



ABSTRACT

This study was carried out to find out whether the use of task-based activities in the reading lesson helps students of fifth course at Luis Cordero High School develop their reading skills of skimming, scanning, inferring, deducing meaning from context, and identifying reference words. A group of 40 students, aged 15 and 16, were the participants of this four month study. The reading topics were selected by taking into account the students' interests. Reading tasks were designed and adapted according to the students' language level in order to arouse a sense of achievement in completing the tasks, rather than one of disappointment. In order to gather data, a reading comprehension pre-test and post-test was taken before and after the study, together with two questionnaires, respectively. The scores obtained in the pre-test and post-test were compared statistically. To sum up, results achieved in the post-test demonstrated that the use of task-based reading activities in the English class meant a significant improvement of the students' reading ability, which implies the development of the reading skills.

Key Words: Task-Based Approach, reading, reading tasks, reading skills



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The Effect of a Task-Based Approach in Developing Reading Skills in the Fifth-Year Students of Luis Cordero High School

Lengua

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Declaración de Autoría

Al presentar esta tesis como uno de los requisitos previos para la obtención del título de Magister en Lengua Inglesa y Lingüística Aplicada, por la Universidad de Cuenca, autorizo al centro de información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.

f.

Mercedes Condo Cajas

Cuenca, 10 de Mayo de 2011



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DEDICATION

To my beloved father, LUIS, and sister, JULITA, who from the heaven, have given me the strength and inspired me to carry out this project.



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INTRODUCTION

Christine Nuttall, in her book *Teaching Reading Skills in a Foreign Language*, assertively quotes Frank Smith's Slogan: "We learn to read by reading" (128). Based on this she provides another slogan with which I do agree, and which inspired me to carry out this investigation:

"The best way to improve your knowledge of a foreign language is to go and live among its speakers. **The next best way is to read extensively in it.**" (128).

Presently, English has become the language of the planet and therefore a universal means of communication and access to science and technology. Hence, the main objective of language teaching is to lead students to use the target language to communicate in real life situations. This implies among other aspects the ability to make sense of information from different sources like books, magazines, booklets, brochures, and nowadays, from the Internet. In other words, in this age of globalization, it is important to help our students to develop the reading skill in L2. As Eskey (2005) points out, many students of English as a Foreign Language rarely need to speak the language in their day-to-day lives but may need to read it in order to "access the wealth of information" (qtd. in Zhou Lin and Peerasak Siriyothin' article, 12-19). With regard to it, Carell, Devine, and Eskey, 1998; McDnough & Shaw, 1993, state, "Though reading is not the only skill to be taught in the language classroom, it is definitely one of the most important in the ESL/EFL learners" (qtd. in Quijano Zavala's article, 208). Furthermore, in a monolingual society like ours, where students do not have the opportunity to learn English as it ought to be learned, in a natural way, through constant interaction with the people that surround them, reading might represent an essential approach to learn the language. Concerning this idea, Nunan, in his book, *Language Teaching Methodology*, points out, "There is a constant interplay between listening,



speaking, reading and writing, and it is clear that in a lesson which is ostensibly labeled “reading”, opportunities exist for learners to develop their other language skills as well” (82). Consequently, knowing how to read effectively in the target language, though not an easy task, certainly represents an opportunity for EFL learners to learn and use the language realistically.

These ideas have made me reflect about the importance of promoting a reading class in which students feel engaged through the development of a wide variety of motivating tasks. Reading through tasks, from my point of view emerges as a motivating activity which frees students from the passive and individual reading activity carried out for years in the EFL setting. Moreover, with the application of task-based approach in a reading lesson, students have the opportunity to work in a cooperative way, in pairs or groups, which helps them to achieve successful reading.

The material in this work is organized into six chapters. The first chapter deals with the statement of the problem for this research. This is product of a process of reflection on my own teaching practice and the desire to look for alternative ways that help my students improve their ability to read. The second chapter of this investigation has to do with the theoretical framework which constitutes the basis for this research. The third chapter makes reference to the methodology applied for the development of this research. In the fourth chapter, the analysis and interpretation of the data gathered during the research process was carried out. Finally, the results obtained in the fourth chapter have served as the basis for the development of the fifth and sixth chapters which have to do with the discussion and the establishment of the conclusions.



CHAPTER 1

THE PROBLEM

1.1 INTRODUCTION

A lot of research has been carried out about foreign language learning, but it is still impossible to say that there is a magic formula with all the solutions for learning a foreign language. However, English teachers based on their experience in the classroom must continue searching for effective, practical, and innovative methods that meet the needs and interests of the students and that make their learning more meaningful and enjoyable. In other words, it is important to look for alternative ways that let teachers help students develop their ability to communicate using the target language. I think that we can achieve better results in English learning by promoting students' interest in reading. It could be done through the development of reading tasks that would allow them to comprehend the meaning of the text while they work in an active and cooperative way through pair and group work.

1. 2 THE STATEMENT OF THE PROBLEM

According to the Ecuadorian Ministry of Education, English as a foreign language is mandatory from the eighth year of basic school to the third year of baccalaureate. It might therefore be assumed that these students are able to master four language skills: listening, speaking, reading and writing. Unfortunately, most students in our high schools do not achieve this objective.

Particularly in the high school where I work, I have realized that even though our students learn English for years, they find it difficult to communicate using the target language. One of the causes for this problem is due to the weak language input that they have. This problem can be traced to different reasons, such as the lack of the habit of reading, the lack of opportunity to practice English in a



monolingual society like ours, and an inadequate method of teaching reading. With regard to the last one, developing the reading skill has become a routine exercise that students perform in a mechanical way. Moreover, reading classes are teacher-centered; that is, the teacher uses only the readings that the text-books include, and these are not always relevant to the students' interests.

These facts have made me realize that our work as English teachers must go beyond just giving classes day after day. We have to reflect about the problems we find in our teaching practice and try to look for ways to solve these problems or at least minimize them. This process of reflection has oriented me to propose this investigation which is focused on the application of task-based activities in the English class in order to make students become engaged in the process and learn to read by doing.

1.3 PURPOSE OF THE STUDY

The main purpose of this study was to use the task-based approach through the application of reading tasks to develop students' reading skills.

In other words, this study was focused on helping my students to develop basic reading skills through the application of a task-based approach and cooperative work that led them to change their former conception of reading. It is important to make them aware that reading is a process that goes beyond just reading the superficial words, phrases and paragraphs, and beyond the act of reading aloud for pronouncing words. It is a process in which they have to understand the message of the text.

To achieve this objective, the texts were selected and adapted from books and the Internet, taking into account students' needs and interest. In other words, students were presented authentic texts which provided them information related to real life situations. In addition, the tasks were both designed and adapted considering the students' level of proficiency. The process by which the task-based



approach has been applied in this study meant a shift of focus from traditional teacher-centered methods to learner-centered methods in which the student is the central axis of the learning process.

The investigation proposed the following specific objectives:

1. To determine effective reading tasks to be applied in the English class.

As mentioned before, tasks were created and adapted taking into account the students' language proficiency. It made students feel engaged with the tasks. Furthermore, the development of the tasks helped students to develop reading skills, as well as to understand the message of the text, both of which made them feel successful.

2. To evaluate the effectiveness of the application of reading tasks in the English class.

Although the time to carry out this study has been short, the analysis of the results of tests applied before and after the study is evidence of the effectiveness of the application of reading tasks in the English class. The results of this study displayed in the part concerning to the statistical analysis of the reading comprehension post-test indicate that reasonable levels of comprehension can be achieved through the development of reading tasks.

1.4 HYPOTHESIS

The application of a task-based approach in the reading class helps students develop their reading skills and strategies.



CHAPTER 2

THEORETICAL FRAMEWORK

2.1 LEARNER-CENTEREDNESS

For many years the process of education in different educational institutions has been based on a traditional pedagogy, which is centered on the teacher and puts emphasis on contents. According to this pedagogy, students are considered individuals who come to schools with empty minds to be filled during the school year with knowledge from the texts or from the teachers' minds. For the traditional pedagogical model, the teacher is the person who always knows, instructs, speaks, prescribes, sets the norms and rules, and chooses the contents of the programs while the student is always the person who does not know and has to be instructed; the student is the person who listens, obeys and follows the teacher's directions. This type of education neither values the knowledge and experience that students bring to school, nor considers the interest of the students. Fortunately, in the last few decades this situation has greatly changed and it is possible to say that nowadays most teachers are aware that most children come to school with lots of knowledge and experiences that they have acquired through the interaction with their parents, relatives, friends and the physical world. Therefore the role of the teacher is to help students to develop their potentialities. This implies that the teacher should organize the curriculum by taking into account what the students want to learn and how they want to learn. In other words, it is important to provide an education centered on the students.

Nunan, in his book, *Second Language teaching and Learning*, points out "the term learner-centered refers to classrooms, not in which learners are involved in making choices about what and how to learn, but in which learners are actively involved in the process, classrooms in which the focus is on the learner in the sense that they do all the work" (14). In other words, in a learner-centered classroom foreign language acquisition is facilitated since the opportunities for



students to interact through the development of motivating tasks are maximized. It is important to emphasize that applying a learner-centered model does not mean that the teacher leaves all the power, responsibility, and control to the students from the first day of the course. Rather it is a matter of educating learners so that they can gradually assume greater responsibility for their own learning. That is, students become more autonomous, critical, active, participative constructors of their own knowledge rather than mere receptors of the teachers' knowledge. On the other hand, the teacher becomes a guide whose role is to analyze the learners' needs, to set goals that will achieve the learners' aims, and to choose materials that are suitable for the learners' level.

The emphasis on the learner that recent pedagogical trends set up owes a great deal to the idea of humanistic approaches which consider the student a "whole person". According to this approach, "Language teaching is not just about teaching language; it is also about helping students to develop themselves as people" (Harmer 35). For the humanistic approaches, the experience of the student is what counts and the development of their personality and the encouragement of positive feelings are seen to be as important as their learning of language. That is to say, teachers who base their teaching on humanistic approaches strive to provide learners with interactive activities that make them feel good, happy with what they do, and motivated to learn.

2.2 CONSTRUCTIVISM

During the last decades, the English teaching-learning process has been influenced by principles of different language learning theories, from the traditional ones like the conductists and behaviorists, to the modern constructivist principles.

In constructivism the learner is the constructor of his own knowledge and understanding (Williams and Burden 30). Constructivism is a theory that puts emphasis on the learners as actors of their own knowledge rather than being passive receptors.



Williams and Burden state, "Everyone makes their own sense of the world and the experiences that surround them" (21). From this point of view, the student plays the central role in the learning process; he is the subject of the process. He does not come to school with an empty mind, but he constructs his own knowledge based on the knowledge that he already has about the world. For this reason, when teachers plan a class, they must be aware of the need of taking into account the students' experiences which will serve to construct their new knowledge.

2.2.1 CONSTRUCTIVIST LEARNING THEORIES

According to Ana Wolfolk, constructivism had its roots in the research of Piaget, Vygotsky, the Gestalt Psychologists, Barlett and Bruner, John Dewey and others. For the purpose of this research, the theories of Piaget and Vygotsky will be considered.

2.2.1.1 THE THEORY OF GENETIC EPISTEMOLOGY

The psychological roots of constructivism began with the developmental work of Jean Piaget (1896-1980) who developed the theory of genetic epistemology. According to this theory, the learning process is related to the biological development of the individual. Piaget's theory is based on learners passing through a series of stages: the sensory-motor stage, the preoperational stage, the concrete operational stage, and the formal operational stage.

1. The sensory-motor stage - from 0 to 2 years

This period is called sensory-motor because the most important way for children to explore the environment involves the senses and motor activity such as seeing, hearing, touching, tasting, moving, etc. At this age, the child begins to make use of imitation, memory and thought. He begins to recognize that objects do not cease to exist when they are hidden. Besides, there is a movement from reflex actions to goal directed activity.



2. Preoperational stage- from 2 to 7 years

The main accomplishment of the preoperational period is the ability to form and use symbols, words and gestures, signs, images and so on, to represent actions or objects mentally. At this age the child has difficulty seeing another person's point of view.

3. The concrete operational stage - from 7 to 11 years

During this stage children go beyond the information given. They become able to perform mental operations tied to concrete objects. They also can comprehend other situations such as understanding laws of conservation, arranging objects in sequential order according to one aspect like size, weight and volume, classifying objects into categories, and understanding reversibility.

4. Formal operations - from 11 to 16 years

This is the age of intellectual abstract operations, the formation of the personality, and the affective and intellectual insertion in the society of adults. In other words, in this stage hypothetic-deductive reasoning takes place, as well as inductive reasoning, reflexive abstraction, major development of moral concepts and egocentrism of the adolescent.

Piaget' s theory of cognitive development leads teachers and educational writers of materials to take into account the students' needs, interests and abilities at the moment of organizing the curriculum, designing materials, and using approaches in order to help them achieve successful learning. Concerning this, Williams and Burden, in their book *Psychology for Language Learners*, make reference to important aspects which are of particular significance to language teachers:

1. It is important to consider the language learner as an individual, actively involved in constructing meaning. When students learn a new language, they



are actively involved in making their own sense of the language input that surrounds them, as well as the tasks presented to them.

2. The development of thinking and its relationship to language and experience become a central focus on learning.
3. It is important to set tasks that match the cognitive level of which the learner is capable.
4. In the process of learning a new language the application of Piaget's notion of assimilation and accommodation occurs. Assimilation is the process by which incoming information is changed or modified in our minds so that we can fit it into what we already know. Accommodation, on the other hand, is the process by which we modify what we already know to take into account new information. These two processes contribute to what Piaget terms the central process of cognitive adaptation. Briefly, it can be said that Piaget put emphasis on the fact that individuals construct their own personal understanding from their own experience in the world. However, for Williams and Burden, Piaget's theory ignores the significance of the social environment for learning (24).

Taking into account that language is communication and learning a language is learning to communicate, the importance of the social context in which the language learning takes place cannot be overlooked. Therefore, it is important to make reference to another constructivist theory.

2.2.1. 2 THE SOCIAL INTERACTIONISM THEORY

Its main exponents were the Russian Psychologist Vygotsky and the Israeli, Feurstein. According to these social interactionists, "children are born into a social world, and learning occurs through interaction with other people" (39). From the time we are born we interact with others in our day-to-day lives and through these interactions we make our own sense of the world. Thus, we can begin to see in social interactionism the theoretical basis to a communicative approach to language learning which maintains that we learn a language through using the



language to interact meaningfully with other people. It is important to emphasize that Vygotsky put special emphasis on the use of language as the means of interaction with people which lets the individuals express ideas, develop thinking, transmit culture, and learn. Furthermore, he put forward the notion that the child's learning is shaped by his social influence which is known as Vygotsky's Zone of Proximal Development. He defined it "as the area between the child's current development level 'as determined by independent problem solving' and the level of development that the child could achieve through adult guidance or in collaboration with more capable peers" (qtd. in Wolkfolk 44). In other words, it is the phase in which a child can master a task if appropriate help and support is given, and it can be achieved by working together with parents, teachers or a more competent peer at a level that is just above the student's present capabilities.

It can be said that with his theory of Zone of Proximal Development, Vygotsky underlines the important role of peers and adults in the construction of knowledge in the minds of the students. This idea of learning through interaction with others has led teachers to reflect on their role which is no longer of transmitting knowledge, but of guiding and being facilitators. Teachers tend to assist students in the process of learning, providing them with the necessary tools to perform different activities in a successful way. Jerome Bruner called this adult assistance "Scaffolding" (qtd in Wolkfolk 48). This has to do with giving information, prompts, reminders, and encouragement at the right time and in the right amounts, and then, gradually allowing students to do more and more on their own. That is, leading them to work independently so they can solve their own problems in the future.

From this point of view, it is important to look for alternatives that help us to lead our students to achieve successful language learning. I believe that promoting reading through the development of motivating tasks would allow us to help our students to enhance their ability to read, which would also help students to develop the ability to speak and write in the future, that is to be more competent in using the target language in real life communication.



2.3 THE COMMUNICATIVE APPROACH

2.3.1 INTRODUCTION

Although the goal of most of the methods proposed by applied linguists is for students to learn to communicate in the target language, in the 1970s educators began to realize that most students were not achieving this goal. Larsen- Freeman, states:

“Some educators observed that students could produce sentences accurately in a lesson, but could not use them appropriately when genuinely communicating outside the classroom. Others noted that being able to communicate required more than mastering linguistic structures” (121)

This reflection led applied linguists to propose an innovation in language learning methodology, syllabus and materials which engage students in meaningful language learning so that they become able to use the target language to communicate with others. In other words, applied linguists proposed what is called the Communicative Approach, which will be dealt with once we have made reference- although briefly- to those language approaches that preceded the communicative approach in history.

2.3.2 A BRIEF HISTORY OF LANGUAGE TEACHING METHODOLOGY

From the mid 1880s to the mid 1980s, language researchers' effort was directed towards finding an ideal method that could be used to teach students of a foreign language in the classroom successfully. As a result of this search, a succession of methods was proposed. The main objective of each of these methods was to find the best way to teach a foreign language. However, the results of classroom application have not been truly successful. These methods have had strong and weak aspects which have served as the starting point for the



creation of a new paradigm, discarding the negative aspects and adopting the positive aspects of the previous method.

In this work, a brief reference to each method will be discussed in the following paragraphs.

The Grammar Translation Method was used by language teachers for many years. It was traditionally called the classical method because it was first used in the teaching of the classical languages, Latin and Greek. Its focus is on grammatical rules, memorization of vocabulary and conjugations, translation of texts, and written exercises which do not help to enhance the students' ability to communicate using the target language.

Since the Grammar-Translation method was concentrated on the mechanical learning of grammatical structures and not on preparing students to use the target language communicatively, applied linguists felt the need for a new method. Thus the Direct Method became popular at the beginning of the twentieth century. The Direct Method has one very basic rule: "No translation allowed" (Larsen and Freeman 11). Its basic premise was that second language learning should be more like first language learning since it presented lots of oral interaction, spontaneous use of the language, no translation between first and second language, and little or no analysis of grammatical rules.

By the end of the first quarter of the twentieth century, the use of the Direct Method had declined both in Europe and In the United States. Most language curricula returned to the Grammar-Translation Method. However, by the middle of the twentieth century, the Direct Method was revived in the Audio-Lingual Method. This method was firmly grounded in linguistic and psychological theory. "It was thought that the way to acquire the sentence patterns of the target language was through conditioning, helping learners to respond correctly to stimuli through shaping and reinforcement" (Larsen and Freeman 35). Briefly, the Audio-Lingual



method was based on constant drilling followed by positive or negative reinforcement.

With the previous methods, the Audio-Lingual Method was criticized because of the fact that language is not a matter of habit formation, as the linguist Noam Chomsky argued, since drilling pushes toward the creation of utterances that people have never heard before (Larsen and Freeman, 53). Furthermore, learning a language does not mean learning grammatical structures and repeating them without errors, but goes further. It means being able to give and receive information using the target language.

The age of the Audiolingualism, with its emphasis on the rote learning of grammatical patterns, began to decrease when the Chomskian revolution in Linguistics turned linguists and language teachers towards the “deep structure” of language. Increasing interest in generative transformational grammar and focused attention on the rule- governed nature of language and language acquisition led some language teaching programs to promote a deductive approach rather than the inductive of the Audio-Lingual Method. The Cognitive Code Learning Approach was developed, focusing on rule explanation and reliance on grammatical sequencing of material. It meant a return to some of the practices of The Grammar-Translation Method. However, this language learning innovation was short lived because the exaggerated cognitive attention to the rules, paradigms, intricacies and exceptions of a language made language learning boring. Moreover, students could not achieve the real objective of language learning, which is to develop communicative competence.

However, the history of language learning had not reached its end; there was still much to do and people who were involved in second language research proposed a new methodology which recognized the importance of both cognitive and affective factors in second language learning. The Humanistic approach for language learning was proposed. According to Paul Lindsay, “the Humanistic



Approach is based on the proposition that learners bring their feelings as well as their reasoning to the task of language learning” (142). In other words, teachers who apply humanistic approaches in their classrooms pay serious attention to the affective part of the students and are concerned about reducing stress and anxiety in the learning situation.

