert website.
- B Tim hopes that Ben will be able to come with him.
- C Tim wants to know if Ben can pay him back today.

3



- A You get into the park by going this way.
- B It is more expensive to go here alone.
- C You will have fun if you come with friends.

4



- A Emma knows that Lynne can't be at the party when it starts.
- B Emma wants to go to the party a bit later than Lynne.
- C Emma wants to go out with Lynne but not to the party.

5



- A The ice cream shop is open for only 2 hours.
- B Two ice creams will cost the same as one.
- C You can get free ice creams all afternoon.

6



Why did Sophie write this message?

- A to check if Anna has completed her homework
- B to let Anna know what they did in class today
- C to ask Anna to contact her about the homework

PART 2: MULTIPLE MATCHING QUESTIONS (7 – 13)

For each question, choose the correct answer.

		Tasha	Danni	Chrissie
7	Who writes both a magazine and a blog?	A	B	C
8	Who says that studying and writing a blog at the same time can be hard?	A	B	C
9	Who answers questions from other people who read her blog?	A	B	C
10	Who plans to stop writing her blog soon?	A	B	C
11	Who didn't have many people reading her blog in the beginning?	A	B	C
12	Who asks a member of her family to help her write her blog?	A	B	C
13	Who says writing a blog is easier than some other types of writing?	A	B	C

Young blog writers

Tasha



Last year I wrote for my college magazine, which I found really difficult, but I don't think it's hard to write a good blog. Mine is about things from daily life that make me laugh. My older brother also has a blog, but we're writing about different subjects. We don't discuss what we're planning, but we read each other's blogs sometimes. I like giving advice to people who write in asking for it – it's good to know I've helped.

Danni



I started writing my popular film blog because I love movies. I like it when readers send me articles by email about a film they've seen, and I put these on my blog for everyone to read. I'm still at college, so I'm careful about spending too long on my blog, which is difficult as writing well takes time. I don't think I'll write it for much longer. I'm busy, and it's time to do something new.

Chrissie



I began writing on a school magazine. I stopped after a few years, but I missed it, so I started my own – I'm still writing it now! The blog's new for me, and I write about daily life. I get ideas from friends or my sister when I can't decide what to write about – we always think of something interesting, sad or serious. At first, almost nobody visited my site, but now more do, I've had some lovely comments.

PART 3: MULTIPLE CHOICE QUESTIONS (14 – 18)

For each question, choose the correct answer.

A family of dancers

The women in the Watson family are all crazy about ballet. These days, Alice Watson gives ballet lessons, but for many years, she was a dancer with the National Ballet Company. Her mother, Hannah, also had a full-time job there, making costumes for the dancers.

Alice's daughter Demi started learning ballet as soon as she could walk. 'I never taught her,' says Alice, 'because she never let me.' Now aged sixteen, Demi is a member of the ballet company where her mother was the star dancer for many years.

Alice's husband, Jack, is an electrician. They met while he was working at a theatre where she was dancing and got married soon after. 'When Demi started dancing, the house was too small for her and Alice to practise in so I made the garage into a dance studio. Now the living room is nice and quiet when I'm watching television!' he says.

Last month, Demi was invited to dance in the ballet *Swan Lake*. Of course, Alice and Hannah were in the audience and even Jack was there, which made it very special for Demi. Jack says, 'I'm not that interested in ballet myself but it's fantastic seeing Demi taking her first steps with Alice's old company!' Demi was wearing a dress that Hannah made for Alice many years before.

'It was very exciting for all of us,' says Hannah. 'Demi's way of dancing is very like Alice's. I know I'm her grandmother, but I think she has a great future!'



- 14 What is Alice Watson's job now?
- A dancer
 - B teacher
 - C dress-maker
- 15 Demi had her first ballet lessons
- A at a very young age.
 - B at the National Ballet Company.
 - C from her mother.
- 16 Jack helped his wife and daughter by
- A moving to a larger house.
 - B letting them use the living room for dancing.
 - C making a place for them to practise in.
- 17 What was the best thing about the *Swan Lake* show for Demi?
- A It was her first show with the company.
 - B All her family were there.
 - C She was wearing a new dress.
- 18 Hannah says that Demi
- A will be a star one day.
 - B is her favourite granddaughter.
 - C dances better than Alice did.

PART 4: MULTIPLE-CHOICE CLOZE QUESTIONS (19 – 24)

For each question, choose the correct answer.

William Perkin

William Perkin was born in London in 1838. As a child he had many hobbies, including model making and photography. But it was the (19) of chemistry that really interested him. At the age of 15, he went to college to study it.

While he was there, he was (20) to make a medicine from coal. This didn't go well, but when he was working on the problem, he found a cheap (21) to make the colour purple. At that (22) it was very expensive to make clothes in different colours. William knew he could make a business out of his new colour. Helped by his father and brother, William (23) his own factory to make the colour. It sold well, and soon purple clothes (24) very popular in England and the rest of the world.

- | | | | | | | |
|----|---|----------|---|---------|---|----------|
| 19 | A | class | B | subject | C | course |
| 20 | A | thinking | B | trying | C | deciding |
| 21 | A | way | B | path | C | plan |
| 22 | A | day | B | time | C | hour |
| 23 | A | brought | B | turned | C | opened |
| 24 | A | began | B | arrived | C | became |

PART 5: OPEN CLOZE QUESTIONS (25 – 30)

For each question, write the correct answer.
Write **one** word for each gap.

Example:

0 you

From:	Maria
To:	John

I hope (0) are well. I'm having a great holiday here in Thailand. Our hotel is very nice and there are a lot of good restaurants near it.

Yesterday morning, we went to (25) lovely beach. We had to leave before lunch because it was very hot. We went to a party (26) the evening in the centre (27) the town. Everyone had a good time and we got back at midnight. Tomorrow, we want to (28) on a boat trip or (29) tennis.

I'll show you my photos (30) I get back.

See you soon,

Maria

ANNEXE 4

POSTTEST: CAMBRIDGE KET TEST / READING PART

PART 1: MULTIPLE CHOICE QUESTIONS (1 – 6)

For each question, choose the correct answer.

1

Please note:
this afternoon's football class
will be tomorrow instead,
as Mr Hall is away today.

- A There is no football class today.
- B Mr Hall can't come to the football class tomorrow.
- C You can choose to go to the football class today or tomorrow.

2



- A Louise is offering to lend Jane a book.
- B Louise wants her book back from Jane.
- C Louise's brother has borrowed a book from Jane.

3



- A You can buy food somewhere else in the park.
- B Please don't eat while you are playing sport here.
- C This is a place for eating and you can't play football here.

Advice

- 1 If something is happening **this afternoon**, is it happening today or tomorrow?
- 2 Why do you think Jane says **Have you finished with that book?**
- 3 What can't you do here?
- 5 If you **come on foot**, how do you travel?

4



- A Adults can take children to the museum in the morning.
- B Adults with children over 12 will enjoy the museum.
- C Children can visit the museum if they are with an adult.

5

From:	Mrs Monmouth, Head Teacher
To:	All Pupils and Parents

Hello,
This week, please don't use the car to get to school. Coming on foot is healthy and doesn't take much time.
Thanks,
Mrs Monmouth

Why has Mrs Monmouth written this message?