Other important characteristics of the Humanistic Approach are that it focuses on group work, is concerned with the individual learner and enables the learner to achieve independence. It can be said that the influence of humanistic approaches has made teachers more aware of the need to develop fluency and be less concerned with accuracy. The best known humanistic methods are the Silent Way, Suggestopedia, Total Physical Response, Counseling Learning or Community Language Learning, and the Natural Approach. The mentors of these humanistic ways of learning - Gattegno, Lozanov, Asher, Curran and Terrel, respectively-proposed different techniques that they expected teachers apply in their classroom in order to create an atmosphere that is conducive to learning in groups, in which students can acquire the target language with plenty of comprehensible input and without worrying about making errors.

Here I consider it necessary to make a deeper analysis of one of the Humanistic Approaches, the Natural Approach, since it is in a certain way related to the use of reading as a source of comprehensible input which could equip students with vocabulary, grammar structures and content which could be used later in communicative situations.

To make reference to the Natural Approach, it is necessary to focus on the distinction that Krashen (1981) makes between two terms: acquisition and learning. While acquisition refers to the subconscious process of ‘picking up’ a language through exposure, learning refers to the conscious process of studying it (qtd. in Ellis R 14). For Krashen the process of second or foreign language learning should occur in the same way that children acquire their first language; that is, through a



rich exposure to the target language in oral or written form. This is what Krashen calls 'Comprehensible Input.'

Concerning this, Krashen and Terrel, in their book, *The Natural Approach*, believe that students must be provided with enough comprehensible input before leading them use the target language in communicative situations (Brown 108). In this approach the teacher must be the source of the students' input and the creator of interesting and stimulating variety of classroom activities like commands, games, sketches, and small group work. On the other hand, students do not need to say anything until they feel ready to do so.

Something important to mention here is that the Natural Approach, like the other approaches was developed by adopting techniques and activities from other approaches. It includes activities based on commands from Total Physical Response; Direct Method activities in which mime, gesture, and context are used to elicit questions and answers; group work activities that lead students to share information to complete tasks are often similar to the ones used in Communicative Language Teaching. From this point of view, the innovative characteristic of the Natural approach is not found in its techniques, but in the use of these techniques which engage students in comprehensible and meaningful practice activities which could eventually lead students to use the target language in real life communication.

As we have discussed, various methods have been proposed by different language researchers during the last century, and the goal of most of them was for students to communicate in the target language. However, the result has not been what they expected since students could produce sentences accurately in a lesson, but could not apply them appropriately in real life conversation outside the classroom setting. Larsen- Freeman, in the book, *Techniques and Principles in Language Teaching*, points out, "being able to communicate required more than



linguistic competence; it required communicative competence (Hymes 1971) – knowing when and how to say what to whom” (121).

This observation has led educators and material writers to propose a shift in the field in the late 1970s and early 1980s from a linguistic structure centered approach to a communicative approach, which I will deal with in the following paragraphs.

2.3.3 WHAT IS THE COMMUNICATIVE APPROACH?

The Communicative Approach, also called Communicative Language Teaching (CLT), aims primarily to enable the learner to become competent in the process of communication. It is a further development of the Functional Approach, and similarly places great emphasis on teaching basic communicative functions, such as requesting, describing, expressing likes and dislikes, etc., and makes students become aware of the need for appropriateness when talking and writing to people in terms of the kind of language they use (formal, informal, technical, etc.).

Paul Lindsay points out “The communicative approach stresses the importance of using language appropriately in social contexts. It is also focused on placing the learner in situations where real information is needed (where there is a so-called “information gap”) (342). In other words, the student needs to use language to gain knowledge for a particular purpose and not merely as an exercise in linguistic manipulation. From this point of view, applying the Communicative Approach in a language classroom implies using problem solving, and setting of tasks that actively engage the learner. Moreover, teachers who use the Communicative Approach in the classroom are aware that this approach emphasizes the need for the development of fluency and is less concerned with accuracy.

As we can see, it is difficult to provide a definition of Communicative Language Teaching since it is understood as a set of principles about the goals of language teaching: how learners learn language, the kinds of classroom activities that best



facilitate learning, and the roles of teachers and learners in the classroom. I believe that it is important to make reference to these goals in this work.

2.3.3.1 THE GOAL OF COMMUNICATIVE LANGUAGE TEACHING

Communicative Language teaching sets as its goal the development of communicative competence.

As we have said before, learning a language does not only deal with learning grammar structures; it goes further. It is being able to give and receive information using the target language, which is called communicative competence.

This term was coined by Dell Hymes (1967, 1972). He refers to communicative competence “as that aspect of our competence that enables us to convey and interpret messages and to negotiate meaning interpersonally within specific contexts” (qtd. in Brown 246). In other words, achieving communicative competence in a foreign language requires more than mere knowledge of English grammar and vocabulary; it requires skill in how to use English in communicative situations. For example, a person with communicative competence will know how to do things in English in real life situations such as making a purchase, asking for directions, persuading someone and expressing personal feelings, and will also know how to manage formal and informal language styles.

According to Canale and Swain, four different components or subcategories make up the construct of communicative competence: the first two subcategories, grammatical and discourse competence reflect the use of the linguistic system itself. The last two define the functional aspects of communication. (qtd. in Brown 246-247).

1. Grammatical Competence is that aspect of communicative competence that involves knowledge of vocabulary and of rules of morphology, syntax, semantics, and phonology.



2. Discourse competence is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances.
3. Sociolinguistic competence is the knowledge of the socio-cultural rules of language and of discourse.
4. Strategic competence, for Savignon, "it is the competence underlying our ability to make repairs, to cope with imperfect knowledge and to sustain communication through paraphrase, circumlocution, repetition, hesitation, avoidance, and guessing, as well as shifts in register and style" (qtd in Brown 247).

As we can see, communicative competence involves not only knowing the grammatical rules of a language but also knowing when, where, and with whom to use the language in a contextually appropriate way, which has become the main objective of the Communicative Approach.

2.3.3.2 HOW LEARNERS LEARN THE LANGUAGE IN COMMUNICATIVE LANGUAGE TEACHING

According to the theories of traditional methods, students were considered to be objects in the classroom, and the teacher had to direct the learning process. The students were expected to memorize conversations, grammatical rules, and perform drills which would lead them to learn grammar structures by heart. Subsequently, they would produce those structures without errors. During the last few decades, with the development of the Communicative Approach, teachers have started to see the process of language learning from a different perspective. Through the use of motivating tasks students are led to interact, cooperate, and be more responsible for their own learning.

2.3.3.3 ACTIVITIES USED IN THE LANGUAGE CLASSROOM

When the Communicative Approach is used in the classroom, the learning process is not based only on traditional practices like memorization of dialogues



and grammar structures, and performance of drills, but students are exposed to a rich variety of tasks like pair work activities, role-plays, group work activities and project work that help them learn the language and apply it in real life situations.

2.3.3.4 THE ROLE OF THE TEACHER AND LEARNER IN THE COMMUNICATIVE LANGUAGE TEACHING

The focus on communication proposed by this approach leads to a change of the role of teachers and students in the language classroom. The role of the teacher in the communicative approach is that of facilitator and guide; it is no longer the role of the all-knowing transmitter of knowledge.

Breen and Candlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities....A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational activities. (qtd. in Richards and Rodgers 167)

Students, on the other hand, are encouraged to construct meaning through genuine linguistic interaction with others. Breen and Candlin describe the learner's role within Communicative Language Teaching with the following words:



The role of learner as negotiator – between the self, the learning process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way. (qtd. in Richards and Rodgers 166)

2.3.4 TESTING IN COMMUNICATIVE LANGUAGE TEACHING

While in the past few decades, language testing was focused on the students' knowledge of vocabulary and grammar rules, contemporarily it is focused on what students can do with the language. With regard to this, Brown, in his book *Language Assessment*, points out, "By the mid-1980s, the language testing field had begun to focus on designing communicative language-testing tasks" (10). This implies that communicative language tests are used with the goal of measuring language learners' ability to use language to communicate in real life situations. To achieve this there must be an emphasis on the alignment of teaching approaches and content with related testing and assessment approaches. In other words, testing must be consistent with teaching aims.

This investigation is particularly focused on developing the students' reading comprehension which will be evidenced through a test which reflects what was done in class during the intervention.

To conclude, all these principles constitute the basis of the Communicative Language Teaching which for Richards and Rodgers is an approach that aims "a) to make communicative competence the goal of the language teaching and b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (155). The idea that one of the goals of Communicative Language Teaching is to develop listening, speaking, reading and writing has inspired me to propose this work, which is oriented to enhance the ability to read through the development of meaningful tasks which are



considered to be the vehicle to apply the Communicative Language Approach effectively in the classroom.

2.4 THE READING SKILL

2.4.1 INTRODUCTION

In a monolingual society like ours in which students do not have the opportunity to interact with people who speak English outside the classroom setting, it is necessary to look for alternatives that help students develop the ability to give and receive information using the target language. I believe that the development of the reading skill through the use of motivational tasks could help our students to gain access to further knowledge about the language, as well as develop the other language skills in a more effective way.

2.4.2 WHAT IS READING?

For Goodman, "Reading is a receptive language process. It is a Psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs" (Carrel et al. 12). There is thus an essential interaction between language and thought. This means that reading actively engages the mind. When we read we are not simply looking at the words; something else occurs in our brains. We try to understand the text, to make sense of the words, to reflect about the text, and we achieve this by constructing a relationship between the written sentences, paragraphs or passages and the knowledge, memories, and experiences that we have acquired through the interaction we have had with the physical world and with the society throughout our lives.



2.4.3 REASONS FOR READING

2.4.3.1 READING FOR DIFFERENT PURPOSES

If we think about everything we have read in the last few days either in our native language or in any other language, we will realize that we did it because we had a variety of reasons for doing so. David Cross, in his book, *A Practical Handbook of Language Teaching*, states that we read for pleasure (a novel), information (a railway schedule, a newspaper), knowledge (a scholarly journal or book), curiosity (a guide book), to satisfy a need (instructions for a new machine), and so on (255-256). This means that whenever we read, we read for a purpose. We often read novels and magazines to entertain ourselves. We might read the side of a cereal box to learn about the nutritional value of the product. Or, we might read the directions that come with a microwave oven so we can figure out how to use it. In the same way, when we want to know about the events in our country or in the world, we might read the newspaper or look for information on the Internet.

As an English teacher, as well as an English learner, I have realized that when we read without a purpose we cannot remember much of what we read. Therefore, we must be aware of the importance of setting a purpose for reading in the classroom through the selection of motivating reading material and tasks which enable students to focus better and to understand the text better. It is our obligation to encourage our students to set a specific purpose before starting to read so that they become engaged. Thus students can read to find the main idea, to determine the meaning of a new vocabulary word, to find specific information, etc.

2.4.3.2 READING FOR MEANING

Nuttall states, "You read because you wanted to get something from the writing. We will call this the message; it might have been facts, but could just as well have been enjoyment, ideas, feelings (from a family letter, for instance)" (3). This is to say, whatever your reasons for reading, it is not very likely that you are



interested in the pronunciation of what you read or in the grammatical structures used by the writer. You are interested rather in the message that the writer intends to convey beyond the printed words. You are interested in reading for meaning, which implies that the reader brings information, knowledge, emotion, experience, and culture, that is, schemata, to the printed word.

Mark Clarke and Sandra Silberstein capture the essence of schema theory:

Research has shown that reading is only incidentally visual. More information is contributed by the reader than by the print on the page. That is, readers understand what they read because they are able to take the stimulus beyond its graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Skill in reading depends on the efficient interaction between linguistic knowledge and knowledge of the world. (qtd. in Carrel et al 75-76)

2.4.4 READING SKILLS AND SUBSKILLS

As mentioned above, we do not read just for the sake of reading but because we have a reason to do so. Thus, it is important to set a purpose before reading. It tells us what to look for when we read; what we know about the text or the book so far; what information we have and what we are still missing. Depending on the purpose we have for reading, we are going to choose a different way to read. When we read a novel for pleasure, we usually begin by reading the first word and continue in a linear fashion until we are finished with the book. On the other hand, when we read a manual with instructions to use an electrical appliance, for example, we read only the information that we need to know; we do not read every word, but instead we scan the manual until we find the section that indicates the function we need to learn. The point is that we read texts differently for different purposes. This means that skipping details or scanning the text to find the information needed does not mean we did not read well; on the contrary, it means



we are using strategies to read in an effective way. Some of these strategies will be analyzed in the following lines.

First of all, it is necessary to mention that reading itself is a skill and that is developed through the application of different strategies which are called skills or sub-skills. Nuttall (1996); Harmer (1991); and Lindsay (2000), all make reference to a number of skills that readers employ when reading. For the purpose of this work which is oriented toward helping students to read more effectively and use the reading skill for the development of the other language skills, it is more important to focus this study on basic reading skills. Cyntia Boardman, in her booklet, "Reading Workshop," includes the following reading skills: previewing, main idea, skimming, scanning, vocabulary in context, and making inferences.

2.4.4.1 PREVIEWING OR PREDICTING

This reading skill is often overlooked, but it can be very valuable. As Boardman points out, "This reading skill allows the reader to get 'a feel' for the text" (5). In other words, through the development of appropriate tasks such as: look at the title, the subtitle, the picture, or through a conversation and try to predict what the text will be about, students' interest is raised and they become connected with the text. It can be said that the reader's sense and the knowledge he has about the world help him to predict what the writer wants to say beyond the words. Nuttall emphasizes, "prediction is important because it activates schemata: that is, it calls into mind any experience and associated knowledge that we already have about the topic of the text" (13). This implies that a reader who knows a bit about the topic of the reading will understand the text more easily than one who does not have any idea about the topic.

2.4.4.2 GETTING THE MAIN IDEA

Most of the time when we read a text we are not interested in understanding everything, but we try to extract what is important for us. The main idea of a



paragraph is what the author wants you to know about the topic. It is the broad, important idea that the writer develops throughout the paragraph. The main idea of a reading can usually be found in the first sentence of a paragraph or within the first paragraph of a longer reading. Of course, this is not always the case as main ideas can be at the end, in the middle or only implied.

2.4.4.3 SKIMMING

This skill gives the readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. Boardman states that the benefit of skimming a text ultimately is that the reader can decide whether or not to devote the time to reading the article because of desire or need (5).

2.4.4.4 SCANNING

Nuttall provides a clear overview of this skill. She points out, "By scanning we mean glancing rapidly through a text either to search for a specific piece of information (eg a name, a date) or to get an initial impression of whether the text is suitable for a given purpose (eg whether a book on gardening deals with a particular plant disease)" (49).

Based on the above definition, it can be said that scanning is a quick search for some particular piece of information in a text. The purpose of scanning is to extract specific information without reading through the whole text.

2.4.4.5 UNDERSTANDING VOCABULARY IN CONTEXT

Here it is important to make reference to Nation's and Krashen's theory about vocabulary acquisition. For Nation, the best way of acquiring vocabulary is through constant use, while Krashen states that the best way to acquire vocabulary is by reading for pleasure (qtd. in Lightbown and Spada 98-100). Taking into account the ideas of these authors, English teachers should be aware of the importance of



engaging students in activities that help them to develop the ability to deduce the meaning of unfamiliar words from the context in which they appear. This skill is key in making students avoid using their dictionaries all the time while reading.

According to Boardman there are many clues that help students to figure out the meaning of a word by its use in the context (10-11).

- Look at the Punctuation. Sometimes a synonym or definition of word comes after the word surrounded by commas or parentheses.

Examples:

I am *training*, or teaching, my dog how to sit up.

Do you want to go to the *shopping mall* (a place that has many stores)?

- Look at Capital Letters. Capital letters usually indicate the name of someone or something.

Example:

Kate is a member of *Greenpeace*.

- Look for and interpret *reference words* which cover all the devices that permit lexical relationship within a text. Words like *it, he, she, our, this, which, one* make reference to elements previously mentioned in a text.

Example:

A man was looking at the *apples* that a woman was selling in the market. *He* took them and left.

In the example above, the personal pronoun *he* and the object pronoun *them* make reference to the nouns *man* and *apples* respectively.

- Use your knowledge of the world. Instead of going to a dictionary, look around the word and see what the context is.

Examples:

Please bring me the *listings* so I can see what is on TV tonight.

Luke: Let's *hang out* at the café.

Laura: No, I have to do my homework.



- Be Aware of Discourse Markers. It is important to create awareness of discourse markers since many discourse markers in English signal relationship among ideas as expressed through phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance reading efficiently.

Although a complete list of discourse markers will not be displayed in this work, here are some common words that operate as discourse markers along with the meaning they convey:

Markers that signal sequence: *first, second, one, two, then, next, finally, in the first place, in the end, to conclude, etc.*

Markers that signal similarity: *equally, likewise, similarly, correspondingly, well, etc.*

Markers that signal result or consequence: *to summarize, so, as a result, consequently, hence, now, therefore, thus, as a consequence, in a consequence, etc.*

Markers that signal reason: *because, since, for, due to, on account of this, for this reason, etc.*

Markers that signal rephrasing: *in other words, i.e., that is to say, by this we mean, or rather, to put it another way, etc.*

Markers that signal contrast: *whereas, but, yet, on the contrary, by contrast, on the other hand, anyway, etc.*

Markers that signal addition: *besides, again, also, moreover, furthermore, in addition, above all, etc.*

Markers that signal example: *for example, for instance, thus, to illustrate this, eg, etc.*

Markers that signal unexpected information: *however, nevertheless, nonetheless, notwithstanding, though, yet, in spite of, at the same time, etc.*

2.4.4.6 MAKING INFERENCES

Reading comprehension is a complex process comprised of many different skills which help the reader to make sense of the words in a text. One of these skills is making inferences.



Cynthia Boardman makes the following description of inference,

The ability to infer the writer's true meaning from a passage is crucial if students are to fully understand a passage. Students read "between the lines" by using what is on the surface combined with their real world knowledge and experience. Students try to understand what the writer is saying. (17)

This means that the information that the reader needs to make sense of what he or she reads is not always explicitly stated. Consequently, the reader needs to go through to obtain implicit meaning of a written text on the basis of the information explicitly stated (words, sentences and ideas which make the text), and the reader's knowledge of the world.

2.4.5 INTENSIVE AND EXTENSIVE READING

To make reference to intensive and extensive reading, it is important to start by quoting this slogan, "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it" (Nuttall 128).

According to my own experience as an English learner as well as an English teacher, I have realized that in learning a second language in a society where students do not have the opportunity to practice English outside the classroom setting, it is very important that students be aware of the need of spending a lot of time reading. It is one of the best instruments we have inside our classroom, and outside, to help students improve their English. Through reading students can enhance vocabulary, their knowledge of grammar structure and learn more about the culture of the English speaking countries; These will be used later to improve their speaking and writing.



The purpose of this research is to lead students to read better, that is, to read faster and to make sense of the words. To achieve this, it is necessary to promote their interest in reading in the classroom, and outside it. In other words, it is necessary to promote intensive and extensive reading which Nuttall says “are complementary and both are necessary” (38).

2.4.5.1 INTENSIVE READING

Here it is important to take into account the description that Nuttall makes of intensive reading:

Intensive reading involves approaching the text under the guidance of the teacher or a task which forces the students to focus on the text. The aim is to arrive at an understanding, not only of what the text means, but of how the meaning is produced. The “how” is as important as the “what”, for the intensive lesson is intended to train strategies which the student can go on to use with other texts. (38)

This implies that when intensive reading is practiced in the classroom, we often have other reasons for the intensive reading of texts, such as developing reading skills like to infer meaning of new vocabulary and gain understanding of new words in context; to identify main ideas; to examine the use of specific grammatical features like verb tenses or forms (for example, reading a text designed to highlight uses of the past tense); to learn about discourse markers like such as, most of all, important to note, especially, etc.

2.4.5.2 DEFINITION OF EXTENSIVE READING

Various definitions of extensive reading have been provided by different authors reading. According to Carrel and Carson, extensive reading generally “involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being



read than on the language” (qtd. in Schökhuber 1). Although this definition provides an overview of extensive reading, it is important to take into account what other authors say about this reading approach. Paul Lindsay offers the following description of extensive reading:

Reading fluently to get the gist or general understanding of a text is called extensive reading. Extensive reading is often done individually for the purpose of enjoyment, with little teacher involvement. This type of reading is important because it adds to and widens the learner’s exposure to the language. Extensive reading aims at acquisition rather than conscious learning, at fluency rather than accuracy (169).

In the same way Richards and Schmidt point out “extensive reading means reading in quantity and in order to gain a general understanding of what is read” (193).

As we can see, although researchers and educators have not agreed on one and the same definition of extensive reading, most of them share the idea of extensive reading as reading a lot for getting the message of the text.

Though intensive and extensive reading has been analyzed as two separate approaches, it is important to be aware that they are “complementary and both are necessary” (Nuttall 38) to help students achieve successful reading.

2.5 TASK-BASED APPROACH

2.5.1 INTRODUCTION

As we have mentioned before, language teachers and educators have been constantly striving to find the best way to achieve successful language learning which will allow students to use what they have learned in class in real life communication. However, traditional methods which have been focused on leading students to master grammatical structures and produce only what they were taught



have not helped students to use the knowledge they received in class (grammatical structures and lists of decontextualized words) in communicative situations.

There was a need to find new approaches which lead students to construct their own knowledge, concerning to language learning, to construct meaning of the words by participating in the process actively. So, language teachers began to develop communicative activities in the classroom which allow students to interact and use the target language in a meaningful way. As a result of teachers' concern for promoting meaningful activities in the classroom and language researchers' investigation of patterns of interaction, a new language approach emerged in the 1980s, the Task-Based Approach. For Jane and Dave Willis, "this approach takes a fairly strong view of the Communicative Language Teaching" (20) since it is based on several principles that form part of the Communicative Language learning. For example:

- Activities that involve real communication are essential for language learning.
- Activities in which language is used for carrying out meaningful tasks promote learning.
- Language that is meaningful to the learner supports the learning process

(qtd. in Richards and Rodgers 223)

With these antecedents, let's examine how the Task-Based approach originated.

2.5.2 HISTORY OF THE TASK- BASED APPROACH

The idea of getting students to acquire a second or foreign language by doing tasks was developed by applied linguists like Allwright (1970) and Prabhu (1980). These linguists did not agree that a second or foreign language could be acquired by memorizing grammatical structures. For Allwright, students learn the language



by developing meaningful communicative activities using the target language rather than learning grammatical structures. He points out that “the more they do this the better they become at using the language” (qtd. in Harmer 34). In the same way, Prabhu suggested, “If the emphasis in class was on meaning, the language would be learned incidentally” (qtd. in Harmer 35) He developed the ‘Procedural Syllabus’, which consists not of language items, but of tasks requiring increasing use of language. His idea was to present students tasks and make them feel actively engaged in solving the tasks.

2.5.3 DEFINITION OF TASK-BASED LANGUAGE TEACHING

The points of view previously expressed are summarized in the following definition of the Task-Based Approach that Nunan provides us in his book *Second Language Teaching and Learning*, “Task- based language teaching is an approach to the design of language courses in which the point of departure is not an ordered list of linguistic items, but a collection of tasks” (24). In other words, this approach leads students to acquire the target language by being active participants in the class rather than being receptors and reproducers of grammatical structures. They have the opportunity to carry out activities through interaction with their partners, that is, they learn by doing.

As the term “task” is the core of this approach, it is important to better understand the meaning of this term.

2.5.4 DEFINITION OF “TASK”

Long defines “Task” in the following terms:

A task is a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a



patient, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road, in other words, by 'task' is meant the hundred and one things people do in everyday life, at work, at play, and in between.(qtd. in Nunan 5)

Long's definition provides an overview of the term "Task". If we stop to think for a moment about our daily life, we will realize that it is based on the development and completion of tasks. Furthermore, the tasks we perform everyday lead us to fulfill our goals; they are fundamental in human life.

If our daily life is based on the development of tasks, it is undeniable that tasks also constitute the means teachers must use to help students achieve their goals in the classroom. In terms of language learning, through tasks, students have the opportunity to use the target language in a meaningful way which helps students to fulfill one of the conditions of learning.

It is also important to make reference to the definition that Nunan and other applied linguists provide about the pedagogic task.

2.5.5 DEFINITION OF PEDAGOGIC TASK

Nunan, in his book, *Designing Tasks for the Communicative Classroom*, states that a communicative task is "a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form" (10).

For Jane Willis, tasks "are always activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome" (23).

Another definition of "task" provides Skehan with the following terms:

"Tasks [...] are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally



bear some resemblance to real-life language use” (qtd in Richards and Rodgers 20).

For Prabhu, a task is “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allow teachers to control and regulate that process” (qtd. in Richards and Rodgers 233)

Although the authors cited above define “task” in different ways, they all focus their attention on the fact that tasks involve the use of language to communicate. In other words, with the task-based language teaching approach students do things in class that they can do in real-life situation. For example, students learn to fill out a form, to reserve a table at a restaurant, to make a telephone call, etc. Nevertheless, to ensure that students do these activities effectively, it is important to design tasks in an appropriate way. It is not a matter of providing students with mere instructions; rather, it is necessary to be aware that tasks should be adapted, selected, designed, or modified taking into account their components. According to Nunan, the components of a task are the goals, the input, the activities, and the roles for teacher and learner (47).

2.5.6 COMPONENTS OF A TASK

The Goal of a task is what we expect to achieve when we engage students in a task. For example, in this work students will develop the reading skill through the development of tasks. In other words, the students will learn to acquire information from different reading sources in the target language, and use this information in some way.

Input refers to the wide range of sources that provide data for communicative tasks. When dealing with reading, it is important to expose students to a wide variety of texts and engage students in tasks that lead them to feel motivated to read in the target language and use the information in everyday situations. This implies that texts should be selected taking into account the students’ needs,



interests, and proficiency level so they feel happy with their achievement. To do so, we can use recipes, letters, articles from newspapers or magazines, advertisements, brochures, menus, short stories, poems, songs, plays, forms, labels of different products (Hover qtd in Nunan 53).

Activities. Besides exposing students to data, it is important to engage them in meaningful activities which specify what students will actually do with the input.

With regard to activities, Nunan states three characteristics that activities should have: authenticity, skill use, and fluency/ accuracy (59).

When we mention the term authenticity, we make reference to the fact that students should be required to do in class what they will actually do outside it. Another important characteristic of activities is that they should be designed to help students to develop and use language skills in real-life communication. Concerning accuracy and fluency, it is important to say that when we work with monolingual classes, our effort must be oriented toward motivating students to communicate in the target language. Therefore, our teaching practice must not be focused on the correction of errors; rather, we must encourage students to use the target language without fear of making mistakes. Concerning this, Jane Willis states, "fluency in communication is what counts" (24).

The Role of Teacher and Learner. Taking into account that the Task-Based Approach draws on the principles of the Communicative Language Approach (Richards and Rodgers 223), in the Task-Based Approach the learner is an active participant in the language-learning process since students learn how to use the language creatively and how to respond appropriately in different communicative situations. Moreover, in the Task-Based Approach, students are given the opportunity to work things out for themselves, rather than simply being given the principle or rule. Richards and Rodgers state, "students become risk-takers and innovators"(235); that is, in Task-Based Reading students are worried about



creating and interpreting messages using their previous knowledge rather than being worried about errors.

With the Task-Based Approach, the teacher assumes the role of a facilitator. He or she engages students in language learning through the use of motivating tasks and instructions. Moreover, the teacher is the person who selects and sequences the tasks, taking into account the students needs, interests and language skill level.

2. 5.7 THE SEQUENCE OF TASKS IN THE READING CLASS

Second language acquisition implies lots of oral and written exposure. However, in a monolingual society like ours in which students hardly rely on oral exposure, it is necessary to expose our students to written texts which constitute a rich source of sentences, words, ideas, descriptions, etc. When students have the opportunity to read in class, it does not make sense to get them to read just any text and answer some questions, as many teachers even currently tend to do. It is important to choose reading texts by taking into account the students' interests and provide them with motivating tasks that engage students in the reading process and lead them to read effectively.

Nevertheless, when our goal is to help students to develop the reading skill through tasks, we must be aware that task-based learning is not just about getting students to do a series of isolated tasks; but they must also be organized following a sequence so that the tasks that students carry out at the beginning constitute the basis for subsequent tasks.

For the purpose of this work, we will consider certain patterns of the Task-Based Framework that Willis (38-66) describes in her book, *A Framework for Task-Based Learning* because I consider it can be adapted to any reading. It includes three stages: pre-task, task cycle, and language focus.



Pre-task

This stage deals with the introduction of the topic to the class. Pre-task activities are oriented to motivate students to do the task about the introduced topic. The task or tasks introduced at this stage will lead students to activate their knowledge about the topic. At this stage students are also encouraged to do tasks that familiarize them with words or phrases that will be useful during the lesson. In short, it is the warm-up stage that helps to raise the students' interest in the topic. This implies that teachers must do their best to select, adapt or design pre-tasks activities so that students feel engaged.

Task cycle

This is the stage in which the construction of students' knowledge occurs. Willis describes three components of the task cycle: task, planning and report (53):

Task. During this stage students have the opportunity to work in group or in pairs in order to complete the task. The teachers' role as monitor should be emphasized at this stage. The teacher is involved in setting out tasks, ensuring that the students can understand the instructions, and setting the appropriate time limit.

planning. Once students do the task, they prepare a report to tell the class about their findings. This stage, in which students prepare their presentation, leads them to work with autonomy and acquire more responsibility, while the teacher becomes an advisor rather than a critic of students' errors.

The report stage. At this stage, students have the opportunity to present the results of their work. The role of the teacher here is to acknowledge the effort students make and encourage them focusing on the positive things students do rather than correcting errors. The teachers' positive attitude will motivate students to keep on with the good work.



Language Focus

It is undeniable that learning a second or foreign language implies learning grammar forms. Therefore, with task-based reading, language points and grammar cannot be neglected. According to Willis' Task-Based Framework, once students have made sense of the reading through the developed tasks in the first and second stage, they are provided with tasks oriented to help them to discover and use new grammar structures based on their previous knowledge about language forms. In other words, at this stage, students learn grammar in context.

Briefly, it can be said that applying task-based activities in the reading class is not a matter of asking students to do one task after another; instead, teachers have to be aware that it is a process in which the three reading stages: before reading, while reading, and after reading, have to be considered in order to engage students in the reading process.

2.5.8 PRINCIPLES OF TASK DESIGN

Even though most of the time teachers tend to select or adapt tasks to different topics because of the lack of time, the opportunity to design tasks does exist. If that were the case, Nunan makes reference to three principles that task designers must take into account:

- The authenticity principle
- The form/function principle
- The task dependency principle (26)

1. The Authenticity Principle

Nunan points out "Learners should be fed as rich a diet of authentic data as possible, because, ultimately, if they only encounter contrived dialogues and listing texts, their tasks will be made more difficult" (27).



According to my own experience as an English teacher, I have realized that in a reading class, students feel more motivated to read when they are provided with texts that are related to their everyday lives. Thus, they feel more pleased to read the lyrics of a song, a poem, a recipe or topics that are of general interest like sports, music, fashion, environment, health, etc., than when reading a text about a topic that has nothing to do with their interests. In other words, it is important to select reading topics relevant to the students and engage them in tasks that lead them to apply what they do in class in the outside world.

2. The Form Function Principle

According to Nunan, "When designing tasks, the second key consideration concerns teaching language in ways that make form and function relationship transparent" (28).

As we know, activities in traditional language teaching (and even in some current language classrooms) were focused just on teaching language forms, which for Jack C. Richards did little to help learners see how the structures could be used meaningfully in context (265-267). However, with the development of the Communicative Language Approach and Task-Based Learning, the emphasis of language learning is on the development of common communicative functions such as how to greet someone, how to ask for directions, and how to extend an invitation. In other words, according to new language approaches, it is important to use a variety of techniques that help students become aware of language and how it is used.

3. The Task Dependence Principle

Nunan, in his book, *Second Language Teaching and Learning*, states "Each succeeding task in the instructional sequence flows out of, and is dependent on the one that precedes it" (30).



According to the Task Dependence Principle, when task sequence is designed, it is important to introduce the tasks in such a way that the tasks that are presented first provide students with language and content which will enable students to carry out the subsequent tasks. In task-based reading, the tasks that are presented in the pre-task stage help to tune in students in the topic and provide them with vocabulary and content which allow students to work with the next tasks more effectively.

Now that we have seen some principles that we have to take into account when designing tasks, it is necessary to make reference to the kinds of tasks we can adapt for a reading lesson.

2.5.9 TYPES OF TASKS

For the purpose of this work I consider necessary to make reference to two task taxonomies: the six tasks categorized by Willis (26-28) and the classification of tasks provided by Pica, Kanagy and Falodum (qtd in Richards and Rodgers 234).

As mentioned before, Willis provides six types of tasks which “could be adapted for use with almost any topic” (26).

1. Listing. Students work individually or in groups to gather facts about a topic by brainstorming, researching, and interviewing. This provides plentiful data and activates their background knowledge and experience of the topic.
2. Ordering and Sorting. Students sequence or rank the facts, vocabulary, or ideas about a topic in a meaningful order.
3. Comparing and Contrasting. Students point out the similarities and differences in the information they have gathered.
4. Problem-solving. Students create and evaluate a hypothesis related to a problem and analyze possible solutions.



5. Sharing Personal Experiences. Students engage in conversations and discussions about topics that have personal relevance.

6. Creative Tasks and Projects. Students collaborate to produce a written, oral, or multimedia project that summarizes the important things they have learned from task-based work.

These activities allow language teachers to organize group or pair work. Besides, they help students to overcome the fear of communicating that they tend to feel in the classroom setting and to be better prepared to communicate in real life situations. Particularly in a reading lesson, these tasks could help students to develop important reading skills, like highlight the important part of a message, guess meaning, make inferences, and so on.

Pica, Kanagy, and Falodum propose another classification of tasks according to the type of interaction that occurs during the development of the task.

1. Jigsaw tasks. Students work in groups and share information. It helps the whole group to understand the text in a cooperative way.
2. Information-gap Tasks. Students negotiate and find out the missing information to complete an activity.
3. Problem-solving tasks. Students encounter a problem and their work is to find the solution.
4. Decision-making Tasks. Students encounter a problem which has different possible solutions. Through negotiation and discussion students choose the appropriate solution.
5. Opinion Exchange Tasks. Students are involved in discussion and exchange of ideas.

(Richards and Rodgers 234)



As we can see these tasks can also be adapted to a reading lesson in order to lead students to work in an active, participative, critical and cooperative way.

2.6 READING AS A SOURCE OF GRAMMAR, VOCABULARY AND CONTENT

As this study is oriented to help students develop reading skills through task-based activities, we cannot overlook the value that reading has in language acquisition. Christine Nuttall states "Reading widely is a highly effective means of extending our command of language." In other words, second language acquisition demands lots of language input and one of the ways of providing language input is reading because it constitutes a source of vocabulary, grammar and content.

Concerning vocabulary, it is important to emphasize the value that Krashen gives to reading. He considers reading as "an important source of comprehensible input for language acquisition" (64). Furthermore, he points out that "the best source of vocabulary growth is reading for pleasure" (qtd in Lighbown and Spada 100-101). This means that learning to read in a second language centrally involves learning or acquiring vocabulary. However, it is important to emphasize here that when we say learning vocabulary, it does not mean learning single words in isolated way, but learning words together with other words; that is, in context. Regarding to it Jeremy Harmer states "Through reading we can teach students what words mean and how they are used; we need to show students words being used together with other words in context" (24).

With regards to grammar, we can say that through the rich language environment that reading offers, readers can acquire an implicit command of different language structures. In other words reading could lead students to discover grammatical structures by themselves, avoiding the exhaustive explanation of rules given by the teacher. Harmer states that reading is important since through the use of reading and engaging tasks, students become more aware of language and how it is used. Briefly, I can say that through reading



students have the opportunity to learn grammar in context, that is, as it is used in real communication.

Up to now we have seen that reading serves as a vehicle for learning vocabulary and grammatical structures. Now it is time to make reference to the real purpose of reading, that is, to provide readers content about an infinite number of things. As Alan Cunningsworth points out, “reading is a means through which one’s experience is enriched and widened. It could well be presented as a window ‘on the world’”(59). The content that reading provides to the reader becomes background knowledge which facilitates the understanding of texts. Nunan, in his book, *Language Teaching Methodology*, points out that “schema theory suggests that we need to utilize information not explicitly contained in the text to comprehend more texts adequately”(73). In other words, we can understand the text when we have already read or heard about the topic we are reading, which constitutes our background knowledge. In short, background knowledge can be considered the key ingredient for reading comprehension; but, at the same time, reading can be considered one of the main sources of background knowledge.



CHAPTER 3

METHODOLOGY

3.1 Participants

This investigation was carried out at Luis Cordero High School in Azogues. The subjects for the study were 40 fifth-year students. There were 29 females and 11 males. Their ages ranged from 15 to 16 years old. This group of students is studying the specialization of Biochemistry.

In Ecuador, English is compulsory for all secondary schools. This means that all the participants in this study have learned English for at least 4 school years. Normally they have five, forty-minute periods of English class each week. However, it is important to mention that some students have learned English for more years as they have had English classes since they were in primary school. Therefore, some of these students could be classified as beginners and others as low intermediate.

3.2. Materials

The materials used to gather information in this study consisted of a reading pre-test and post-test, which were gathered both before starting the study and after the study. The study lasted fourteen weeks, equivalent to seventy class periods. The students attended the reading lessons five periods of 40 minutes each week. The main objective of the reading pre-test and post-test was to measure the students' reading ability as well as the management of the basic reading skills: skimming, scanning, deducing meaning from context, reference words, and inference.

The students were given a reading comprehension test (See Appendix A), which consisted of three reading passages in order to get more reliable results. The first passage was a narrative text about a person's constant dream adapted



from Strategic Reading 1 by Jack C. Richards and Samuela Eckstut-Didier; the second passage was a narrative text about scientists looking for the possibility to give people a second chance to live, adapted from True Stories by Sandra Heyer; the third passage was an expository text which discussed obesity among American people, adapted from Strategic Reading 3 by Jack C. Richards and Samuela Eckstut-Didier. The time allowed for the test was 60 minutes. During the pre-test almost all the group of students used the entire time to do the test. However, when they performed the post-test, it could be seen that most of them finished the test between 45 and 50 minutes.

Both the pre-test and post-test were graded over 50 points (See Appendix A). These 50 points were divided into the following scores:

Text 1 = 17 points

Text 2 = 16 points

Text 3 = 17 points

Each Text included five items oriented to evaluate the development of basic reading skills previously mentioned. In other words, it was used to verify whether the main objective of this study was achieved or not.

In addition, two questionnaires were applied (Appendixes B and C). The first one was applied during the study. It let me visualize the level of difficulty that students faced during the reading experience, and led me to take the necessary steps to provide help to the students who found it difficult to complete the different tasks. The second questionnaire was applied at the end of the study to see how effective it had been. Thus, questions 4, 5, 6, 7, 8 make reference to the development of the reading skills. Briefly, these questionnaires allowed me to understand the students' attitude towards the task-based reading instruction.



3.3 Procedure

The purpose of this investigation was to develop basic reading skills through the use of reading tasks in the English class. The following procedures were followed in order to accomplish the purpose of this study:

First, the reading comprehension pre-test (Appendix A) was given to the students before starting the study, after some modifications had been made in response to some recommendations on the part of my thesis advisor. The pre-test was applied to see the students' performance before the study, as compared to his or her performance after the study. The pre-test included three reading passages followed by five questions with different number of items. The questions were based on the examined reading skills of skimming, scanning, inferring, deducing meaning from context, and identifying reference words. For this pre-test, the students were asked to read the instructions and clarification was made by the teacher when it was necessary. Students had 60 minutes to take the pre-test.

Second, the 40 participants of this study had reading lessons for five, forty-minute periods a week. The study lasted for fourteen weeks.

For this study, I organized a reading program centered on the students; that is, taking into account the students needs and interests. To get this, I chose a group of students which became the sample for the selection of the reading topics. There were different suggestions, some of which have been displayed in Appendix D. They did it in Spanish because they felt more comfortable doing so.

Taking into account the students interests, I selected different texts from books and, especially, from the Internet. The topics were about famous people, celebrations, medicine, tourism, environment, natural disasters, food, films and music (See Appendixes E through O). Authentic texts were selected in order to let students come into contact with "the type of language which they will encounter outside the classroom" (Nunan 216).



Third, the reading tasks were designed and adapted based on some parameters of Willis's Task-Based Framework for the three phases of reading: before reading, while reading and after reading (Nuttall 64), taking into account the students' language proficiency so they were involved in the learning process. The tasks were oriented to develop the reading skills previously mentioned.