- A to ask pupils to walk to school
- B to tell pupils to get to school on time
- C to explain about a health problem at school

6



- A Pedro's Pizza Bar isn't open at weekends.
- B The third time you visit, you get a free pizza.
- C Three pizzas cost the same as two.

PART 2: MULTIPLE MATCHING QUESTIONS (7 – 13)

For each question, choose the correct answer.

	Eureka!	Museum of Museums	Cinema Museum
7 Which museum has an exhibition of clothes?	A	B	C
8 Which museum is full of things which visitors can touch?	A	B	C
9 Which museum is a good place to learn about how people travelled in the past?	A	B	C
10 Which museum can you visit again for free after you pay once?	A	B	C
11 Which museum do you need to contact before you visit?	A	B	C
12 Which museum shows things that were borrowed from other places?	A	B	C
13 Which museum has some furniture which wasn't needed any more?	A	B	C

Three museums

Eureka!

Eureka! is a complete hands-on experience, which means that visitors can actually pick up any object in the museum. It's a great way for young visitors to learn about the world, the body, how things work and move. And when you buy an entry ticket, it allows you to come back as many times as you want for a whole year for no extra cost. As Eureka! is right next to Halifax train station, it's very easy to get to from all over the country.



Museum of Museums

Every time you visit the Museum of Museums, you'll be able to see something different. And that's because the things you see there are actually lent by other museums around the country. The museum always has lots of different vehicles, from ice-cream vans and old motorbikes to the different kinds of public transport people used to get to work many years ago. You can find out about all this and lots more.

Cinema Museum

Ronald Grant, who opened the Cinema Museum in the 1960s, travelled round the country and bought things from cinemas which were closing down. This included old film posters and wooden cinema seating. At the museum, you can now see these and much more, including the uniforms that cinema staff once had to wear.

Please let us know by phone or email if you'd like to come. We'll be happy to see you, but we need to arrange a guide, as it's only possible to visit the museum on an organised tour.



PART 3: MULTIPLE CHOICE QUESTIONS (14 – 18)

For each question, choose the correct answer.

Will's blog

One day my dad said, 'Why don't we have a street party?' This means that the street is closed so cars can't use it, and people put tables and chairs out in the street, then have a party! Dad said there was one in 1977 and he still remembers it well. Everyone loved it! I couldn't believe that since 1977 they never had another one. If it was so good, why not do it again?



We started to organise it, together with some other people. I helped to make the web page, so everyone on the street knew about the party and could post their old photos from the party in 1977. There were some pictures of my dad when he was a kid, together with his friends, who have moved away from the street now. It was interesting to see that the buildings on the street haven't changed at all!

My mum was a bit worried about the party. 'But a lot of people on the street don't really know each other', she said. 'What if they don't have anything to talk about?' I just said, 'Relax, Mum. It'll be great.'

So, what was the party like? It was fantastic! My friends and I really liked speaking to an old lady called Louisa. She's 89 and was telling us about when she and her friends were our age. So now I always chat to her when I see her on the street. I didn't know who she was before, so I'm glad we had the party.

- 14 Why was Will surprised?
- A His father wanted to have a street party.
 - B There hasn't been a street party for a long time.
 - C Many people remembered the last street party.
- 15 What did the photos from 1977 show?
- A The street still looks the same now.
 - B There are more children living in the street now.
 - C The same people still live on the street now.
- 16 Why was Will's mother worried?
- A She thought that the party was too expensive.
 - B She thought that people might not come to the party.
 - C She thought that the guests might not talk to each other.
- 17 Will and his friends enjoyed
- A hearing Louisa's stories.
 - B meeting Louisa's friends.
 - C telling Louisa about their lives.
- 18 What is the best title for the article?
- A Why I love street parties
 - B The street party we had
 - C How to have a street party

Advice

14 What does Will say he couldn't believe?

16 What did Will's mother actually say?

18 Which information (A, B or C) is in every paragraph?

PART 4: MULTIPLE-CHOICE CLOZE QUESTIONS (19 – 24)

For each question, choose the correct answer.

Red pandas

Red pandas live in Nepal, Northern Myanmar, India and Bhutan, as (19) as in China. They (20) a lot of their time in trees and are very (21) at climbing. They are more active during the night than the day, and they usually (22) for food in the evening and early in the morning. Their favourite food is bamboo. In fact, a female red panda can eat 20,000 bamboo leaves in a day! But they also eat fruit, grass, eggs, insects and (23) small birds and animals. Scientists believe that the number of red pandas in the world is (24) because the forests where they live are getting smaller. But much is being done in countries around the world to help this amazing animal.

19 A soon	B much	C well
20 A spend	B live	C take
21 A nice	B great	C good
22 A look	B see	C find
23 A even	B quite	C still
24 A little	B low	C short

PART 5: OPEN CLOZE QUESTIONS (25 – 30)

For each question, write the correct answer.
Write **ONE** word for each gap.

Example:

From:	<input style="width: 80%; height: 20px;" type="text" value="Giles"/>
To:	<input style="width: 80%; height: 20px;" type="text" value="Aunt Nel"/>

Dear Aunt Nel,

Thank you very (0) for the book you sent me. It was very kind (25) you. Actually, *History of Space Travel* sounds like (26) brilliant title. I'm really interested (27) that kind of thing – exploring space and learning about the moon. I'll start it after I finish the one I'm reading now, (28) is about how cars are made.

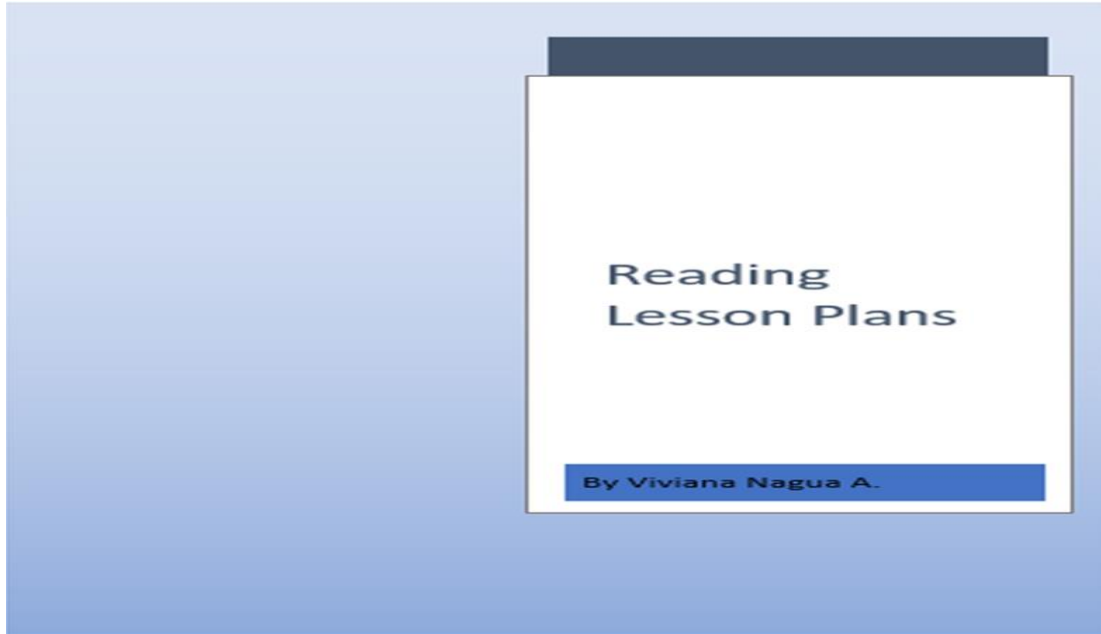
The holidays are nearly finished now. I go back (29) school next week. Then I've only got two more years of school, so I need to decide (30) to do next!

Thanks again for the present.

Best wishes,
Giles

ANNEX 5

READING LESSON PLANS



CONTENTS

UNIT 1: GETTING ACQUAINTED

LESSON 1: Memory Challenge Task

LESSON 2: Prediction Task

UNIT 2: GOING TO THE MOVIES

LESSON 3: Jumbles

LESSON 4: Restoration Task

UNIT 3: STAYING IN HOTELS

LESSON 5: Comparison Task

LESSON 6: Jumbles

UNIT 4: CARS AND DRIVING


LESSON 7: Jigsaw Task

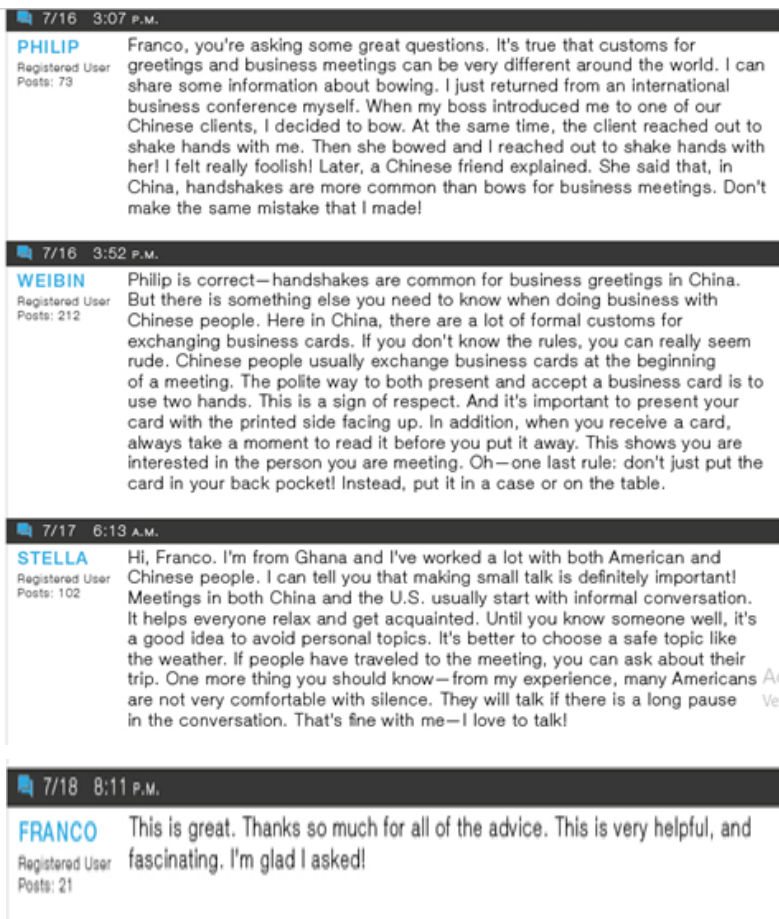
LESSON 8: Restoration Task

UNIT 10: PERSONAL CARE

LESSON 9: Memory Challenge Task

LESSON 10: Prediction Task

LESSON 1	
Unit 1	Getting Acquainted
Class	A2.1 A morning
Time	45 minutes
Learning Objective: During the reading lesson, students will deepen the content of a text describing accurate details of it.	
STRATEGY: MEMORY CHALLENGE TASK	
APP. TIME	
PRE - TASK	
<ul style="list-style-type: none"> • The teacher gives the instructions for the task. • The teacher shows students the article bellows for about 5 minutes. Ask students to read it, and keep in their mind as many details as they can. 	
 <p>The screenshot shows a forum post on a website. The header of the forum is 'GLOBAL BUSINESS' with navigation links for HOME, NEWS, ARTICLES, and MESSAGE FORUM. A search bar is visible. The post is from a user named 'FRANCO', a registered user with 21 posts, dated 7/16 at 2:21 P.M. The text of the post reads: 'Please help! I'm an Italian businessman and I have a very important meeting next week with colleagues from the U.S. and China. I've prepared a great presentation. However, I've never attended a meeting with Chinese or American businesspeople before. I'm worried about making a cultural mistake. For example, I know that Chinese people bow when they greet each other. In Italy, we usually shake hands at business meetings—but I don't want to come across as rude to my Chinese colleagues. Also, I'm really bad at small talk. I'm afraid that I might say something that isn't appropriate. Can anyone give me some advice?'</p>	
5 minutes	



<https://www.pearson.com/english/digital-tools/myenglishlab.html>

TASK CYCLE

Task

- The teacher asks students to list details they remember on a piece of paper. For example, names of people who were in the reading, topics about people wrote, what people said, etc.

10 minutes

Planning


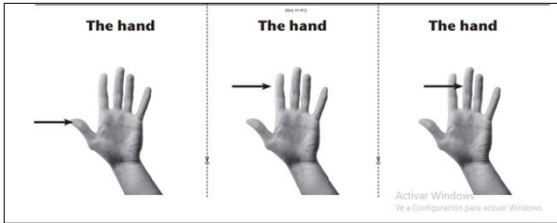
- The teacher divides the class in groups, and ask students:
 - Share their notes about reading.
 - Select the ideas the group remembers best, try to categorize these ideas.
 - In a collaborative document (Jamboard), write one report using the ideas the group selected.
- The teacher monitors the activity.

10 minutes

Report

<ul style="list-style-type: none"> • The teacher asks one student per group to present the classmates the report's group about reading. • The teacher asks students to compare and check which group has the same things that they are reporting. 	<p>5 minutes</p>
<p>Full exposure: The teacher shows the reading again and asks students to read and think about: ¿How much did your group accurate? Identify phrases or details of the reading repeated by the groups.</p> <p style="text-align: center;">LANGUAGE FOCUS</p> <p>Analysis</p> <ul style="list-style-type: none"> • The teacher asks students: <ul style="list-style-type: none"> - Identify present perfect tense sentences and read them. - Find vocabulary related to “greetings” and announce it. - Look for the word “reached out” and give synonyms. <p>Practice</p> <ul style="list-style-type: none"> • The teacher asks students: <ul style="list-style-type: none"> - Enter to their Moodle platform, click on “Reading 1” and on the first page select names of people who were in the reading. - On the second page select about what topics people wrote. - On the third page, choose the true sentences according to the reading. - Send the assignation. 	<p>15 minutes</p>

LESSON 2	
Unit 1	Getting Acquainted
Class	A2.1 A morning
Time	45 minutes
Learning Objective: During the reading lesson, students will identify what the text is about making predictions from a headline.	
STRATEGY: PREDICTION TASK	
APP. TIME	
PRE - TASK	
<ul style="list-style-type: none"> • The teacher gives the instructions for the task. • The teacher asks students to read the reading's headline below and look at the picture. 	