During the first phase, students developed predictive tasks that helped them to become familiar with the topic. At this stage visual aids and questions were used in order to activate the students' background knowledge, which can have a great effect on reading comprehension. Immanuel Kant claimed as long ago as 1781, "new information, new concepts, new ideas can have meaning only when they can be related to something the individual already knows" (qtd. in Carrel et al 73). In addition, at this stage students were given tasks that led them to deduce the meaning of words using contextual clues. This meant a change in the way they used to learn vocabulary as they were accustomed the teacher to translate the words from English to Spanish.

During the second stage, the students developed different types of tasks with a purpose in mind; students had to read to identify the main idea, to provide specific information, to give details, to infer, and to identify reference words. In addition, students were organized in pairs or small groups so they report their findings to the classroom or tell their answers to the question. Furthermore, at this stage, students had the opportunity to reflect and tell the class what they had done.

At this stage the students' confidence grew when they realized they could do something by themselves in cooperation with their classmates, (Vygotsky and Feurstein qtd. in Williams and Burden 39).

During the third phase, it is important to highlight the projects students performed in small groups. During this stage students had the opportunity to use what they had learned and produce something new, the real goal of a task. For example, after reading about Valentine's Day, they had to write a card to a friend.



Similarly, after reading about the environment, they had to prepare a collage about environmental problems in the cities and possible solutions. Also, after reading a text about medicine, they prepared a role-play called “At the doctor’s office”. These activities gave students a sense of triumph.

Furthermore, the realization of these projects led students to integrate the reading skill with the other language skills, and consequently to improve language learning.

Something to consider here is that through task-based reading, students had the opportunity to work in pairs or small groups to achieve the goal of the task. It is important to emphasize that the role of the teacher at this stage is of a guide and time keeper (Willis 40). In other words, I was not the person who spoke all the time, but my work was focused on helping students to understand the tasks, making sure that all pairs or groups were doing the right task, and encouraging all students to work, no matter how poor their language was.

Finally, it is necessary to mention that in task-based reading lessons, language points and grammar cannot be neglected. Thus, when students found new grammar structures that made it difficult to understand the text, it was necessary to clarify them with more examples in real contexts.

Fourth, the same test applied before the study was applied after the study in order to measure the effects of the investigation.

Fifth, in addition to the pre-test and post-test, two questionnaires were applied during the process and after the process in order to understand the students’ feelings and attitude towards the task-based reading instruction and to evaluate the effectiveness of the study.

Finally, the results of the study were displayed in statistical tables and graphs for their subsequent interpretation.



CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

This study was focused on the application of The Task-Based Approach in developing basic reading skills of skimming, scanning, inferring, deducing meaning from context and identifying reference words.

The instruments used to gather the information were a reading comprehension pre-test and post-test which were applied before starting the study and after the study. Therefore, each student received two scores (pre-test and post-test), which let me know if the improvement following the study was significant. The reading pre-test and post-test included three passages followed by 5 questions with different numbers of items. The questions were based on the discussed reading skills. Furthermore, students were given two questionnaires (See Appendixes B and C). The first one was applied during the study in order to take the necessary correctives to help students achieve a better performance in the study, and the second one was applied at the end of the study to evaluate how effective the study had been.

The scores obtained from the test were analyzed in order to answer the research hypothesis; that is, to see whether the application of The Task-Based Approach in the reading class helps students develop their reading skills.

The tables and graphs below show the results from the investigation. First, there is an analysis of the results of the scores achieved by the students in each text of the pre-test; these questions examined the reading skills of skimming, scanning, inferring, deducing meaning from context and identifying reference words. Then, there is an analysis of the scores obtained by the students in the post-test. Finally, there are some tables and graphs that show a comparative analysis of the results obtained between the pre-test and post-test.



4.1 RESULTS OF READING COMPREHENSION PRE-TEST (Text 1)

TABLE 1. Score obtained
in SKIMMING (Text 1).

Value (1)	Students
0	28
1	12

The table above shows the score obtained by the students in SKIMMING, which was assigned a value of 1 point.

The percentage of students giving the correct answer was calculated and displayed in the pie chart below.

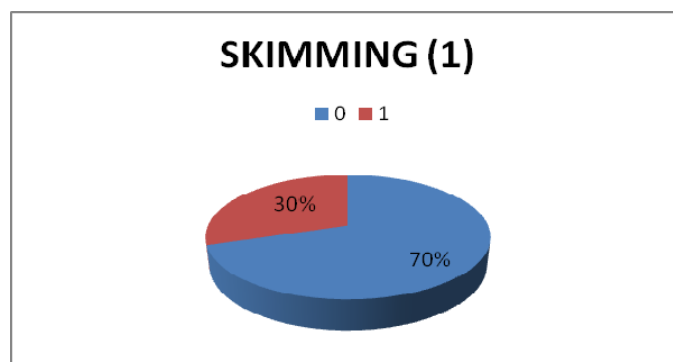


Fig.1 Graphical representation of scores obtained
in SKIMMING (Text 1).

As seen in the pie chart, 30% of the students correctly answered the question related to SKIMMING, while 70% of students didn't give a correct answer. This shows that most of them had problems in this area.



TABLE 2. Score obtained in SCANNING (Text 1).

Value (4)	Students
0	0
1	8
2	20
3	12
4	0

This table shows data concerning the second question which dealt with SCANNING. This question was worth 4 points.

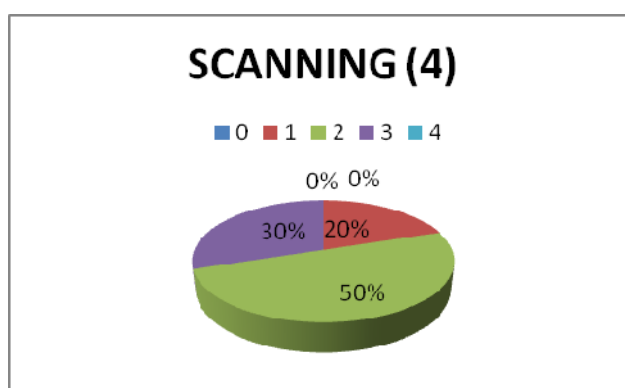


Fig. 2. Graphical representation of scores obtained in SCANNING (Text 1).

As seen in the pie chart above, from the four items of this question which make reference to the students' ability in SCANNING, only 30% of the participants were able to provide three correct answers; and 0% of students were able to make 4 correct answers after the 3. This indicates the students' weakness in this reading strategy.



TABLE 3. Score obtained in
INFERENCE (Text 1).

Value (3)	Students
0	14
1	20
2	5
3	1

The results displayed in the table above are related to INFERENCE. This question had a value of three points.

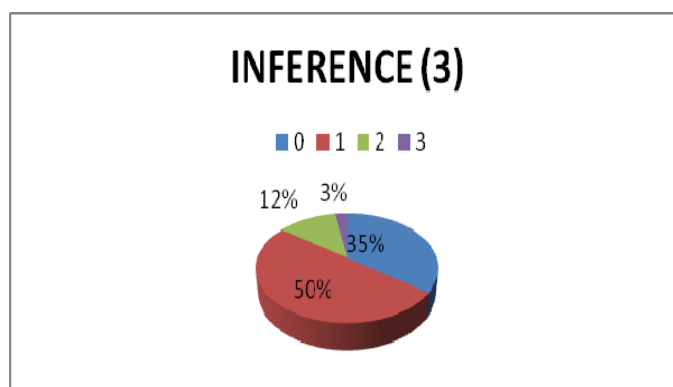


Fig.3 Results obtained in INFERENCE (Text 1).

The data in the above pie chart shows that only 3% of students were able to provide all the correct answers, which indicates the problem that students had with inferring information from a text.



TABLE 4. Score obtained in identifying
REFERENCE WORDS (Text 1).

Value (4)	Students
0	30
1	3
2	2
3	4
4	1

The above table shows the results obtained in the fourth question which is related to the students' ability in identifying REFERENCE WORDS. This question had a value of four points.

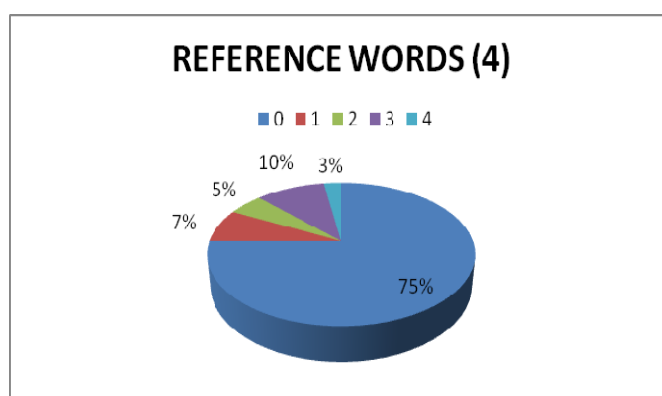


Fig. 4. Graphical representation of results obtained
in identifying REFERENCE WORDS (Text 1).

The pie chart above shows that 3% of the students were able to give all the correct answers to this question, which indicates the difficulty that students had with identifying reference words.



TABLE 5. Results obtained in DEDUCING MEANING FROM CONTEXT (Text 1).

Value (5)	Students
0	4
1	3
2	16
3	17
4	0
5	0

This table shows the results concerning the fifth question which has to do with the reading strategy called DEDUCING MEANING FROM CONTEXT. It was evaluated over 5 points.

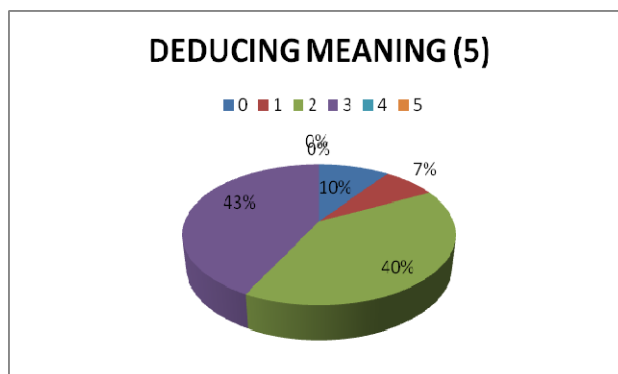


Fig.5. Representation of the results obtained in DEDUCING MEANING FROM CONTEXT (Text 1).

As seen in the pie chart above, from the five items of this question which make reference to the students' ability in DEDUCING MEANING FROM CONTEXT, only 10% of the participants were able to provide four out of five correct answers. This reflected the students' weakness in this reading strategy.



Finally, analyzing the averages obtained by the students in the evaluated reading strategies in the reading pre-test (Text 1), the following results were obtained:

TABLE 6. Averages obtained in each reading skill (Text 1).

	SKIMMING (1)	SCANNING (4)	DEDUCING MEANING (5)	INFERENCE (3)	REFERENCE WORDS (4)
Averages	0.3	2.1	2.15	0.825	0.575

A graphical representation of the above results is:

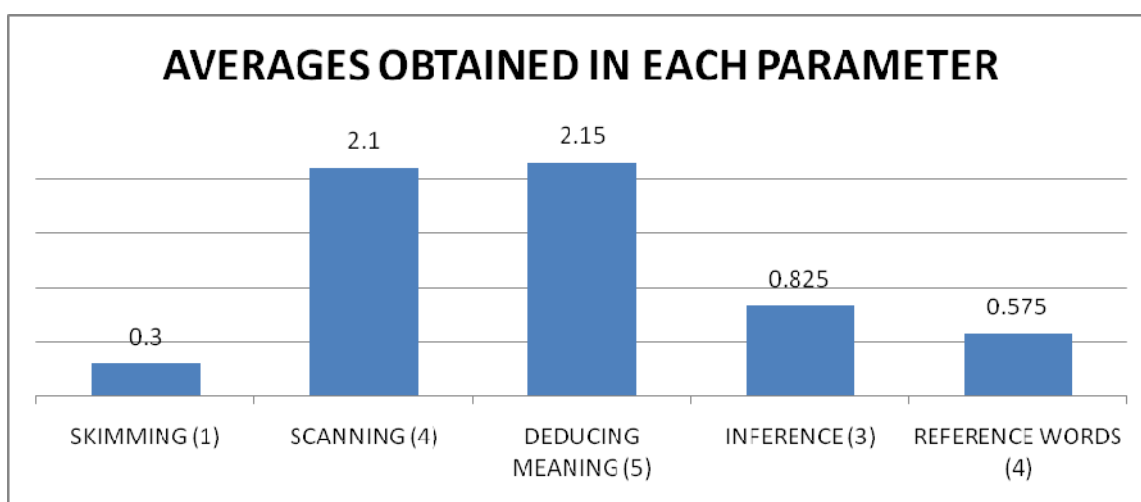


Fig. 6. Averages obtained in each reading skill (Text 1).

The information displayed in the bar chart above shows that the average achieved by the students in each reading skill in Text 1 of the pre-test was low. This indicates that the students had problems in these areas, and especially, in skimming, inferring, and identifying reference words.



RESULTS OF PRE-TEST (Text 2)

TABLE 7. Score obtained in SKIMMING (Text 2).

Value (1)	Students
0	29
1	11

The table above shows the results concerning question one, which makes reference to SKIMMING. It was evaluated over one point.



Fig.7. Graphical representation of results obtained in SKIMMING (Text 2).

The pie chart above shows us that 72% of the participants of this study had difficulty in SKIMMING, which is considered to be one of the basic reading strategies.



TABLE 8. Score obtained in SCANNING (Text 2).

Value (5)	Students
0	0
1	3
2	15
3	21
4	1
5	0

The table above shows the results obtained in the second question which is related to the students' ability in SCANNING, and which was evaluated over five points.

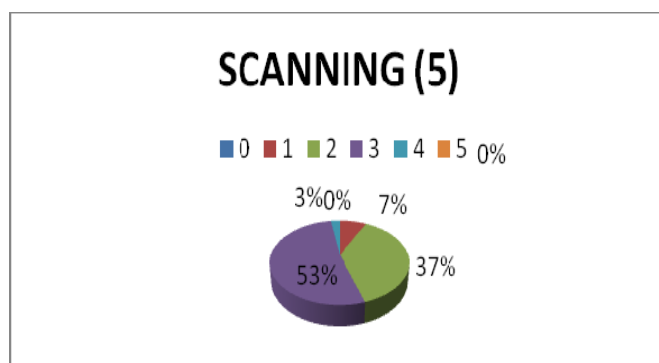


Fig. 8. Graphical representation of the results obtained in SCANNING (Text 2).

As seen in the pie chart above, from the five items of this question which makes reference to the students' ability in SCANNING, 0% of the participants were able to provide all the correct answers. This indicates the difficulty that students had with this reading strategy.



TABLE 9. Score obtained in INFERENCE (Text 2).

Value (2)	Students
0	10
1	20
2	10

The above table shows the score obtained in the third question which was related to INFERENCE. This question was evaluated over two points.

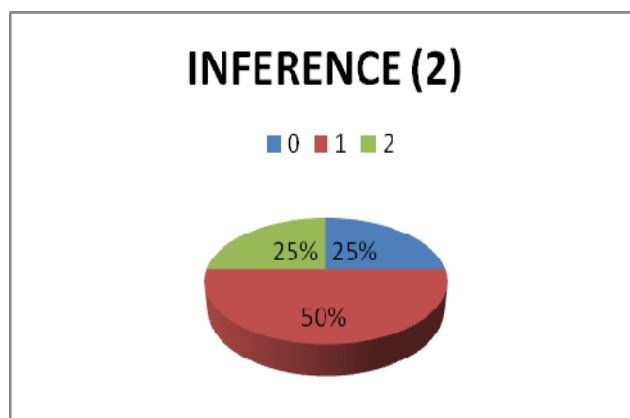


Fig.9. Graphical representation of the results obtained in INFERENCE (Text 2).

As seen in the pie chart above, 75% of the students were unable to give the right answers, which indicate that students had difficulty with this reading strategy.



TABLE10. Score obtained in
DEDUCING MEANING (Text 2).

Value (4)	Students
0	9
1	5
2	15
3	10
4	1

The above table displays the results obtained in the fourth question, which had to do with DEDUCING MEANING FROM CONTEXT. It was evaluated over four points.

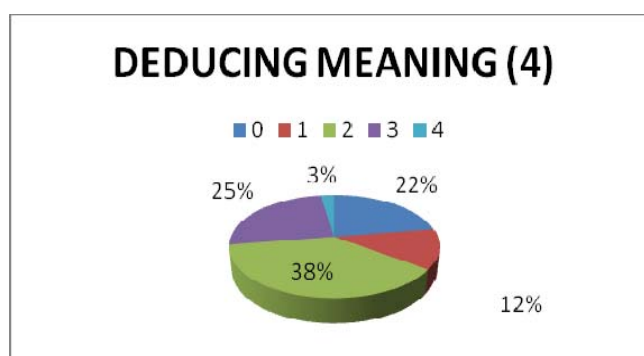


Fig.10 Graphical representation of the results
Obtained in DEDUCING MEANING FROM
CONTEXT (Text 2).

The data in the pie chart above shows that a low percentage, 3%, of the students provided the correct answers to the question concerning DEDUCING MEANING FROM CONTEXT.



Finally, in the last question related to the reading strategy called REFERENCE WORDS, evaluated over four points, the following results were obtained:

TABLE 11. Score obtained in identifying REFERENCE WORDS (Text 2).

Value (4)	Students
0	29
1	6
2	3
3	2
4	0

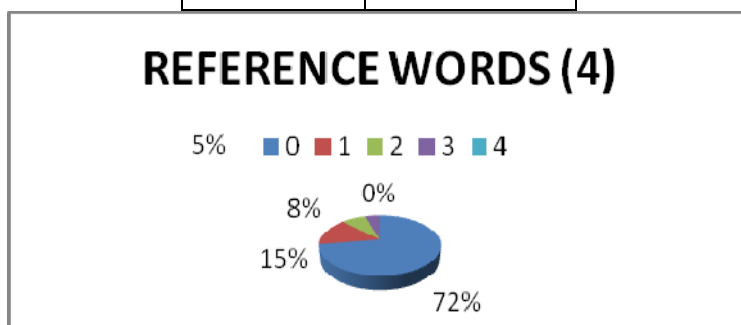


Fig.11. Graphical representation of the results obtained in identifying REFERENCE WORDS (Text 2).

As seen in the pie chart above, over 70% of the students were unable to give the correct answers. This indicates the difficulty that a high percentage of students had to identify some cohesive devices which would help them improve reading comprehension.



Finally, analyzing the averages obtained by the students in the examined reading strategies in the reading pre-test (Text 2), the following results were obtained:

TABLE 12. Averages obtained in each reading skill.

	SKIMMING (1)	SCANNING (5)	DEDUCING MEANING (4)	INFERENCE (2)	REFERENCE WORDS (4)
Averages	0.275	2.5	1.725	1	0.45

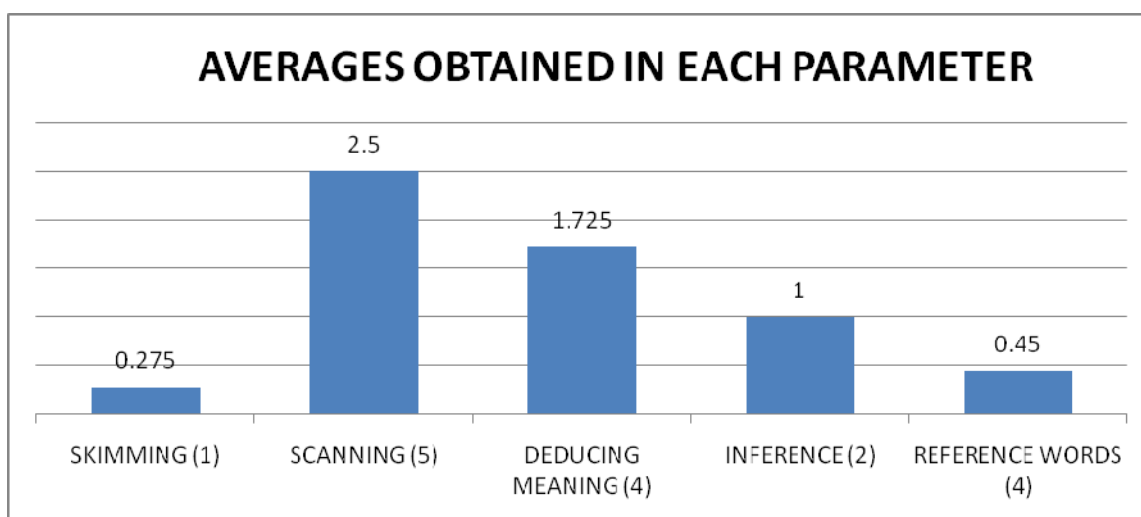


Fig.12. Averages obtained in each reading skill (Text 2).