<div style="text-align: center;">   https://www.pearson.com/english/digital-tools/myenglishlab.html </div>	5 minutes
<p>TASK CYCLE</p> <p>Task</p> <ul style="list-style-type: none"> ● The teacher makes groups, and ask students: <ul style="list-style-type: none"> - Answer the question: ¿What do you think is the reading about? - Discuss with the partners the possible answers. <p>Planning</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - In a collaborative document (Jamboard), write three questions that think could be answered in the article. ● The teacher monitors the activity. <p>Report</p> <ul style="list-style-type: none"> ● The teacher asks one student per group to present the classmates with the questions. ● The teacher asks students to compare and check if any group has same or similar questions theirs. ● Students discuss possible answers to the questions. 	10 minutes 10 minutes 5 minutes
<p>Full exposure: Students read whole article and try to find in it answers to their questions.</p>	

Gesture Awareness

Nonverbal communication does not mean the same thing in every country. Something that you think is polite could come across as rude in another culture. For example, greeting someone the wrong way can lead to a misunderstanding. Some cultures consider a firm handshake aggressive. In China, people indicate the numbers one to ten all on one hand. In much of Asia, the palm up signal for "Come" is considered rude; instead, people gesture with the palm down. In Japan, people don't point; they use the palm open, facing up to gesture. And while the thumbs-up sign means "great" in some cultures, in others it's extremely rude.

<https://www.pearson.com/english/digital-tools/myenglishlab.html>

15
minutes


LANGUAGE FOCUS

Analysis


- The teacher asks students:
 - Find in the text words followed by a preposition and explain the meaning of them.
 - Identify adjectives in the text.
 - Explain the meaning of: "misunderstanding" and "Nonverbal communication"

Practice

- The teacher asks students:
 - Enter to their Moodle platform, click on "Reading 2" and on the first page select the correct words to complete the sentences.
 - On the second page choose true or false according to the article.
 - Send the assignation.

LESSON 3	
Unit 2	Going to the movies
Class	A2.1 A morning
Time	45 minutes
Learning Objective: During the reading lesson, students will organize a text in its correct form identifying and using keywords.	
STRATEGY: JUMBLES	
APP. TIME	
<p>PRE - TASK</p> <ul style="list-style-type: none"> • The teacher gives the instructions for the task. • The teacher shows students sections of a complete text but in wrong order. 	
 <p>REVIEW: ◀ PREVIOUS NEXT ▶</p> <p>Movie Reviews for the week of 7/11 – 7/18 By Crystal Grande</p> <p>Have you been to the movies lately? Movie theaters are reporting slow business this month, with U.S. box office receipts down nearly 20 percent. Traditionally, summer is not a great time for film lovers. Studios usually schedule their best movies for October and December, when theaters are busiest. But this summer is different. If you haven't left your couch this week, you may be missing some truly great films.</p>	
<p>The last must-see movie of the week is the documentary, <i>Arctic Ice</i>, which is packed full of information. OK, I know what you're thinking—another boring film about the Earth's changing weather. I'll be asleep in five minutes. But this movie is different. Film-maker Clara Green followed the daily lives of several arctic animals. The stories that she tells are unforgettable! They really stay with you. Even if you already know a lot about climate change, you will leave this movie with a whole new viewpoint. Everyone should see this important and thought-provoking movie. It isn't always easy to watch, but it is so important, and so beautifully filmed! A true masterpiece.</p>	
5 minutes	

<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>First, let me tell you about one of the funniest movies I've seen this year—director Jim Harold's latest comedy <i>The Gardens</i>. Cathy Diego stars in this story of a gardener who is ready for love but who just can't find the right guy. Things begin to change when she meets a man (played by Ken Upton) with similar problems with love and similar talents with plants! This movie is hilarious—I laughed until I cried! It's also very romantic, with a great love story. It's the perfect date movie! Don't miss it.</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>Next up is a movie for the younger members of your family. My kids and I have just seen the animated film <i>Seriously? 2</i>. What a great movie! It continues the story of two cartoon puppies, Max and Mikey, and their journey to find the perfect home. They have lots of fun and exciting adventures. I took my three kids with me: my ten-year-old, my six-year-old, and my four-year-old. My ten-year-old did find some of the situations a bit silly, but my two younger children didn't care that the movie was sometimes almost stupid. They loved every moment. Unlike a lot of children's movies these days, this movie didn't have any frightening and violent scenes to scare kids. And there were actually some thought-provoking moments, things to really think about, when the dogs are treated badly during their travels. In my family, this led to some interesting dinner table conversations about homelessness and helping others.</p> </div> <p style="text-align: center;">https://www.pearson.com/english/digital-tools/myenglishlab.html</p>	
<p>TASK CYCLE</p> <p>Task</p> <ul style="list-style-type: none"> ● The teacher makes groups, and ask students: <ul style="list-style-type: none"> - Read the sections of the text. - Discuss with the partners the possible order. <p>Planning</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Decide which order would be the right. - In a collaborative document (Jamboard), order the text as the group thinks is correct. ● The teacher monitors the activity. <p>Report</p> <ul style="list-style-type: none"> ● The teacher asks one student per group to present the classmates how they organized the text. ● The teacher asks students to compare and check if any group has same or similar order. ● Discuss about the order of the text presented by the groups. <p>Full exposure: Students read whole text but in right order, and compare with the text that they showed.</p>	<p style="text-align: center;">10 minutes</p> <p style="text-align: center;">10 minutes</p> <p style="text-align: center;">5 minutes</p>

 <p>THE BIG SCREEN</p> <p>HOME NEW REVIEWS MOST POPULAR SEARCH</p> <p>REVIEW: ◀ PREVIOUS NEXT ▶</p> <p>Movie Reviews for the week of 7/11 – 7/18 By Crystal Grande</p> <p>Have you been to the movies lately? Movie theaters are reporting slow business this month, with U.S. box office receipts down nearly 20 percent. Traditionally, summer is not a great time for film lovers. Studios usually schedule their best movies for October and December, when theaters are busiest. But this summer is different. If you haven't left your couch this week, you may be missing some truly great films.</p> <p>First, let me tell you about one of the funniest movies I've seen this year—director Jim Harold's latest comedy <i>The Gardens</i>. Cathy Diego stars in this story of a gardener who is ready for love but who just can't find the right guy. Things begin to change when she meets a man (played by Ken Upton) with similar problems with love and similar talents with plants! This movie is hilarious—I laughed until I cried! It's also very romantic, with a great love story it's the perfect date movie! Don't miss it.</p> <p>Next up is a movie for the younger members of your family. My kids and I have just seen the animated film <i>Seriously? 2</i>. What a great movie! It continues the story of two cartoon puppies, Max and Mikey, and their journey to find the perfect home. They have lots of fun and exciting adventures. I took my three kids with me: my ten-year-old, my six-year-old, and my four-year-old. My ten-year-old did find some of the situations a bit silly, but my two younger children didn't care that the movie was sometimes almost stupid. They loved every moment. Unlike a lot of children's movies these days, this movie didn't have any frightening and violent scenes to scare kids. And there were actually some thought-provoking moments, things to really think about, when the dogs are treated badly during their travels. In my family, this led to some interesting dinner table conversations about homelessness and helping others.</p> <p>The last must-see movie of the week is the documentary, <i>Arctic Ice</i>, which is packed full of information. OK, I know what you're thinking—another boring film about the Earth's changing weather. I'll be asleep in five minutes. But this movie is different. Film-maker Clara Green followed the daily lives of several arctic animals. The stories that she tells are unforgettable! They really stay with you. Even if you already know a lot about climate change, you will leave this movie with a whole new viewpoint. Everyone should see this important and thought-provoking movie. It isn't always easy to watch, but it is so important, and so beautifully filmed! A true masterpiece.</p> <p>https://www.pearson.com/english/digital-tools/myenglishlab.html</p>	<p>15 minutes</p>
<p>LANGUAGE FOCUS</p> <p>Analysis</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Check in the text these words: first, next, last. Which is the function of them in the text? - Find in the text adjectives to describe movies. - Thinking about the meaning of: “homelessness” and “Thought-provoking” <p>Practice</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Enter to their Moodle platform, click on “Reading 3” and on the first page choose the correct option about what is the main idea of the text. - On the second page complete the sentences with the correct word according to the text. - Send the assignment. 	

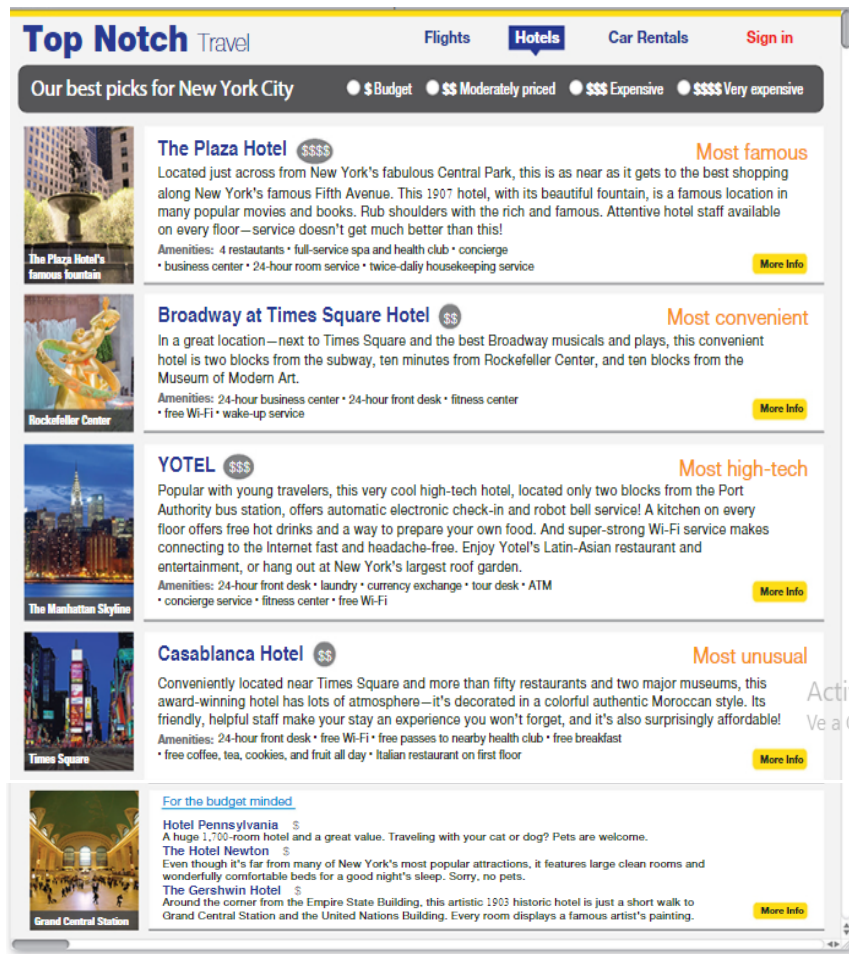
LESSON 4																									
Unit 2	Going to the movies																								
Class	A2.1 A morning																								
Time	45 minutes																								
Learning Objective: During the reading lesson, students will restore a text locating the omitted words of it.																									
STRATEGY: RESTORATION TASK																									
APP. TIME																									
<p>PRE - TASK</p> <ul style="list-style-type: none"> • The teacher gives the instructions for the task. • The teacher shows students a text which has omitted words, and asks students to look at it and the words below carefully. <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <p>WebFlicks is a website that lets you (1) movies or add movies to your wish list. One way to search for movies is type in the actor's (2). Then the website pulls up the most (3) movies the actor was in. For example, when you (4) for Leonardo DiCaprio, it introduces you to <i>Titanic 3D</i>, <i>Great Gatsby</i>, and <i>Blood Diamond</i>. You get a short (5) of each movie, its length in minutes, and the genre. To learn about other DiCaprio movies, you can choose from a list of movie titles and click for more (6). You can also have the (7) pull up DiCaprio's movies by genre. So, you would (8) <i>comedy</i> if you wanted to see a DiCaprio movie that would make you laugh.</p> </div> <div style="border: 1px solid gray; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="width: 33%;">1 A attend</td> <td style="width: 33%;">B stream</td> <td style="width: 33%;">C listen to</td> </tr> <tr> <td>2 A movie</td> <td>B genre</td> <td>C name</td> </tr> <tr> <td>3 A expensive</td> <td>B harmful</td> <td>C popular</td> </tr> <tr> <td>4 A search</td> <td>B study</td> <td>C hope</td> </tr> <tr> <td>5 A sentence</td> <td>B idea</td> <td>C description</td> </tr> <tr> <td>6 A information</td> <td>B money</td> <td>C drama</td> </tr> <tr> <td>7 A director</td> <td>B actor</td> <td>C website</td> </tr> <tr> <td>8 A say</td> <td>B click on</td> <td>C hear</td> </tr> </tbody> </table> </div> <p style="text-align: center;">https://www.pearson.com/english/digital-tools/myenglishlab.html</p>		1 A attend	B stream	C listen to	2 A movie	B genre	C name	3 A expensive	B harmful	C popular	4 A search	B study	C hope	5 A sentence	B idea	C description	6 A information	B money	C drama	7 A director	B actor	C website	8 A say	B click on	C hear
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7 A director	B actor	C website																							
8 A say	B click on	C hear																							
<p>TASK CYCLE</p> <p>Task</p> <ul style="list-style-type: none"> • The teacher makes groups, and ask students: 																									
5 minutes																									

<ul style="list-style-type: none"> - Read the text and each word below. - In group try to identify where these words fit. <p>Planning</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Once the group has located the omitted words within the text, read the text again. - Use a collaborative document (Jamboard), to present how the group considers would be the right restoration of the text. ● The teacher monitors the activity. <p>Report</p> <ul style="list-style-type: none"> ● The teacher asks one student per group to present the classmates how placed the words in the text. ● The teacher asks students to check if any group has same information or if they agree or disagree with the information presented by the groups. 	<p>10 minutes</p> <p>10 minutes</p> <p>5 minutes</p>
<p>Full exposure: Students read the text again but with the omitted words in the correct place, and compare with the text that they restored.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><i>Web Flicks is a website that lets you stream movies or add movies to your wish list. One way to search for movies is type in the actor's name. Then the website pulls up the most popular movies the actor was in. For example, when you search for Leonardo DiCaprio, it introduces you to Titanic 3D, Great Gatsby, and Blood Diamond. You get a short description of each movie, its length in minutes, and the genre. To learn about other DiCaprio movies, you can choose from a list of movie titles and click for more information. You can also have the website pull up DiCaprio's movies by genre. So, you would click on comedy if you wanted to see a DiCaprio movie that would make you laugh.</i></p> </div> <p>https://www.pearson.com/english/digital-tools/myenglishlab.html</p>	<p>15 minutes</p>

LANGUAGE FOCUS	
<p>Analysis</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Find in the text these words: “To learn” “To Titanic”. What is the function of the preposition “to” in both cases? - Which word in the text has the same meaning of “brief”. - Thinking about the meaning of: “pull up” and “search”. <p>Practice</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Enter to their Moodle platform, click on “Reading 4” and on the first page choose the correct option about what is the main idea of the text. - On the second page match the words with the corresponding definition. - On the third page match the movie genre with the correct description. - Send the assignation. 	