The information displayed in the bar chart above shows that the average obtained by the students in each discussed reading skill in the Text 2 of the pre-test is low. This indicated that the students had problems in these areas, especially, in skimming, inferring, and identifying reference words.



RESULTS OF PRE-TEST (Text 3)

TABLE 13. Score obtained in DEDUCING MEANING FROM CONTEXT (Text 3).

Value (5)	Students
0	10
1	9
2	9
3	10
4	1
5	1

The above table shows the results obtained in the first question, which is related to DEDUCING MEANING FROM CONTEXT. This question was worth five points.

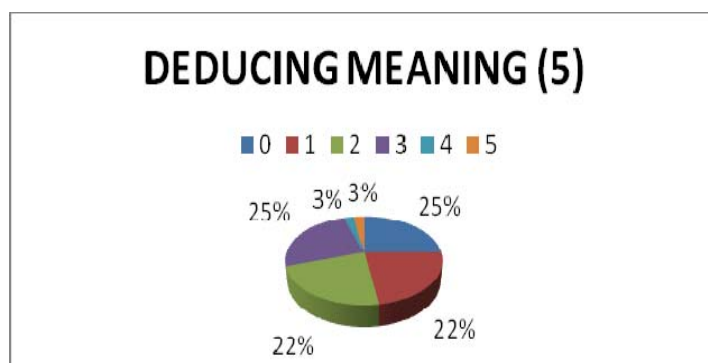


Fig.13. Graphical representation of the results obtained in DEDUCING MEANING FROM CONTEXT (Text 3).

The information displayed in the pie chart above shows us that only 3% of the students provided all the correct answers to the question. It indicates that students had difficulty using the contextual clues to help them understand the meaning of unknown words.



TABLE 14 Score obtained in
SKIMMING (Text 3).

Value (3)	Students
0	2
1	12
2	18
3	8

The table above shows the results obtained in the second question related to SKIMMING, which was evaluated over three points.

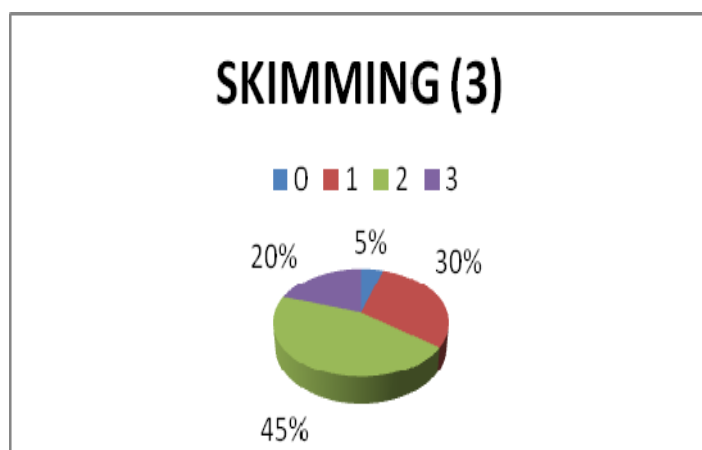


Fig. 14. Graphical representation of results obtained
in SKIMMING (Text 3).

As seen in the pie chart above only 20% of the students were able to give the right answers, which indicate the weakness of this group of students in this reading skill.



TABLE 15. Score obtained in SCANNING (Text 3).

Value (5)	Students
0	9
1	9
2	16
3	6
4	0
5	0

The table above shows the results obtained in the third question concerning SCANNING, which was evaluated over five points.

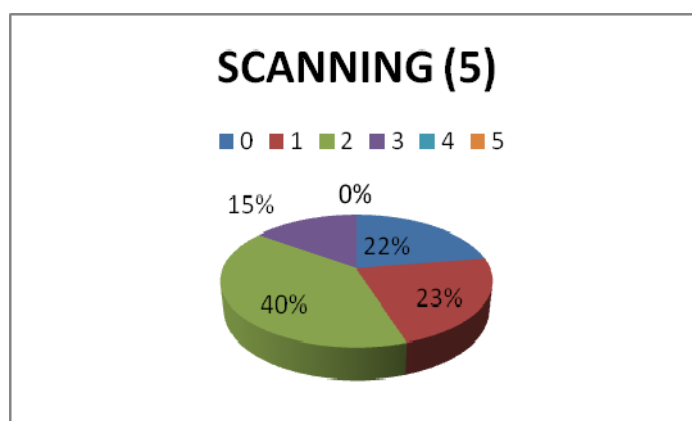


Fig.15. Graphical representation of the results obtained in SCANNING (Text 3)

The results displayed in the pie chart above shows that students had difficulty in scanning. Only 22% of the students could answer four out of the five items.



TABLE 16. Score obtained in INFERENCE (Text 3).

Value (1)	Students
0	33
1	7

The above table shows the results obtained in the fourth question which was related to INFERENCE and was evaluated with a value of one point.

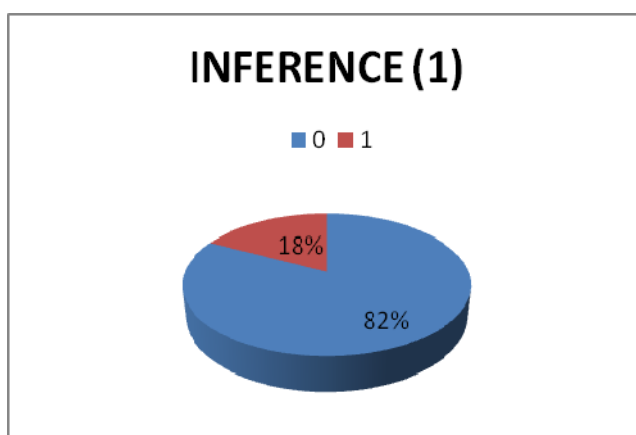


Fig.16. Graphical representation of the results obtained in INFERENCE (Text 3).

The information displayed in the pie chart above indicates that 82% of students were unable to provide a correct answer to the fourth question, which reflects the students' weakness to understand the implicit meaning of a text.



TABLE 17. Score obtained in identifying REFERENCE WORDS (Text 3).

Value (3)	Students
0	31
1	4
2	4
3	1

This table displays the results obtained in the fifth question related to REFERENCE WORDS, which was evaluated over three points.

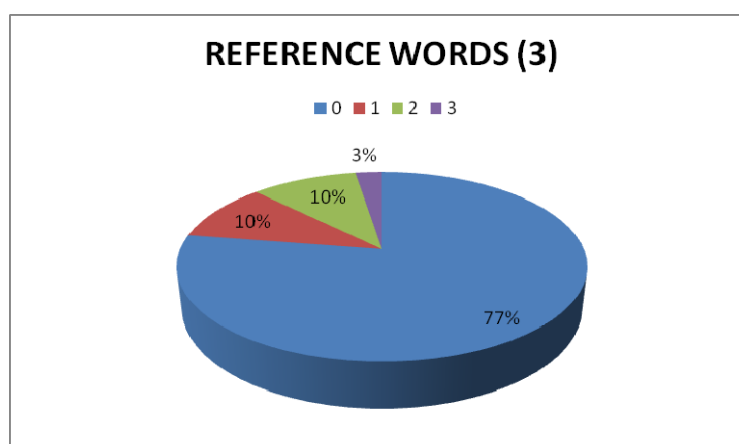


Fig.17. Graphical representation of the results obtained in identifying REFERENCE WORDS (Text 3).

The results displayed in the pie chart above indicate that 77% of students were not able to provide right answers to this question, which shows the students' weakness in identifying reference words.



Finally, analyzing the averages obtained by the students regarding the reading skills in the reading pre-test (Text 3), the following results were obtained:

TABLE18. Averages obtained in each reading skill (Text 3).

	SKIMMING (3)	SCANNING (5)	DEDUCING MEANING (5)	INFERENCE (1)	REFERENCE WORDS (3)
Averages	1.8	1.475	1.65	0.175	0.375

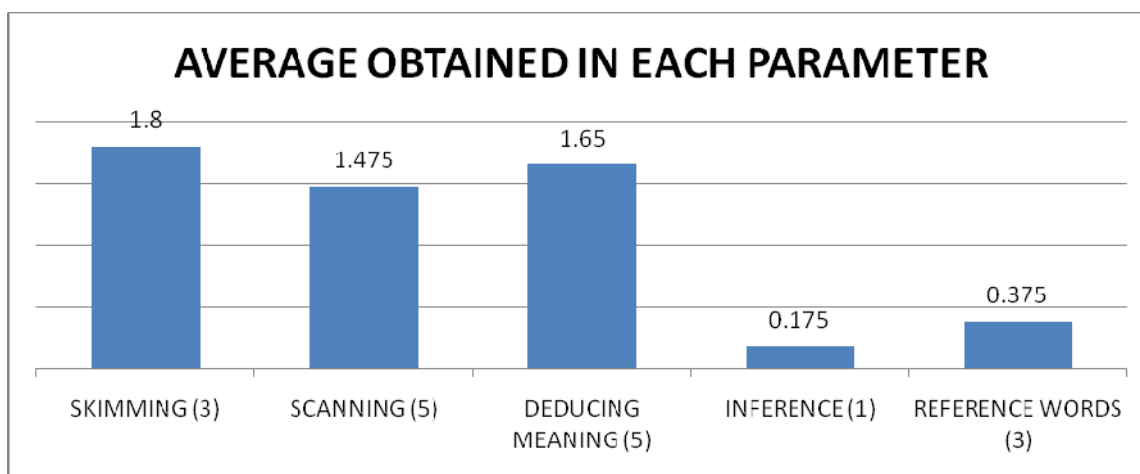


Fig.18. Average obtained in each reading skill (Text 3).

The information displayed in the bar chart above shows that the average achieved by the students in each reading skill in the Text 3 of the pre-test is low. This indicated that the students had problems in these areas, especially in inferring and identifying reference words.

After I have given the results of the pre-test, I will continue with the interpretation of the data obtained in the post-test.



4.2 RESULTS OF READING COMPREHENSION POS-TEST (Text 1)

TABLE19. Score obtained
in SKIMMING (Text 1).

Value (1)	Students
0	4
1	36

The above table shows the results obtained in question one which makes reference to the students' ability in SKIMMING; it was assigned a value of one point.



Figure 19. Graphical representation of the
results obtained in SKIMMING (Text 1).

As seen in the above pie chart, after the application of the study, there can be noticed an eminent improvement in the students' ability to skim. While in the pre-test (See Table 1) only 30% of students were able to provide the correct answer to this question, in the post-test 90% of them achieved a good result.



TABLE 20. Score obtained
in SCANNING (Text 1).

Value (4)	Students
0	0
1	1
2	8
3	13
4	18

The above table displays the results obtained in the second question, which had to do with SCANNING, and was evaluated over four points.

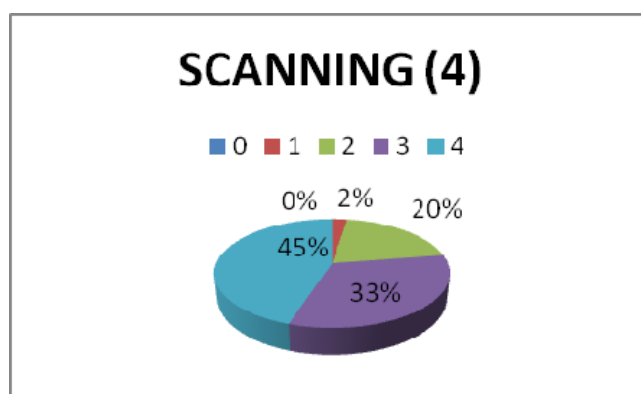


Fig.20. Graphical representation of the results
obtained in SCANNING (Text 1).

The information displayed in the pie chart above indicates that a high percentage of students, 45%, were able to give the correct answers to this question related to SCANNING. This demonstrates a real improvement in this basic reading strategy since in the pre-test 0% of the students were able to make 4 correct answers (See Table 2).



TABLE 21. Score obtained in INFERENCE (Text 1).

Value (3)	Students
0	1
1	12
2	21
3	6

The table above shows the results concerning the third question related to INFERENCE, which was evaluated over three points.

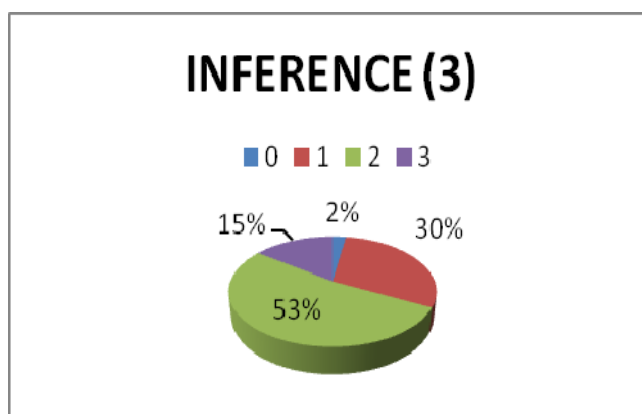


Fig. 21. Graphical representation of the results obtained in INFERENCE (Text 1).

The data displayed in the pie chart above indicates that even after the study only 15% of the students were able to give the correct answers to the question that was related to INFERENCE. This reflects that 85% of students still find it difficult to develop this reading skill.



TABLE 22. Score obtained in identifying REFERENCE WORDS (Text 1).

Value (4)	Students
0	2
1	2
2	6
3	10
4	20

The above table shows the results obtained in the fifth question, which makes reference to identify REFERENCE WORDS, and was evaluated over four points.

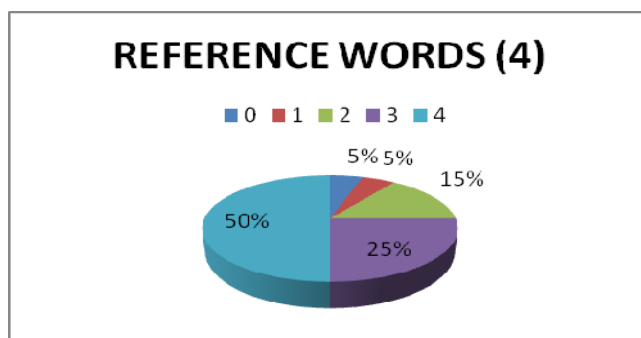


Fig. 22. Graphical representation of the results obtained in identifying REFERENCE WORDS (Text 1).

The information displayed in the pie chart above shows that there has been an eminent change in the students' performance regarding the ability to identify REFERENCE WORDS, since in this post-test 50% of students were able to give correct answers to the question, while in the pre-test (Text 1) a low percentage of students, 3% of students provided correct answers to the question (See Table 4) .



TABLE 23. Score obtained in DEDUCING MEANING FROM CONTEXT (Text 1).

Value (5)	Students
0	0
1	0
2	2
3	7
4	14
5	17

Finally, the fifth question with a value of 5 points was about DEDUCING MEANING FROM CONTEXT. The above table shows the results in two columns. The column on the left presents the score obtained by the students and the right column shows the number of students.

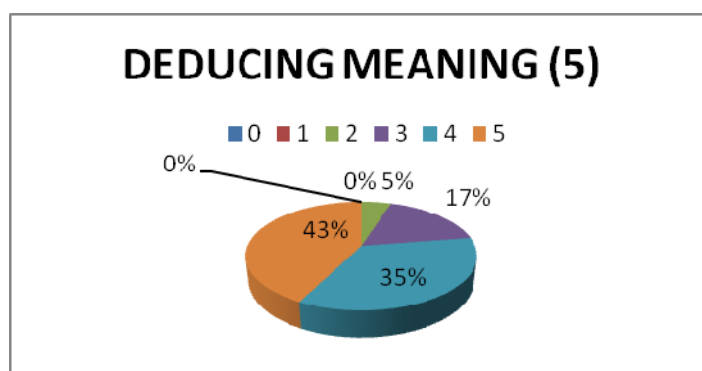


Fig.23. Graphical representation of the results obtained in DEDUCING MEANING FROM CONTEXT (Text 1).

The information displayed in the pie chart above shows an eminent progress. While in the pre-test 0% of students were able to provide the correct answers, in the post-test 43% of the students had a good performance in this reading skill that has to do with vocabulary.



Finally, analyzing the averages obtained by the students for the reading strategies in the reading post-test (Text 1), the following results were obtained:

TABLE 24. Averages obtained in each reading skill. (Text 1)

	SKIMMING (1)	SCANNING (4)	DEDUCING MEANING (5)	INFERENCE (3)	REFERENCE WORDS (4)
Averages	0.9	3.2	4.15	1.8	3.1

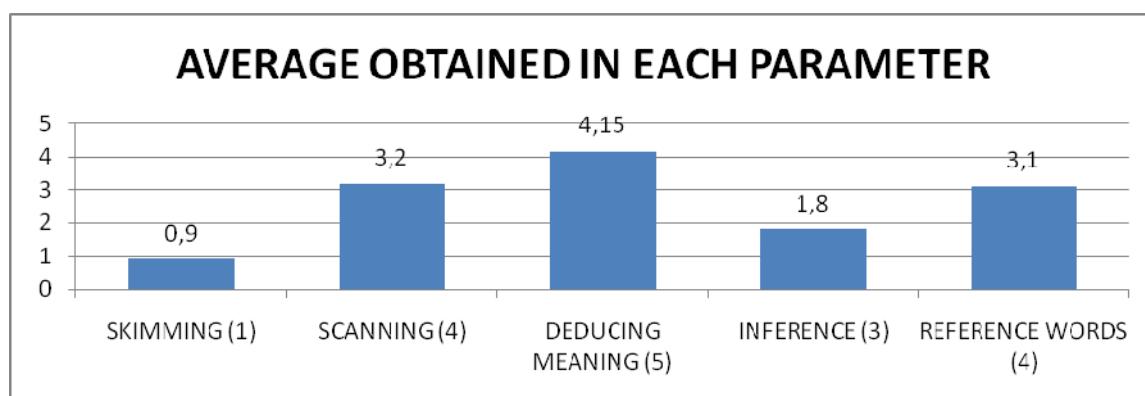


Fig. 24. Average obtained in each examined reading skill (Text 1).

The information displayed in the above bar chart shows that the average obtained by the students in each of the reading skills we discussed, in text one of the post-test changed considerably. This confirms the importance of the application of The Task-Based Approach in the development of basic reading skills.



RESULTS OF POS-TEST (Text 2)

TABLE 25. Score obtained
in SKIMMING (Text 2).

Value (1)	Students
0	12
1	28

The above table shows the results obtained in question one, which makes reference to the students' ability in SKIMMING, and was assigned a value of one point.

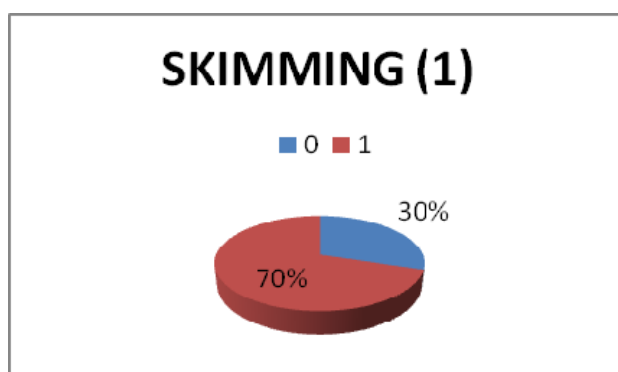


Fig. 25. Graphical representation of the results
obtained in SKIMMING (Text 2).

As seen in the pie chart above, after the application of the study, there can be noticed an improvement of the students in the ability of skimming, since 70% of the students provided the correct answer in this test, while only 28% of the students were able to give the correct answer in the pre-test.



TABLE 26. Score obtained
in SCANNING (Text 2)

Value (5)	Students
0	0
1	1
2	0
3	4
4	13
5	22

The table above displays the results concerning the second question, which had to do with SCANNING, and was evaluated over five points.

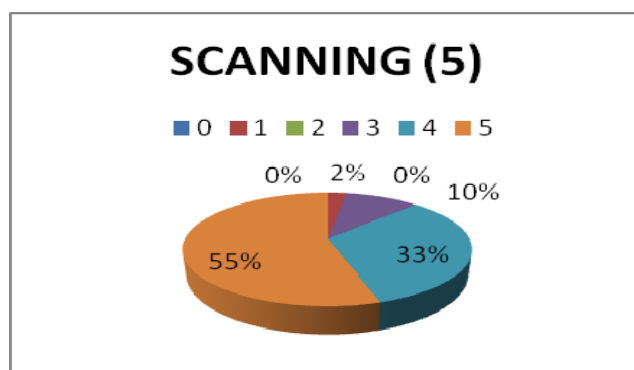


Fig. 26. Graphical representation of the results
obtained in SCANNING (Text 2).

The information displayed in the pie chart above indicates that a high percentage of students, 55%, were able to give the correct answers to this question related to SCANNING. This means that there was a real improvement in this basic reading strategy after the study, since in the pre-test 0% of the students could provide the correct answers.



TABLE 27. Score obtained
in INFERENCE (Text 2).

Value (2)	Students
0	2
1	14
2	24

Table 27 shows the results concerning the third question that was related to INFERENCE and was assigned a value of two points.

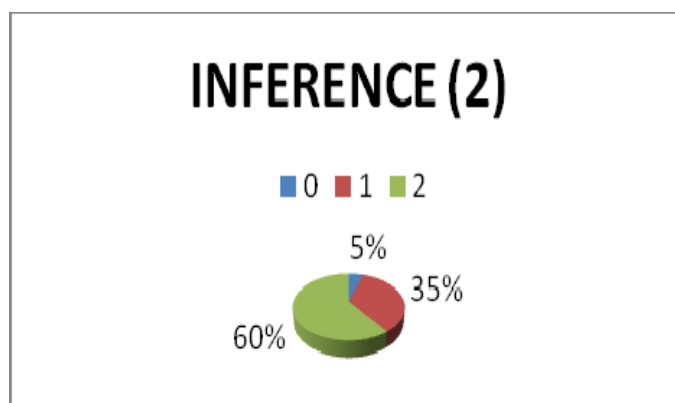


Figure 27. Graphical representation of the results
obtained in INFERENCE (Text 2).

The data displayed in the above pie chart indicates that 60% of students were able to give correct answers to this question, which indicates that there was a meaningful advancement of the students in this skill after the study since in the pre-test only 25% of the students achieved good result.



TABLE 28. Score obtained in DEDUCING MEANING FROM CONTEXT (Text 2).

Value (4)	Students
0	0
1	1
2	6
3	9
4	24

The table above shows the results obtained in the third question related to DEDUCING MEANING FROM CONTEXT, which was worth four points.

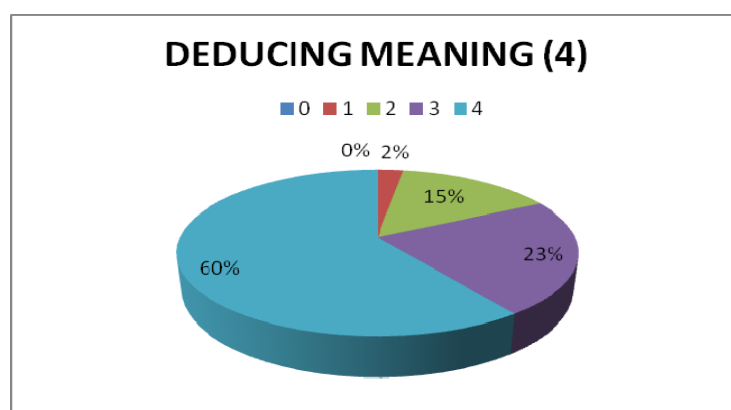


Fig.28. Graphical representation of the results obtained in DEDUCING MEANING FROM CONTEXT (Text 2).

The information displayed in the above pie chart shows that 60% of the students demonstrated an eminent improvement in this reading skill that has to do with vocabulary. If we compare this result with the result obtained in the pre-test (See Table 10), we will see that only a 3% of students were able to provide a right answer to the question.



TABLE 29. Score obtained in identifying REFERENCE WORDS (Text 2).

Value (4)	Students
0	3
1	6
2	11
3	12
4	8

The table above displays the results concerning the fifth question, which makes reference to identify REFERENCE WORDS, and was evaluated over four points.

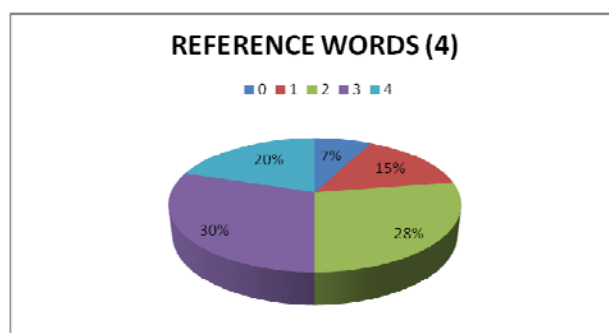


Fig. 29. Graphical representation of the results obtained in identifying REFERENCE WORDS (Text 2).

The information provided in the pie chart above indicates that only 20% of students were able to provide correct answers to this question, which reflects the difficulty that students still find in identifying reference words.



Finally, by analyzing the averages obtained by the students in the reading strategies in discussion, in the reading post-test (Text 2), the following results were obtained:

TABLE 30. Averages obtained in each reading skill (Text 2).

	SKIMMING (1)	SCANNING (5)	DEDUCING MEANING (4)	INFERENCE (2)	REFERENCE WORDS(4)
Averages	0.7	4.375	3.4	1.55	2.4

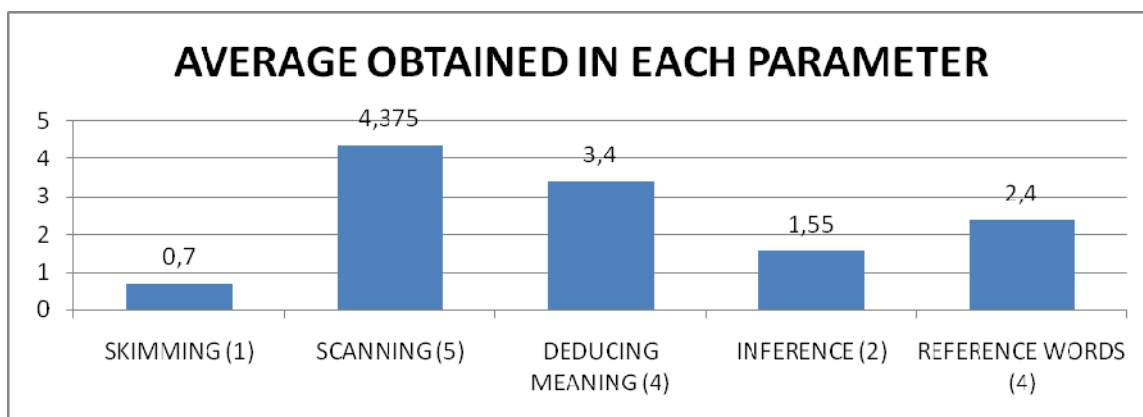


Fig.30. Average obtained in each reading skill (Text 2).

The information displayed in the bar chart above shows that the average obtained by the students in each reading skill in Text 2 of the post-test improved considerably. This confirms the effectiveness of the application of the Task-Based Approach in the development of basic reading skills.



RESULTS OF POS-TEST (Text 3)

TABLE 31. Score obtained in DEDUCING MEANING FROM CONTEXT (Text 3).

Value (5)	Students
0	1
1	0
2	8
3	9
4	8
5	14

The above table displays the results concerning the first question related to DEDUCING MEANING FROM CONTEXT, which was evaluated over five points.

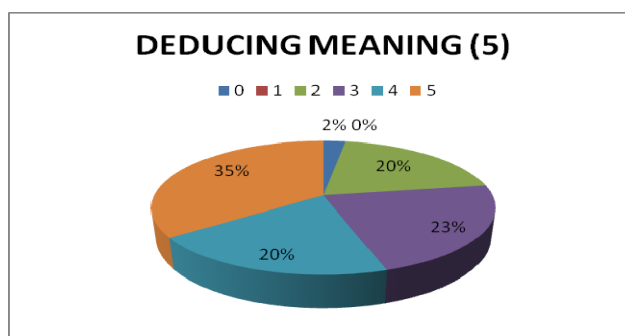


Fig.31. Graphical representation of the results obtained in DEDUCING MEANING FROM CONTEXT (Text 3).

The information displayed in the pie chart above shows that 35% of the students were able give correct answers to this question. Although it is not a high percentage, it reflects an improvement by the students in this area, since the



results obtained in the pre-test only 3% of the students provided right answers to this question.

TABLE 32. Score obtained in SKIMMING (Text 3).

Value (3)	Students
0	0
1	0
2	16
3	24

The table above shows the results obtained in the second question, which is related to SKIMMING. It was assigned a value of three 3 points.

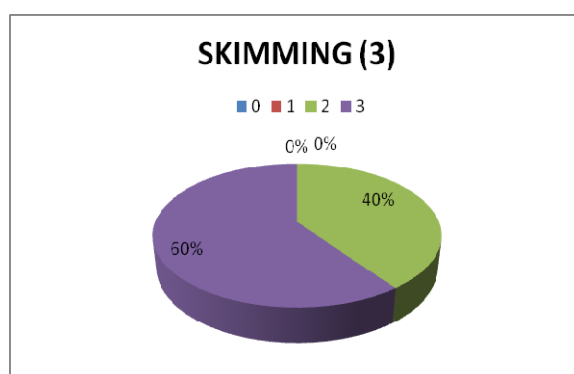


Fig.32. Graphical representation of the results obtained in SKIMMING (Text 3).

The pie chart above indicates that 60% percent of students were able to give the correct answer to this question, which reflects an eminent improvement in this reading skill, since the results obtained in the pre-test show that only 20% of students provided the right answer.



TABLE 33. Score obtained in SCANNING (Text 3).

Value (5)	Students
0	0
1	2
2	13
3	19
4	6
5	0

This table displays the results concerning the third question, which made reference to SCANNING and was evaluated over five points.

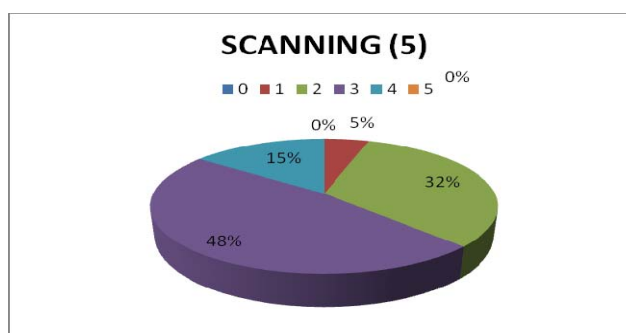


Fig.33. Graphical representation of the results obtained in SCANNING (Text 3).

The information displayed in the pie chart above shows that even after the study students found it difficult to answer all the questions correctly, since the highest percentage (48%) of students could only answer 3 out of the 5 items.



TABLE 34. Score obtained in
INFERENCE (Text 3).

Value (1)	Students
0	20
1	20

The above table shows the results concerning the fourth question, related to INFERENCE, which was evaluated over one point.

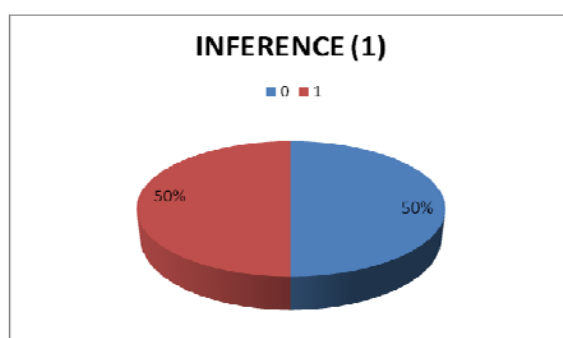


Fig.34. Graphical representation of the results
obtained in INFERENCE (Text 3).

As seen in the above pie chart, 50% of students provided correct answers to the question related to INFERENCE. This means that there has been a significant progress by the students in this reading skill. If we compare the results obtained in the pre-test, we can observe that only 18% of students were able to provide correct answers to this question.



Finally, in the fifth question related with REFERENCE WORDS and evaluated over 3 points, the following results were obtained:

TABLE 35. Score obtained in
identifying REFERENCE WORDS
(Text 3).

Value (3)	Students
0	1
1	3
2	16
3	20

The table above shows the results obtained in the fifth question, which was related to REFERENCE WORDS. This question was worth three points.

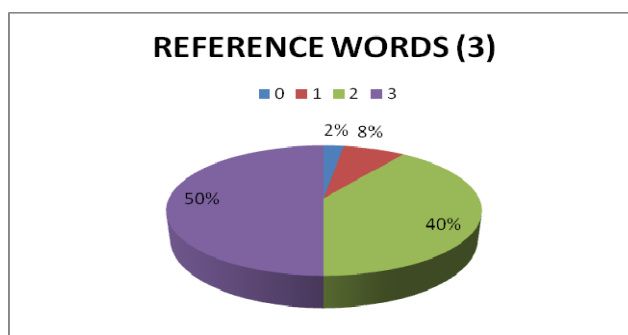


Fig.35. Graphical representation of the results
obtained in identifying REFERENCE WORDS (Text 3).

The information displayed in the pie chart above shows that there has been an eminent change in the students' performance regarding the ability to identify REFERENCE WORDS, since 50% of students were able to give correct answers to the question in this test while in the pre-test, 77% of students were unable to provide the right answer to this question.



Finally, by analyzing the averages obtained by the students regarding reading strategies in the reading post-test (Text 3), the following results were obtained:

TABLE 36. Averages obtained in each reading skill (Text 3).

	SKIMMING (3)	SCANNING (5)	DEDUCING MEANING (5)	INFERENCE (1)	REFERENCE WORDS (3)
Averages	2.6	2.725	3.625	0.5	2.375

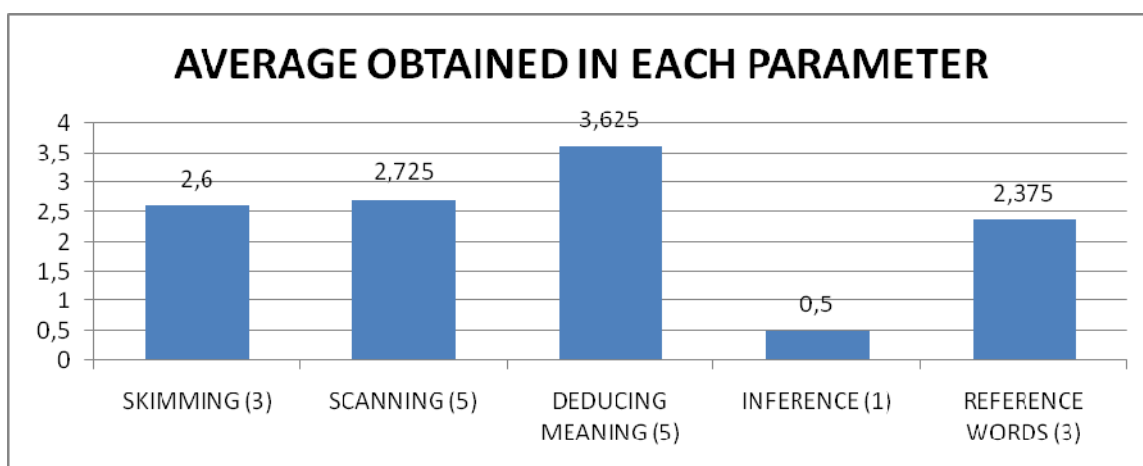


Fig.36. Average obtained in each reading skill (Text 3).

The information displayed in the bar chart above shows that the average obtained by the students in each reading skill in the Text 3 of the post-test improved considerably. It confirms the effectiveness of the application of the Task-Based Approach in the development of basic reading skills.



4.3 FINAL RESULTS

The table below displays the results of the comparison between the total average obtained in the pre-test and the post-test (Text 1, Text 2, Text 3). As we can see in this table, we do not take into account the different evaluated parameters.

TABLE 37. Averages obtained in each text in the pre-test and post-test.

	TEXT 1	TEXT 2	TEXT 3	TOTAL
AVERAGES IN PRE-TEST	5.95	5.95	5.475	17.375
AVERAGES IN POST-TEST	13.15	12.425	11.825	37.4

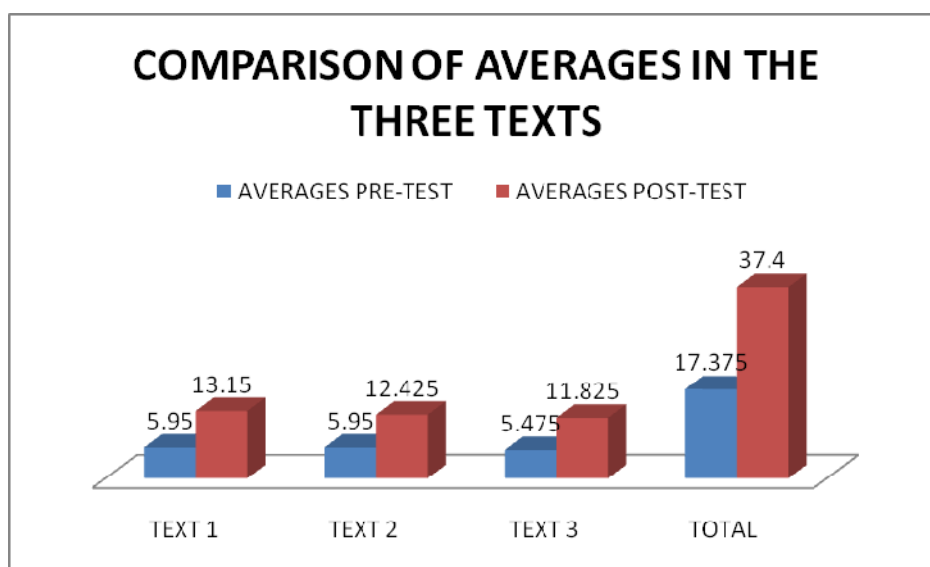


Fig.37. Averages obtained in each text in pre-test and post-test.

The information presented in the graph above provides an overview of the averages obtained by the students in Text 1, Text 2 and Text 3 of the reading



comprehension test (evaluated over 17, 16 and 17 points) that was applied before the study and after the study, respectively. As we can see, though the results obtained in the pre-test are uniform (an average of 5.95), they are low. This could be due to the fact that students were not aware of the importance of employing some useful and effective strategies for better reading comprehension. In comparison, the averages achieved by the students in the post-test using the same texts tend to be much higher (an average of 12.46). The results presented in the graph above show that there has been an eminent change after the application of the study, since there has been a significant increase in the results of the evaluation. Consequently, regardless of the short time we were allowed to perform the study, the basic application of task-based instruction in the English class has clearly made a difference. The participants were given the opportunity to improve their basic reading skills, which will help them to read more successfully in the future.

As we can observe, Fig. 38 and 39 provide an overview of the results in percentages obtained in each evaluated reading skill in Text 1, Text 2, and Text 3. Both the pre-test and the post-test were graded over 50 points. These 50 points were divided into the following scores: 17, 16 and 17 points, respectively. When we analyze the percentages obtained by parameter, we note that the scores obtained in the three evaluated texts in the pre-test are uniform but low. For example, in SCANNING, which was evaluated over five points, the students have an average percentage of 52.5% in the first text; an average of 50% in the second text; and an average of 29.5 in the third text. However, after the application of the study, there is a noticeable increase in the averages. On the same SCANNING item, evaluated over five points, the students achieved an average of 80% on the first text; an average of 87.5% in the second text; and an average of 54.5% on the third text.