LESSON 5	
Unit 3	Staying in hotels
Class	A2.1 A morning
Time	45 minutes
Learning Objective: During the reading lesson, students will deep the content of a text to detect the differences among the hotels and make comparisons.	
STRATEGY: COMPARISON TASK	
PRE - TASK	APP. TIME
<ul style="list-style-type: none"> ● The teacher gives the instructions for the task. 	

- The teacher shows students the online description of four hotels, and asks students to read.



5
minutes

<https://www.pearson.com/english/digital-tools/myenglishlab.html>

TASK CYCLE

Task

- The teacher makes groups, and ask students:
 - Read the text again.
 - Discuss with the partners the differences in the services that offers each hotel.
 - Make notes of the differences among hotels.


10
minutes

Planning

- The teacher asks students:

10
minutes

<ul style="list-style-type: none"> - In a collaborative document (Jamboard), create a comparative chart with the differences founded. ● The teacher monitors the activity. <p>Report</p> <ul style="list-style-type: none"> ● The teacher asks one student per group to present the chart of differences that they found. ● The teacher asks students to check if any group has same information or if there is any idea or detail that they missed when they read. 	<p>5 minutes</p>
<p>Full exposure: Students read the text again.</p> <p>LANGUAGE FOCUS</p> <p>Analysis</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Find three words or phrases in the reading that were new for you. - Which word in the text has the similar meaning of “acclaimed”. - Which word in the text has the similar meaning of “new-age”. - Thinking about the meaning of: “surprisingly affordable”. <p>Practice</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Enter to their Moodle platform, click on “Reading 5” and on the first page choose the correct option according to the features of each hotel. - On the second page select the correct answer to complete each sentence. - Send the assignation. 	

LESSON 6		
Unit 3	Stayin in hotels	
Class	A2.1 A morning	
Time	45 minutes	
Learning Objective: During the reading lesson, students will identify the correct order of a text following the logical sense of the ideas.		
STRATEGY: JUMBLES		
APP. TIME		
<p>PRE - TASK</p> <ul style="list-style-type: none"> • The teacher gives the instructions for the task. • The teacher shows students sections of a complete text but in wrong order. <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">  <p>If you want a <u>real</u> vacation, stay with us at the White Sands Hotel on beautiful and quiet Long Beach. Conveniently located off of highway 101, and just an hour away from New Orleans, our hotel offers an escape from your busy life.</p> </div> <div style="width: 45%; border: 1px solid black; padding: 5px;"> <p>Each room comes standard with an iron and a hair dryer. If you call the front desk, someone can pick up and wash your laundry. Extra towels and pillows are always available in your room. Take advantage of our free shoe shine service, too.</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%; border: 1px solid black; padding: 5px;"> <p>Our newly-remodeled fitness center includes a sauna and an indoor / outdoor pool. The hotel offers two first-class restaurants. You can also order room service for any meal if you prefer to relax and dine in the privacy of your own room. Each morning we'll deliver the newspaper to your door.</p> </div> <div style="width: 45%; border: 1px solid black; padding: 5px;"> <p>We offer many of the features and amenities that you expect from a four-star hotel. And budget-minded travelers are happy to find our prices affordable!</p> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%; border: 1px solid black; padding: 5px;"> <p>White Sands is the perfect place to bring your family. We offer a babysitting service for children up to age 12 that includes a variety of activities.</p> </div> </div> <p style="text-align: center; color: blue; margin-top: 10px;">https://www.pearson.com/english/digital-tools/myenglishlab.html</p>		5 minutes
<p>TASK CYCLE</p> <p>Task</p> <ul style="list-style-type: none"> • The teacher makes groups, and ask students: <ul style="list-style-type: none"> - Read the sections of the text. - Discuss with the partners the possible order. 		10 minutes

<ul style="list-style-type: none"> - Thinking about the meaning of: “budget-minded” and “newly-remodeled” <p>Practice</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Enter to their Moodle platform, click on “Reading 6” and on the first page select the correct options about what is the main intention of the article. - On the second page choose the correct option to complete the sentences. - Send the assignation. 	
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LESSON 7	
Unit 4	Cars and driving
Class	A2.1 A morning
Time	45 minutes
Learning Objective: During the reading lesson, students will describe the parts of a reassembled text answering established questions to get a better understanding of it.	
STRATEGY: JIGSAW TASK	
APP. TIME	
PRE - TASK <ul style="list-style-type: none"> ● The teacher gives the instructions for the task. ● The teacher divides a text into four parts but does not present them to the students yet. 	5 minutes

- Meanwhile, the teacher asks students what do they know about Driving in USA?

DRIVING IN THE USA

Planning a trip to the U.S.? Have you thought about how you'll get around? If you're going to stay in a big city such as New York, Chicago, or San Francisco, public transportation is the most convenient option. However, to travel almost anywhere else in the U.S., you'll need to rent a car. And there are quite a few things to think about before you go to pick up the car.



CAR RENTAL TIPS

Requirements: Most car rental agencies require drivers to be at least 25 years old. There is some evidence that younger drivers may not drive as safely as older drivers. They may, for example, talk on the phone or use their phones to text while driving. Some agencies allow younger drivers but may charge a higher rate. To rent a car in the U.S., you will need a credit card

and driver's license. Visitors can usually rent a car and drive with a driver's license from their home country. However, if your license is in a language that doesn't use the Roman alphabet, such as Chinese, you must obtain an International Driving Permit in English.

Cost: Car rental rates change often, and depend on the type of car you want to rent. A compact car is usually the least expensive. A luxury car or a sports car is usually the most expensive. There are many other factors that car rental rates depend on. Therefore, it is always a good idea to "shop around" for the best price. If your schedule is flexible, compare prices for different travel dates. It is often cheaper to rent a car on weekends or for a full week rather than a few days.

Hidden costs: Always read the small print on your car rental agreement carefully—to check for unexpected costs such as taxes, airport surcharges, or a fee when you drop off a car to a location different from the one where you pick it up. Make sure that you fill up the car's gas tank before you return it. Rental agencies charge a fill-up fee and high gas prices if the tank is not full.



Safety: Before you leave the car rental lot, inspect the car carefully for damage and make sure everything is working properly. Turn on the headlights to make sure you'll be able to see the road in front of you at night. Check the windshield wipers to make sure they move smoothly across the windshield. Ask the agent to note any problems on the rental form. Take a few minutes to become familiar with the car. Adjust your seat and side-view mirror.

Do the same for the rearview mirror. Locate the controls for turn signal lights so that you can let other cars know when you're going to turn or change lanes. Then, buckle up! Wear your seat belt, and ask your passengers to wear theirs, too. Most states have seat-belt laws, and all states require that young children and babies sit in the back in special child seats. When you're ready, follow the traffic laws for the states you'll be driving in. If you're not sure, check with car rental staff before you start driving.