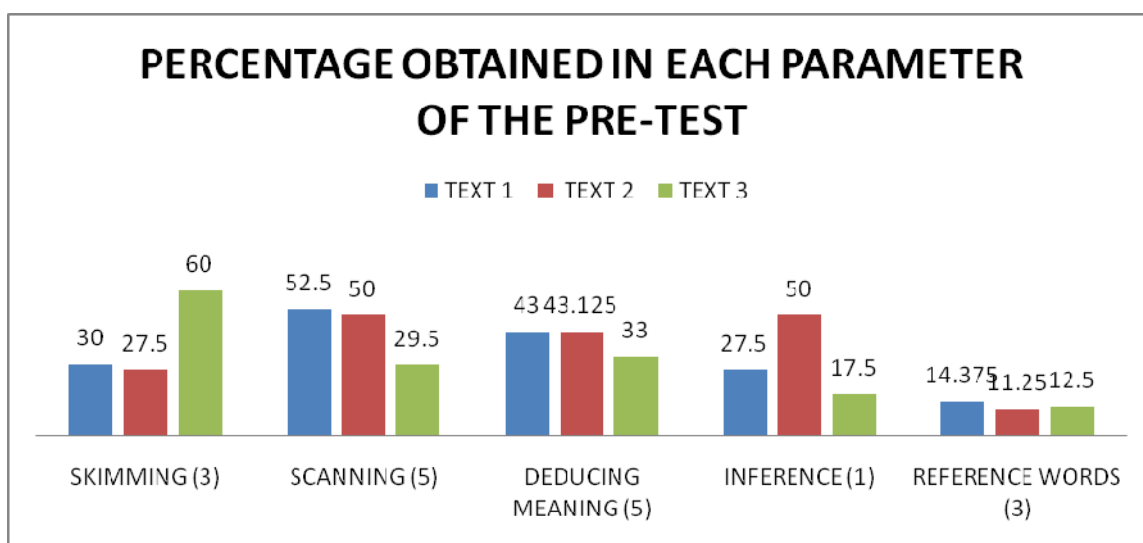


Fig.38. Percentage obtained in each reading skill in the three texts of the pre-test.

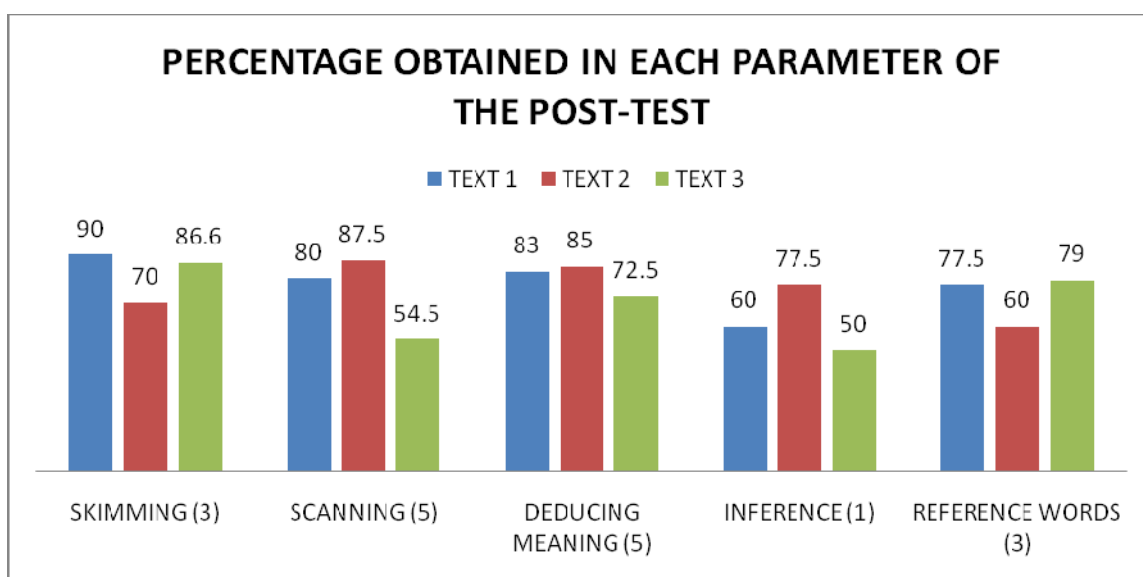


Fig.39. Percentage obtained in each reading skill in the three texts of the post-test.

Finally, the results obtained in the reading comprehension post-test can be confirmed if we refer to the answers that the students provided to the questionnaire (See Appendix C) that was applied at the end of the study. This questionnaire included 11 questions that led students to reflect on the process. I believe it is



important to focus our attention to the results obtained from the questions four through eight, which elicited information about the evaluated reading skills of skimming, scanning, inferring, deducing meaning from context, and identifying reference words. The results showed that most students considered it is easy to perform tasks that are related to the reading skills previously mentioned. In addition, it is important to mention that the answers provided in this questionnaire demonstrated that the acceptance, attitude and importance that students give to reading as a way to improve their English is positive. This can be seen in the answers provided to question eleven: "If you had to give advice to your classmate to improve reading comprehension, what would you say?" Fifteen out of forty students think that it is important to read at home daily. This shows that using interesting texts and developing motivating tasks is a good way to promote students' interest in reading.



CHAPTER 5

DISCUSSION

Investigations about the application of the task-based approach in developing reading comprehension have been carried out in countries like Taiwan, Thailand, Turkey and China. One pair of researchers, Zhou Lin and Peerasack Siriyothin, carried out a pilot study to see the effects of reading tasks on reading comprehension of Chinese EFL students and they found that reading tasks can influence and promote reading comprehension (18). Another study, carried out in Turkey, Tilfarlioglu and Basaram tried to find out whether or not task-based writing activities have a positive effect upon reading comprehension in English as a foreign language, and the results provided a theoretical justification for the claims of the proponents of task-based learning (134).

The results obtained in the present study are closely related to the results of the previously mentioned research. Thus, regarding the hypothesis proposed in this study, one can confidently claim that task-based instruction did have a positive effect on the development of the reading skills of the students of fifth course of Luis Cordero High School, whose ages were between 15 and 16 years old.

As we can see in Table 38, in both pre-test and post-test, the participants' reading comprehension skills were evaluated as they were asked to skim or scan the text. They were also asked to infer information, deduce the meaning of unknown words using contextual clues, and identify cohesive elements like reference words.

According to the results obtained in the reading comprehension pre-test, (See Table 38) we can see that most students had problems with the previously mentioned reading comprehension skills. The percentage of students that provided correct answers to the different questions was low. For example, taking as



reference the results obtained in Text 1, it was found that the most critical problem had to do with items that tested the abilities of scanning, and deducing meaning from context, in which 0% of students were able to provide correct answers to the questions. They also had difficulty with items involving inferring information and identifying reference words, in which only 3% of students were able to provide all the correct answers to the questions. Finally, it was found that only 30% of students could provide correct answers to the question related to skimming.

In conclusion, the results obtained in the pre-test demonstrated the difficulty that most of the students had comprehending the text because they were not aware of the different reading strategies that a reader must apply in order to get the purpose of the reading; as Anderson suggests, "Students need to learn how to orchestrate the use of reading strategies to achieve the desired result" (70). Students who intend to read but do not understand the message of the text need to start a reading assisted program.

On the other hand, the results obtained by the students in the reading comprehension post-test indicate a meaningful change in the students' performance in each one of the tested reading skills. Continuing with the results obtained in Text 1, while in the pre-test 0% of students were able to provide correct answers to the question related to scanning and deducing meaning from context, in the post-test 45% and 43%, respectively, were able to provide correct answers. The same occurred with the ability to identify reference words and infer information; while in the pre-test only 3% were able to provide correct answers, in the post-test 15% and 50% were able to answer the questions correctly. Regarding skimming, in which the highest percentage of students initially provided right answers, there was a significant shift, too. While in the pre-test 30% of students provided right answers, in the post-test 90% of students achieved good results.

The results previously mentioned show that after the study, the students found it easier to read the text quickly and discover what the message of the text was, or to



focus their attention on specific information. In other words, the application of task-based reading activities led students to develop the discussed reading skills which helped them to read more effectively, as Nuttall points out, "There is an evidence that strategy training (or skills teaching - the terms are often used interchangeably) helps" (40). Furthermore, in the post-test, students did not take as much time to answer the questions as they had when they took the pre-test. I realized that their bad habits such as reading the text line by line, translating it using the dictionary, or asking for new words from the teacher all the time had disappeared. These bad reading habits changed greatly after the study. When they were taking the post-test, I noted that the students were not worried about difficult words; instead, they focused their attention on trying to understand the message of the text or giving meaning to the text, which for Goodman (qtd. in Carrel et al 14-15) constitutes "The end product of receptive skills." Another skill in which they achieved better results in the post-test was in the ability to identify certain cohesive devices. It was important to make students become aware of the function of some reference words in the text, since it greatly increased their understanding of the meaning of the text. (Steffensen, qtd. in Carrel et al 140). The results obtained in the post-test also indicate that students have increased their vocabulary significantly. According to the results of the pre-test, Text 1, 0% of students were able to provide correct answers to the questions regarding deducing meaning; that is, they were unable to guess the meaning of the unknown or difficult words using the context. In the post-test there was a meaningful change, since 43% of students were able to give correct answers to the question related to vocabulary. The tendency was similar in Texts 2 and 3 (See Table 38). These results fit Nation's and Krashen's theories about vocabulary acquisition. For Nation, the best way of acquiring vocabulary is through constant use of unknown words, while Krashen states that the best way to acquire vocabulary is reading for pleasure (qtd. in Lightbrown and Spada 98-100).

Another reading skill that was evaluated in the reading comprehension test was the ability to infer information from the text. The results achieved in the pre-test,



Text 1, indicate that students had difficulty inferring information from the text, since only 3% of the students were able to give correct answers to this question. However, the results obtained in the post-test show an increase in the students who developed this ability. 15% of the students provided right answers to this question. When students performed the pre-test, they found it difficult to infer information from the text because they tried to find it explicitly stated in the text. However, throughout the reading lessons they took during the first term of classes, they learned that in order to infer information from text, it is important to read thoroughly and obtain the meaning of the text on the basis of the information explicitly stated and the knowledge they have of the world. Concerning this, it is important to quote what Widdowson points out, "The reading process is not simply a matter of extracting information from the text. Rather, it is one in which reading activates a range of knowledge in the reader's mind that he or she uses, and that, in turn, may be refined and extended by the new information supplied by the text" (qtd. in Carrel et al 56).

To conclude, comparing the results of the pre-test and post-test displayed in Table 38, we can observe an eminent improvement in the students' ability to skim, scan, infer, deduce meaning from context, and identify reference words. This is due to the fact that they were exposed to language input through motivating texts, which Krashen considers "an important source of comprehensible input for language acquisition" (64), and encouraged to develop meaningful activities that led them to comprehend the text, as Willis states "Activities in which language is used for carrying out meaningful tasks promote learning" (qtd. in Richards and Rodgers 223). In other words, students became aware that they have to use strategies when reading to achieve the true meaning of the reading.

Even though the results obtained in each evaluated skill are not uniform, the application of task-based approach in reading lessons has helped my students to increase their ability to read more successfully by applying the discussed reading strategies. In addition, they have realized that reading goes beyond just looking at



the words of the text; it is a process of interaction between the reader and the writer in which the reader has to strive to understand the meaning of the text by relating what he/ she is reading with his/her previous knowledge. Concerning this, Johnson and Johnson state, "Learners need to be able to create and understand messages, that is, real meanings" (qtd. in Richards and Rodgers 173).

TABLE: 38 Results obtained in each evaluated reading skill before and after the study.

SKILLS	BEFORE		AFTER	
	No STUDENTS	%	No STUDENTS	%
TEXT 1				
Skimming	12	30	36	90
Scanning	0	0	18	45
Inference	1	3	6	15
Deducing meaning	0	0	17	43
Reference Words	1	3	20	50
TEXT 2				
Skimming	11	28	28	70
Scanning	0	0	22	55
Inference	10	25	24	60
Deducing meaning	1	3	24	60
Reference Words	0	0	8	20
TEXT 3				
Skimming	8	20	24	60
Scanning	0	0	0	0
Inference	7	18	20	50
Deducing meaning	1	3	14	35
Reference Words	1	3	20	50



CHAPTER 6

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

This study has allowed me to draw the following conclusions:

- The results of this study demonstrate that the use of task-based activities in the reading lessons has really helped my students develop the reading skills of skimming, scanning, inferring, deducing meaning from context, and identifying reference words. The improvement in the students' reading comprehension is significant.
- The application of task-based activities in the reading lessons meant a shift of focus from traditional teacher-centered methods to student-centered methods for different reasons. The reading program was designed by taking into account the students' needs and interests (Nunan 13). The tasks were designed by taking into account the students' language proficiency so that they felt a sense of achievement upon completion of the task.
- This reading program based on tasks helped to promote constructivist learning, since the students were exposed to relevant reading material and meaningful activities that led them to understand the meaning of the text; that is, students felt actively engaged in creating their own knowledge and understanding by connecting the information from the text with their previous knowledge or experience (Piaget, qtd. in Williams and Burden 21).
- Task-based reading fostered cooperative learning, as students were organized in pairs or small groups to do the tasks and report their findings. According to the questionnaire that was applied to the students during the reading program (See Appendix B), most students felt comfortable working in groups. They said that working in groups allowed them to help each other.



Cooperative learning was important in this study since students who have a better performance in English helped students whose language is weak (Vygotsky, qtd. in Wolkfolk 44).

- The application of tasks in the reading lessons also introduced the possibility of using authentic reading material, which let me prepare my students for real life situations. They will be able to do outside the classroom setting what they did inside the classroom.
- Task-based reading allowed students “to learn by doing” (Nunan 38). I believe that this reading program provided students with a much more active role. During the lessons, students were engaged by doing the tasks, preparing the report of their findings, and presenting their projects. They were active participants rather than mere receptors.
- The use of task-based activities in the reading lessons has led some students to change their attitude towards reading. According to information gathered from the questionnaire, in which the students were asked, “If you had to give some advice to your classmate on how to improve reading, what would you say?” fifteen out of 40 said that the best way to improve reading is by reading more at home. This answer shows that through task-based reading we can help our students to be more independent learners.
- The application of task-based activities in the reading lesson led students to integrate language skills, since their activity was not focused only on reading, but also on listening, speaking and writing. The development of tasks in pairs or groups allowed them to exchange ideas, write the answers and report the answers to the class. In other words, reading for meaning through tasks helped students to improve their English overall.
- Finally, this research has given me the opportunity to change my teaching practice. It allowed me to be more creative and investigative. I think it is a



way to demonstrate that teachers are able to contribute to the minimization of the learning problems that our students might face.

RECOMMENDATIONS

1. This study was carried out to investigate the effect of the application of a Task-Based Approach in developing reading skills in the fifth-year students of Luis Cordero High School. Therefore, a study should be conducted with students of other secondary levels in order to use it as an alternative way to teach English at the high school level.
2. Further research should be carried out focusing on the development of other reading skills because in a monolingual society, one in which students do not have the opportunity to learn language through constant interaction, reading could be the second best way to learn English (Nuttall). However, I think this process should last at least one school year.
3. The present study was conducted to help students develop reading skills through the use of task-based activities. However, it is also important to investigate the importance that Ecuadorian teachers give to reading for meaning and the strategies used to teach it.



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APPENDIX A

READING TEST (Text 1)

Name:.....Date:.....Course:.....

1. For many years, I had the same vivid dream over and over again, sometimes several times nightly. In my dream, I was always driving a car in which the front seat was so far from the brakes that I couldn't reach them. As the car began to go faster and faster, I would wake up in panic. For years I tried unsuccessfully to understand the significance of this.

2. Then one day as I was driving home from work, I had a sudden memory of myself. I was five years old and behind the wheel of a moving car. The minute I got home, I called my mother and asked her about it. She answered, "Don't you remember? When you were five years old, you were playing in your father's car, which was parked at the top of a hill. Somehow, you put the car into gear, and it started rolling down the hill and hit the tree. The car was damaged, but you were fine- just a little frightened."

3. Can you believe that I have never had that dream again?

ANSWER THESE QUESTIONS

1. Read the text fast and circle the statement that best describes its main idea. (1 point)

- a) The writer makes reference to the problems that he has due to his dreams.
- b) The writer makes reference to his constant dream and its cause.
- c) The writer makes reference to the different dreams that he has had.

2. Read the text again and check (✓) the correct answer. (4 points)

1. How long has the writer had the same dream?



- ☐ a) for years
- ☐ b) a few times

2. In his dream

- ☐ a) He couldn't stop the car.
- ☐ b) He crashed into a tree.

3. When he was driving home from work,

- ☐ a) He remembered something about himself.
- ☐ b) He remembered his dream.

4. He understood the meaning of his dream

- ☐ a) When he was five years old.
- ☐ b) When he was an adult.

3. Check (✓) the statements that are true. (3 points)

- ☐ 1. In the writer's dream, the car always crashed into a tree.
- ☐ 2. The writer really wanted to understand the meaning of his dream.
- ☐ 3. The writer never had the dream again because he finally knew what caused it.
- ☐ 4. The writer couldn't stop the car because his legs were too short.

4. What do the words in italics refer to? (4 points)

1. *them* (par. 1, line 3)

.....



2. *this* (par. 1, line 4)

.....

3. *which* (par. 2, line 4)

.....

4. *it* (par. 2, line 5)

.....

5. Find the words in italics in the text. Circle the meaning of each word.

(5 points)

1. If your *brakes* fail, you cannot **start/stop** the car.
2. if you are in a state of *panic*, you are feeling very **nervous/patient**.
3. The *wheel* is used to **stop/turn** the car.
4. When you are *frightened*, you feel in a state of **shock/excitement**
5. If you *put the car into gear*, it comes into **action/ stops**.

(Test adapted from Strategic Reading 1, Teacher's Manual, p. 96)



TEXT 2

A CHANCE TO LIVE AGAIN

1. Art Quaife is a scientist. He works for a company in California called Trans Time. Trans Time freezes people after they die.

2. Why does Trans Time freeze dead people? People hope that someday they will live again. Doctors today can cure many diseases, but they cannot cure all diseases. People still get sick and die. Maybe in the future doctors will have medicine for all diseases. Some people think so. They want Trans Time to freeze their bodies after they die. Maybe 100, or 200, or 300 years later, Trans Time doctors will bring the people back to life. The doctors will cure their diseases, and the people will be alive and healthy again.

3. Trans Time freezes people who die of disease. They also freeze people who die of old age. Maybe someday doctors will have medicine for old age. The Trans Time doctors will bring the old people back to life and give them the medicine. The old people will be young again.

4. People often ask the scientists at Trans Time, "How will Trans Time bring dead people back to life?" The scientists answer, "We're not sure." In 1987 a Trans Time scientist did an experiment: he froze his dog. The dog's heart stopped beating; the dog was dead. Then, 20 minutes later, the scientists brought the dog back to life. Since then, Trans Time scientists have frozen many dogs and several baboons. Trans Time scientists say, "We can freeze a healthy animal and bring it back to life. We can't freeze dead people and bring them back to life. But we think that someday it will be possible." When the scientists say "someday," they mean years from now- maybe 100 or 200 years.

5. How can Trans Time keep people frozen for 200 years? After a person dies, workers at Trans Time cool the body with ice and chemicals. When the body is very cold, they put the body into a capsule. They fill the capsule with liquid



nitrogen. The temperature in the capsule is - 196 degrees centigrade. Every two weeks workers add more liquid nitrogen. It keeps the bodies frozen.

6. Trans Time charges \$50,000 to freeze a body and \$100,000 to keep a body frozen. That is a lot of money. But some people think that \$ 150,000 is a fair price. It's a fair price for a chance to live again.

(Adapted from True Stories, p. 71)

1. Read the text quickly and answer the following question. Write the appropriate letter in the box provided. (1 point)

The text is about

☐

- a) A company whose scientists investigate about serious diseases.
- b) A company whose scientists investigate the possibility of giving dead people the opportunity to live again.
- c) A company whose scientists can freeze dead people and bring them back to life.

2. Read the text again and circle the letter of the phrase that best completes the sentence. (5 points)

1. Trans Time freezes people who die

- a) in accidents
- b) of disease

2. Maybe in the future doctors will have medicine that

- a) makes old people young again
- b) is inexpensive and easy to make

3. People want Trans Time to freeze their bodies because



- a) Trans Time's prices are very low.
- b) they want to live again in hundreds of years.

4. In 1987 a Trans scientist

- a) discovered a new way of freezing bodies.
- b) froze a healthy dog and stopped its heart.

5. After Trans Time brings people back to life, the people will be healthy because

- a) doctors will cure their diseases.
- b) they rested a long time.

3. Check (✓) the sentences that is true. (2 points)

- ☐ 1. Liquid nitrogen is very cold.
- ☐ 2. Thanks to the advance of the science people will not die.
- ☐ 3. In a near future, doctors will be able to cure all kind of diseases.
- ☐ 4. The idea of freezing people to give them an opportunity to live again is based on scientific investigation.