Ac
Ve

<ul style="list-style-type: none"> The teacher asks students to identify if there are or no coincidences among the synthesis of each group, and what they are. 	5 minutes
<p>Full exposure: The teacher shows students the complete reading and asks them to read again.</p> <p>https://www.pearson.com/english/digital-tools/myenglishlab.html</p> <p style="text-align: center;">LANGUAGE FOCUS</p> <p>Analysis</p> <ul style="list-style-type: none"> The teacher asks students: <ul style="list-style-type: none"> What is the main idea of the article? Which words in the text has the similar meaning of “example”. List all vocabulary regarded to car’s part that there are in the reading. <p>Practice</p> <ul style="list-style-type: none"> The teacher asks students: <ul style="list-style-type: none"> Enter to their Moodle platform, click on “Reading 7” and choose the correct word or phrase to complete the sentence according to the reading. Send the assignation. 	15 minutes

LESSON 8		
Unit 4	Cars and driving	
Class	A2.1 A morning	
Time	45 minutes	
Learning Objective: During the reading lesson, students will restore a text identifying the proper location of omitted words.		
STRATEGY: RESTORATION TASK		
APP. TIME		
<p>PRE - TASK</p> <ul style="list-style-type: none"> The teacher gives the instructions for the task. 		


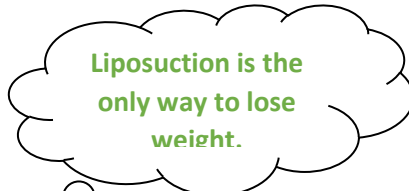

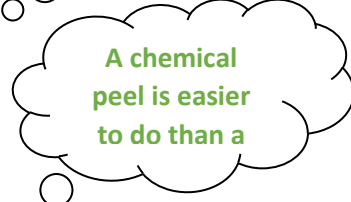
<ul style="list-style-type: none"> ● The teacher shows students a text which has omitted words, and asks students to look at it and the words below carefully. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;">Tips for Defensive Driving</p> <p>Tailgating, gesturing, weaving through traffic, and honking are classic signs of (1) driving. They are the cause of one third of all (2). But today (3) driving is a big problem, too. We can't (4) what other drivers do, but here are tips for what we can do:</p> <ul style="list-style-type: none"> ▶ (5) in control of <i>your</i> car by not driving too fast. ▶ Don't tailgate. Maintain a safe following (6). ▶ Pay attention to where other vehicles are and to what is (7) on the road. ▶ Be alert. Assume that other drivers will make (8). </div> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <table style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td>1 A good</td> <td>B aggressive</td> <td>C careful</td> <td>D concerned</td> </tr> <tr> <td>2 A gestures</td> <td>B habits</td> <td>C behavior</td> <td>D accidents</td> </tr> <tr> <td>3 A inattentive</td> <td>B attentive</td> <td>C good</td> <td>D defensive</td> </tr> <tr> <td>4 A expect</td> <td>B observe</td> <td>C control</td> <td>D pay attention to</td> </tr> <tr> <td>5 A Stay</td> <td>B Maintain</td> <td>C Observe</td> <td>D Expect</td> </tr> <tr> <td>6 A accident</td> <td>B distance</td> <td>C concern</td> <td>D taillight</td> </tr> <tr> <td>7 A happening</td> <td>B left</td> <td>C cut off</td> <td>D paying attention</td> </tr> <tr> <td>8 A progress</td> <td>B mistakes</td> <td>C intentions</td> <td>D rude gestures</td> </tr> </tbody> </table> <p>https://www.pearson.com/english/digital-tools/myenglishlab.html</p> </div>	1 A good	B aggressive	C careful	D concerned	2 A gestures	B habits	C behavior	D accidents	3 A inattentive	B attentive	C good	D defensive	4 A expect	B observe	C control	D pay attention to	5 A Stay	B Maintain	C Observe	D Expect	6 A accident	B distance	C concern	D taillight	7 A happening	B left	C cut off	D paying attention	8 A progress	B mistakes	C intentions	D rude gestures	5 minutes
1 A good	B aggressive	C careful	D concerned																														
2 A gestures	B habits	C behavior	D accidents																														
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7 A happening	B left	C cut off	D paying attention																														
8 A progress	B mistakes	C intentions	D rude gestures																														
<p>TASK CYCLE</p> <p>Task</p> <ul style="list-style-type: none"> ● The teacher makes groups, and ask students: <ul style="list-style-type: none"> - Read the text and each word below. - In group try to identify where these words fit. <p>Planning</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Once the group has located the omitted words within the text, read the text again. - Use a collaborative document (Jamboard), to present how the group considers would be the right restoration of the text. ● The teacher monitors the activity. <p>Report</p>	10 minutes 10 minutes																																

<ul style="list-style-type: none"> ● The teacher asks one student per group to present the classmates how placed the words in the text. ● The teacher asks students to check if any group has same information or if they agree or disagree with the information presented by the groups. 	10 minutes
<p>Full exposure: Students read the text again but with the omitted words in the correct place, and compare with the text that they restored.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><i>Tips for Defensive Driving</i></p> <p><i>Tailgating, gesturing, weaving through traffic, and honking are classic signs of aggressive driving. They are the cause of one third of all accidents. But today inattentive driving is a big problem, too. We can't control what other drivers do, but here are tips for what we can do:</i></p> <ul style="list-style-type: none"> ▲ <i>Stay in control of your car by not driving too fast.</i> ▲ <i>Don't tailgate. Maintain a safe following distance.</i> ▲ <i>Pay attention to where other vehicles are and to what is happening on the road.</i> ▲ <i>Be alert. Assume that other drivers will make mistakes.</i> </div> <p style="text-align: center;">https://www.pearson.com/english/digital-tools/myenglishlab.html</p> <p style="text-align: center;">LANGUAGE FOCUS</p> <p>Analysis</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Find in the text gerunds. List them. - What is the function of these words in the sentence? “Tailgating” “Gesturing”, “Weaving”, “Honking”. - What is the function of “driving” (line 2 – 3) in the sentence? - What is the function of “driving” (line 6) in the sentence? <p>Practice</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Enter to their Moodle platform, click on “Reading 8” and on the first page choose the correct option about what is the main idea of the text. 	15 minutes

<ul style="list-style-type: none"> - On the second page choose the correct word to complete the sentences. - On the third page choose true or false according to the article. - Send the assignation. 	
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LESSON 9	
Unit 5	Personal care and appearance
Class	A2.1 A morning
Time	45 minutes
Learning Objective: During the reading lesson, students will deep the context of a text describing accurate details of it.	
STRATEGY: MEMORY CHALLENGE TASK	
APP. TIME	
PRE - TASK <ul style="list-style-type: none"> ● The teacher gives the instructions for the task. ● The teacher shows students the article bellows for about 5 minutes. Ask students to read it, and keep in their mind as many details as they can. 	
<div style="border: 1px solid black; padding: 10px;"> <h3 style="text-align: center;">Keeping Your Skin Beautiful</h3> <p>A lot of beauty products can improve your appearance. Some of the more expensive ones even claim to help you look younger. But there is a simple and inexpensive way to improve your appearance: It's protecting yourself from the sun.</p> <p>The sun produces two kinds of harmful radiation. UVB radiation causes sunburns and is more dangerous in the summer. UVA radiation doesn't change much during the day or with the seasons. UVA radiation can go through clouds and glass. UVB and UVA radiation both cause wrinkles and skin cancer.</p> <p>Radiation affects dark and light skin, so everyone should use sunscreen every day. The lighter your skin, the more important it is to use sunscreen. Follow these tips to protect your skin and stay younger looking:</p> <ul style="list-style-type: none"> • Always wear sunscreen with protection from UVB and UVA, even in the winter and on cloudy days. • Cover your skin. Wear a hat, sunglasses, and long-sleeved shirts. • Avoid the sun when possible, especially during the hottest time of the day. • Re-apply sunscreen when exercising or playing sports in the sun. • Stay away from surfaces that reflect sunlight. Snow, ice, and sand all increase the effects of UVA and UVB rays. <p style="text-align: center;">https://www.pearson.com/english/digital-tools/myenglishlab.html</p> </div>	
5 minutes	
TASK CYCLE	
Task	
10 minutes	

<ul style="list-style-type: none"> ● The teacher asks students to list details they remember on a piece of paper. For example, recommendations to use sunscreen, causes of radiation, etc. <p>Planning</p> <ul style="list-style-type: none"> ● The teacher divides the class in groups, and ask students: <ul style="list-style-type: none"> - Share their notes about reading. - Select the ideas the group remembers best, try to categorize these ideas. - In a collaborative document (Jamboard), write one report using the ideas the group selected. ● The teacher monitors the activity. <p>Report</p> <ul style="list-style-type: none"> ● The teacher asks one student per group to present the classmates the report's group about reading. ● The teacher asks students to compare and check which group has the same things that they are reporting. 	<p>10 minutes</p> <p>10 minutes</p>
<p>Full exposure: The teacher shows the reading again and asks students to read and think about: ¿How much did your group accurate?</p> <p style="text-align: center;">LANGUAGE FOCUS</p> <p>Analysis</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Find vocabulary related to care products and announce it. - What is the meaning of the word “wrinkles”? - Make a list of countable and non-countable nouns. <p>Practice</p> <ul style="list-style-type: none"> ● The teacher asks students: <ul style="list-style-type: none"> - Enter to their Moodle platform, click on “Reading 9” and on the first page select what is the main idea of the article. - On the second page choose true or false according to the article. - Send the assignation. 	<p>15 minutes</p>

LESSON 10	
Unit 5	Personal care and appearance
Class	A2.1 A morning
Time	45 minutes
Learning Objective: During the reading lesson, students will identify what the text is about making predictions from a headline.	
STRATEGY: PREDICTION TASK	
APP. TIME	
<p>PRE - TASK</p> <ul style="list-style-type: none"> • The teacher gives the instructions for the task. • The teacher asks students to read the sentences extracted from a reading and analyze them. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Not everyone would choose cosmetic</p> </div> <div style="text-align: center;">  <p>Liposuction is the only way to lose weight.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  <p>Some bald men are attractive.</p> </div> <div style="text-align: center;">  <p>A chemical peel is easier to do than a</p> </div> </div> <p style="text-align: center; color: blue;">https://www.pearson.com/english/digital-tools/myenglishlab.html</p>	5 minute s
<p>TASK CYCLE</p> <p>Task</p> <ul style="list-style-type: none"> • The teacher makes groups, and ask students: <ul style="list-style-type: none"> - Answer the question: ¿What do you think is the reading about? - Discuss with the partners the possible answers. <p>Planning</p> <ul style="list-style-type: none"> • The teacher asks students: <ul style="list-style-type: none"> - In a collaborative document (Jamboard), write three questions that think could be answered in the article. • The teacher monitors the activity. <p>Report</p>	10 minute s
	10 minute s

<ul style="list-style-type: none"> • The teacher asks one student per group to present the classmates the questions. • The teacher asks students to compare and check if any group has same or similar questions theirs. • Students discuss possible answers to the questions. 	<p>5 minute s</p>
<p>Full exposure: Students read whole article and try to find in it answers to their questions.</p>	
<p>https://www.pearson.com/english/digital-tools/myenglishlab.html</p>	
<div style="border: 1px solid black; padding: 10px;"> <div style="background-color: #4CAF50; color: white; padding: 5px;"> <h2 style="margin: 0;">Cosmetic surgery</h2> <p style="margin: 0;">... for everyone?</p> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 5px;"> <div style="font-size: 0.8em; color: #333;"> <p>Contact Doctor Weiss at Personal Health Magazine: weiss@personalhealth.rx</p> </div> <div style="text-align: right;"> </div> </div> <div style="margin-top: 10px;"> <div style="display: flex;"> <div style="flex: 1;"> <p style="font-size: 0.8em; margin-top: 5px;"> <i>Some people consider cosmetic surgery no more serious than visiting a spa or a salon. But others say, "I think I'll pass." They're aware that cosmetic surgery is, in fact, surgery, and surgery should never be taken lightly. Fitness editor Dr. Gail Weiss answers readers' questions about cosmetic surgery.</i> </p> </div> <div style="flex: 1; padding-left: 10px;"> <p style="font-size: 0.8em; margin-top: 5px;"> Dear Dr. Weiss: I'm a 24-year-old man who is already losing his hair. Dr. Weiss, I'm looking for a wife, and I'm afraid no woman will want to marry a 25-year-old bald guy. I need some advice. Calvin </p> <p style="font-size: 0.8em; margin-top: 10px;"> Dear Calvin: There are several surgical procedures which a cosmetic surgeon can perform to help treat hair loss and restore hair for both men and women. But if that's not practical, remember that some of the world's most attractive men are bald! Gail Weiss, M.D. </p> <p style="font-size: 0.8em; margin-top: 10px;"> Dear Dr. Weiss: When I was young, I was a chocoholic. I ate a lot of chocolate, but I never gained any weight. Now that I'm older, I can't eat anything without gaining weight! I've heard that liposuction is the answer to an overweight person's dreams. Is that true? Dawson </p> <p style="font-size: 0.8em; margin-top: 10px;"> Dear Dawson: It's true that liposuction can remove fat deposits that don't respond to dieting and exercise, but it's expensive and can be dangerous. It would be a good idea to ask your doctor for some help in dieting first. Then, if you are unsuccessful, be sure to find a surgeon with a lot of experience before deciding on liposuction. Gail Weiss, M.D. </p> </div> </div> </div> </div>	
<p>LANGUAGE FOCUS</p>	
<p>Analysis</p>	
<ul style="list-style-type: none"> • The teacher asks students: <ul style="list-style-type: none"> - Find in the article the next underline phrases, and choose the correct phrase or word to complete the sentences: If you say "<u>I think I'll pass</u>" you say: (No, thanks – That's a great idea). If you are at your <u>wits' end</u> about something, you are (happy-unhappy) about it. <u>It takes time to recover</u> means that you (will-won't) feel better immediately. Something that is <u>a piece of cake</u> is (easy-difficult). 	
<p>Practice</p>	
<ul style="list-style-type: none"> • The teacher asks students: <ul style="list-style-type: none"> - Enter to their Moodle platform, click on "Reading 10" and select the correct sentences according to the article. - Send the assignation. 	

15
minute
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