4. Which sentences have the same meaning as the sentences in the story?

(4 points)

- 1. Doctors today can **cure** many **diseases**.
 - a. Today doctors give sick people medicine and send them to special hospitals.
 - b. Today doctors give sick people medicine, and many of the sick people get well.



2. Workers **fill** the capsule with liquid nitrogen. Every two weeks they **add** more liquid nitrogen.
 - a. Workers put liquid nitrogen into the capsule. Two weeks later they put more liquid nitrogen into the capsule.
 - b. The capsules have liquid nitrogen in them. Every two weeks workers count the capsules.
3. The liquid nitrogen **keeps** the bodies frozen.
 - a. Trans Time does not give the bodies to other companies.
 - b. The bodies stay frozen in the liquid nitrogen.
4. Trans Time **charges** \$50,000 to freeze a body.
 - a. The cost of freezing a body at Trans Time is \$ 50,000.
 - b. People use credit cards when they pay Trans Time \$ 50,000.

5. What do the words in italics refer to? (4 points)

1. *their* (par. 2, line 6)

.....

2. *them* (par. 3, line 3)

.....

3. *it* (par. 4,, line 7)

.....

4. *they* (par. 5, line 3)

.....



TEXT 3

1 Researchers have reported a **dramatic** raise in obesity among Americans. According to some studies, about 30 percent of American adults are **obese**, and almost 65 percent can be classified overweight. Many experts agree that obesity is one of the most serious public health challenges of the twenty-first century.

2. The rate of overweight and obese children is especially alarming. An estimated 30 percent of American children are overweight and about 15 percent of those are obese. The long-term effects of obesity include an increased risk of diabetes, high blood pressure, and heart disease. There are other **adverse** health effects as well.

3. Why Americans getting so fat? Most experts say the typical American diet is a leading cause of obesity. This is comprised of a large percentage of saturated fat, the “bad” fat that makes people vulnerable to heart **disease**. A lack of physical activity is regarded as another cause of obesity. Most Americans drive rather than walk to school or work. Also, only a fraction of them exercise **on a regular basis**.

(Adapted from Strategic Reading 3, Teacher’s Manual p. 80)

1. Find the words in *italics* in the reading. Then match each word with its meaning. (Be careful! There are extra answers.) (5 points)

- | | |
|-----------------------------------|-----------------------------|
| 1. <i>dramatic</i> | a. every day |
| 2. <i>obese</i> | b. negative |
| 3. <i>adverse</i> | c. dangerously fat |
| 4. <i>disease</i> | d. in the same place |
|5. <i>on a regular basis</i> | e. surprising and dangerous |
| | f. health problem |
| | g. very sad |



2. The headings of each paragraph are missing. Match the headings (a-b-c) with the appropriate paragraph. (Be careful! there is an extra heading.)

(3 points)

Paragraph 1 ☐

A. The diet that Americans should have.

Paragraph 2 ☐

B. Obesity considered as a serious health problem

Paragraph 3 ☐

C. The obesity among kids and its consequences

D. Causes of obesity

3. Mark each statement true (T) or false (F). (5 points)

.....1. In the United States, a majority of adults weighs more than what is considered normal for their height.

..... 2. About 70 percent of American children are of normal or less than normal weight for their height.

.....3. Obese adults do not have an increased risk of getting diabetes.

.....4. Obese children will develop high blood pressure and heart disease as adults.

.....5. Only a very small percentage of Americans get enough exercise.

4. Check (✓) the sentence that is true. (1 point)

.....1 According to scientific studies, there is a tendency to increase obesity in the United States due to different causes.

.....2. Only adults suffer from obesity in the United States.

.....3. The diet is the only cause of obesity among Americans.



5. What do the words in italics refer to? (3 points)

1. *those* (par. 2, line 2)

.....

2. *this* (par. 3, line 2)

.....

3. *them* (par. 3, line 5)

.....



APPENDIX B

QUESTIONNAIRE APPLIED DURING THE PROCESS

QUINTO CURSO:

FECHA:.....

Conteste las siguientes preguntas con sinceridad.

1. ¿Considera usted que las tareas desarrolladas en las tres etapas de la lectura: antes de la lectura, durante la lectura y después de la lectura facilitan la comprensión de la lectura?

SI ☐

NO ☐

¿Porqué?.....

2. ¿Fue el horario de clases el adecuado para realizar las lecturas?

SI ☐

NO ☐

¿Porqué?.....

3. ¿Cómo describiría lo temas seleccionados para las clases de lectura?

Muy interesantes ☐

Interesantes ☐

Sin opinión ☐

Poco interesantes ☐

Nada interesantes ☐

4. Las instrucciones para las tareas fueron:

Claras ☐

Confusas ☐

5. ¿Considera usted que las lecturas le han ayudado a incrementar el vocabulario?

SI ☐

NO ☐

¿Porqué?.....

6. ¿Considera usted que las lecturas le han ayudado a mejorar el conocimiento de la gramática?

SI ☐

NO ☐

¿Porqué?.....



7. ¿Considera usted que las los temas de las lecturas le han ayudado a incrementar conocimientos sobre temas relacionados con la vida real?

SI ☐

NO ☐

¿Porqué?.....

8. ¿Considera usted que la lectura facilita la comunicación en Inglés?

SI ☐

NO ☐

Porqué?.....

9. ¿Este curso de lectura le motiva a continuar leyendo otros temas en Inglés por su cuenta?

SI ☐

NO ☐

¿Porqué?.....

10. ¿Cómo considera usted que es exitoso trabajar en las clases de lectura?

En forma individual ☐

en grupo ☐

Porqué?.....

11. ¿Considera usted que durante el desarrollo de estas lecturas su nivel de Inglés ha mejorado?

SI ☐

NO ☐

Porqué?.....



APPENDIX C

QUESTIONNAIRE APPLIED AT THE END OF THE PROCESS

QUINTO CURSO:.....

FECHA:.....

Conteste las siguientes preguntas con sinceridad.

1. ¿Encontró dificultad en las lecturas?

SI ☐

NO ☐

2. ¿Qué dificultad encontró en las lecturas?

.....

3. ¿Su nivel de Inglés está en relación con el nivel de Inglés de los textos leídos?

SI ☐

NO ☐

4. Sacar la idea principal de la lectura fue para usted:

Muy fácil ☐

Fácil ☐

Ni fácil, ni difícil ☐

Difícil ☐

Muy difícil ☐

5. Comprender los detalles de la lectura fue para usted:

Muy fácil ☐

Fácil ☐

Ni fácil, ni difícil ☐

Difícil ☐

Muy difícil ☐

6. Deducir el significado de las palabras del contexto fue para usted:

Muy fácil ☐

Fácil ☐

Ni fácil, ni difícil ☐



Difícil ☐

Muy difícil ☐

7. Inferir la información del texto fue para usted:

Muy fácil ☐

Fácil ☐

Ni fácil, ni difícil ☐

Difícil ☐

Muy difícil ☐

8. Identificar palabras de referencia fue para usted:

Muy fácil ☐

Fácil ☐

Ni fácil, ni difícil ☐

Difícil ☐

Muy difícil ☐

9. ¿El vocabulario que encuentra en las lecturas le ayudará en la comunicación real?

SI ☐

NO ☐

10. ¿Considera usted que ha mejorado su nivel de Inglés con el desarrollo de las lecturas?

Definitivamente si ☐

Probablemente si ☐

Indeciso ☐

Probablemente no ☐

Definitivamente no ☐

11. Si tuviera que dar consejo a un compañero sobre cómo mejorar la lectura, ¿Qué le diría?

.....



APPENDIX D

READING TOPICS SUGGESTED BY THE STUDENTS

A mí me gustaría leer acerca de celebraciones porque así conozco a cerca de las tradiciones de otras etnias y puedo saber por que las celebran, como las realizan y cuando. Además así puedo aprender a apreciar sus costumbres y dar a conocer a los que me rodean acerca de los mismos.

Me gustaría leer sobre la violencia porque recientemente ha aumentado espectacularmente entre los jóvenes se ha perdido el respeto hacia los demás.

Me gustaría leer sobre lugares turísticos porque cada uno de ellos tiene su historia, y si yo lee sobre los lugares turísticos puedo aprender y conocer su historia, y tener un conocimiento más amplio del mundo. También porque así sabría que lugares turísticos existen en los diferentes países, teniendo así mucha cultura general.

Me gustaría leer sobre alimentos porque de esto forma conoceré la mejor manera para alimentarme.

Me gustaría sobre medicina porque me gusta ayudar a la gente y una manera para hacerlo es curándolas. También porque así puedo aprender y estar preparada para cualquier emergencia que pueda ocurrir. Además que desde pequeña siempre he soñado con ser doctora y salvar vidas.

ME GUSTARIA LEER SOBRE GENTE FAMOSA COMO CANTANTES O DEPORTISTAS PORQUE ES IMPORTANTE ESTAR INFORMADA SOBRE DISTINTOS ACONTECIMIENTOS EN EL MUNDO ACTUAL.

Me gustaría leer acerca de películas que han influido en las vidas de los adolescentes para entender los mensajes que cada una tiene para nosotros.

Me gustaría leer sobre el medio ambiente porque quiero conocer como cuidarlo y valorarlo para así poder enseñar a otras personas lo valioso que es el medio ambiente, consiguiendo que todas las personas contribuyan.



APPENDIX E



I will love you forever. You have touched my heart.

You are real special.

I have found a friend... in you!

BEFORE READING

TASK 1. Work in pairs. What do you think of when you see this picture and hear these phrases?

Task 2. Work in pairs. Write down other phrases that are related with this celebration. Then, share them with your classmates.

TASK 3. Look at the picture again and check (✓) the information you think you will read about in the text.

The place where this custom had its origin

☐

St. Valentine's history

☐

The clothes people wear on St. Valentine's Day

☐

The food people eat on St. Valentine's Day

☐

Places where Valentine's Day is celebrated

☐

The way people celebrate this day

☐



VALENTINE'S DAY

1.....

Valentine's Day comes from two ancient Roman customs and is named after a Christian Saint. Saint Valentine was a Roman priest and doctor. He was sentenced to death by the emperor Claudius 11 Gothicus, in 270 AD. It was said that while he was in prison he was kind and cured his jailer's daughter's blindness. He was killed on February 14. The night before he had sent the daughter a note signed "from your Valentine".

Long before Saint Valentine lived, the Romans celebrated love, marriage, and fertility with spring festivals. One festival was called the Lupercalia. This was held on February 15. Lupercalia was a fertility festival in which unmarried youths would run almost **naked** around the town, **whipping** newly-wed young women with pieces of animal skin! The women wouldn't avoid their blows because they believed would make having children easier.

On the day before the Lupercalia, the festival of Juno took place. Juno was the chief goodness in Roman mythology and also the goddess of childbirth and marriage. On this day it was customary for young men to pick the names of the girls out of a box; the girl they picked would be their partner for the dances of the festival. When the Roman Empire became Christian (by 400 AD), it kept forms of the two pagan festivals but celebrated everything on February 14 and called the day Saint Valentine's Day. February 14 was also the day on which birds found their mates, according to ancient belief.

2.....

The tradition grew out of a custom in the Middle Ages, when young men and women in England, Scotland, and France picked names of their Valentine's sweethearts from a box the night before Valentine's Day, as they did in ancient Rome. Then in the 16th century people began to send paper Valentine's cards. By 1800, copper plates were being made to print many of the same design.

Valentine cards are often **trimmed** with ribbons, velvet or lace. This tradition may have **evolved** from the Middle Ages, when a **knight** would wear a bit of ribbon or lace or a handkerchief given to him by his lady. This was called "**token**". The tradition was continued by putting the love tokens on cards instead. The Victorians were very enthusiastic about Valentine's Day. They sent their lovers posies of



flowers and cards of lace paper decorated with flowers, hearts and pictures of Cupid (the Roman god of love.)

3.

In Australia, Spain, France, Britain and the Caribbean people celebrate Valentine's Day by sending anonymous cards and flowers to those they secretly love, as well as presents and cards for wives, husbands and lovers.

Americans send cards to everyone they love: wives, husbands, girlfriends, boyfriends, sons, daughters, teachers, dogs, cats – you can get a Valentine's cards for anybody or anything. The card has become more a sign of friendship.

In Germany, Belgium and Austria anonymous cards aren't sent, but flowers and sweets are given to wives, husbands, and lovers. In Japan, girls make cookies and give them to the boys. The Italian and Swedish don't usually celebrate the day.

(Adapted from English B, Elfreda Hedger)

WHILE READING

TASK 1. Scan the text and check your predictions

TASK 2. Find the words on the right hand which have the same meaning as words on the left hand side. All words in column 1 were taken from the text. Write the correct letter in the box on the right. (Be careful! There are extra meanings)

WORDS

- | | |
|-----------|--------------------------|
| 1. token | ☐ |
| 2. trim | ☐ |
| 3. evolve | ☐ |
| 4. whip | ☐ |
| 5. naked | ☐ |
| 6. knight | ☐ |

MEANINGS

- | |
|-------------------------------|
| A. medieval gentleman soldier |
| B. king |
| C. nude |
| D. symbol |
| E. blow |
| F. ornament |
| G. develop |
| H. beat |



TASK 3: Work in groups of three. The headlines of the article are missing. Scan the article and write the appropriate headline next to each number.

- a) Valentine's Day around the world
- b) Where did this custom come from?
- c) Why do we send cards to those we love on Valentine's Day?

AFTER READING

TASK 1: In pairs, read the whole text and circle the correct answer.

PART 1

1. Valentine's Day tradition comes from

- a) a roman custom
- b) two pagan festivals

2. St. Valentine was

- a) a roman knight
- b) a priest

3. Romans started to celebrate love

- a) after St. valentine's death
- b) Long before St. Valentine lived

PART 2

1. The tradition of sending cards grew out of

- a) an American custom
- b) a European custom

2. People began to send paper cards

- a) in the 15th century
- b) in the 16th century

PART 3

1. On St. Valentine's Day Americans send cards

- a) only to lovers
- b) to everyone they love

2. For Americans cards constitute a sign of

- a) good luck
- b) friendship

3. Valentine's Day is celebrated

- a) all over the world
- b) In different countries of the world



TASK 2. In small groups read the first part of the article and complete the table below.

In the sentence...	The word...	Refers to...
While he was in prison, he was kind and cured his jailer's daughter blindness.	He	.....
This was held on February 15.	This	.....
The women wouldn't avoid their blows.	Their	.....
....It kept forms of the two pagan festivals...	It	.....

TASK 3. Answer these questions:

Do people in our country celebrate Valentine's Day?

How do they celebrate this day?

How do you celebrate it?

Do you think that people should celebrate love and friendship only on St. Valentine's Day?

FOLLOW-UP ACTIVITY

Project: designing a Valentine's Day Card

- In pairs find some phrases of love and friendship in books or on the Internet.
- Design a St. Valentine's card for someone you appreciate. Include love tokens, addressee, sender, message, and date.
- Give the card to the person you designed it for.



APPENDIX F



MICHAEL JACKSON

American superstar Michael Jackson was born in Gary, Indiana, on August 29, 1958, and entertained audiences nearly his entire life. His father, Joe Jackson has been a guitarist but was forced to **give up** his musical ambitions following his marriage to Katherine (Scruse). Together they **prodded** their growing family's musical interests at home. By the early 1960s, the older boys Jackie, Tito and Jermaine had begun performing around the city; by 1964, Michael and Marlon had joined in.

A musical prodigy, Michael's singing and dancing talents were amazingly mature, and he soon became the dominant voice and focus of The Jackson 5. By 1969, the boys were producing their greatest hits as Motown artists ("I Want You Back," "ABC," "Never Can Say Goodbye," "Got to Be There," etc.).

Solo success for Michael was inevitable, and by the 1980s, he had become infinitely more popular than his brotherly group. Record sales consistently orbited, culminating in the biggest-selling album of all time, "Thriller" in 1982.

In 1987 Michael **released** his much awaited third solo album, titled 'Bad', and **launched** his record breaking first solo world tour. In 1988, Michael wrote his first autobiography, Moonwalk, talking for the first time on his childhood and his career.

In the 1990s, the downside as a 1980s pop phenomenon began to rear itself. Michael grew terribly child-like and introverted by his peerless celebrity. His physical appearance began to change drastically. He got a rather **timorous** figure and his behavior grew alarmingly **bizarre**, making him a consistent target for scandal-making, despite his numerous charitable acts.

In 1991 Michael signed with Sony Music the largest ever recording contract and released his fourth solo album, 'Dangerous'. He toured world again in 1992, taking his concerts to countries that had never before been visited by a pop/rock artist.



Also Michael founded the 'Heal the World Foundation' to help improve the lives of children across the world.

In 1994 Michael married Lisa Marie Presley, daughter of rock legend Elvis Presley. The marriage only lasted for 19 months, as they divorced in 1996. This year he married for second time to Debbie Rowe. Together they had their first child Prince Michael Joseph Jackson and a daughter Paris Michael Katherine Jackson.

In September, 2001 Michael celebrated his 30th anniversary as a solo artist with two concerts to be held in New York, USA. Michael then reunited with all of his brothers and performed their biggest hits.

In October 2001 Michael released the album 'Invincible' releasing only 2 singles including the big hit "You Rock My World" and "Cry". In November 2003 a new single "One More Chance" was released.

On June 25th 2009 Michael Jackson died suddenly of a reported cardiac arrest. He was 50 years old.

(By Gary Brumburgh <http://www.imdb.com/name/nm0001391/bio>)

BEFORE READING

TASK 1. In pairs look at the pictures and tell us:

What do you know about these people? Write three things and share it with your classmates.

TASK 2. In pairs choose the correct word for each sentence.

LAUNCH: to put on sale

GIVE UP: stop trying

TIMOROUS: fearful

BIZARRE: odd

PROD: to rouse to action

1. Yambal **launched/ prodded** a new product to the market.
2. His **timorous /bizarre** behavior made us take that decision.



3. They have finished their career; however, sometimes they needed to be **given up/prodded**.

4. My friend does not like to go out. She is very **timorous/outgoing**.

TASK 3. Work in pairs. The following events belong to Michael's life. Order them. Write the appropriate number next to each statement

..... He got married twice.

.....His popularity grew up for his biggest-selling album "Thriller".

..... He got together with his brothers again and performed their greatest hits.

..... Soon he became part of the group The Jackson 5.

.....He passed away when he was 50 years old.

..... He was born in Gary, Indiana.

WHILE READING

TASK 1. Read the text briefly and check your answers. Then read the whole text.

TASK 2. Work in pairs. Mark each sentence TRUE or FALSE. Justify your answer with information from the text.

	TRUE	FALSE	INFORMATION
The Jackson 5 has always remained as a solid musical group.			
Michael Jackson was a person who was only concerned about his success.			
Michael Jackson grew up as an outgoing person.			
When Michael Jackson became a solo singer, he never sang with his brothers again.			



AFTER READING

TASK 1. In pairs, write down the events that happened in Michael's life.

1958, 1964, 1982, 1994, 1996, 2009

TASK 2. Report your findings to the class.

FOLLOW- UP ACTIVITY

Project: a collage

-In groups find information about your favorite singer on magazines or on the Internet.

-Design a collage with the information and be prepared to share your findings with your classmates.



APPENDIX G

MEDICINE



1.....

Follow the direction for using this medicine provided by our doctor. This medicine may be taken on an empty stomach or with food. Try to take this medicine at the same time each day. Do not eat grapefruit or drink grapefruit juice at the same time you take this medicine. Store this medicine at room temperature between 68 to 77 degrees F (20 to 25 degrees C) in a tightly-closed container, away from heat and light. If you miss a dose of this medicine, take it as soon as possible. If it is almost time for your next dose, skip the missed dose and go back to your regular dosing schedule. Do not take two doses at once.

2.....

It is important to continue taking this medicine even if you feel well. Before having any kind of surgery, tell your doctor that you are taking this medicine. Daily use of alcohol may increase your chance of serious side effects. Limit alcoholic beverages. This medicine may cause dizziness. Do not drive, operate machinery, or do anything else that could be dangerous until you know your react to this medicine.

3.....

Take this medicine on an empty stomach at least 1 hour before or 2 to 3 hours after eating. Take your dose 1 hour before breakfast unless otherwise directed by your doctor. Take this medicine with a full glass of water. For children who cannot swallow whole tablets, crush the tablet and mix in 1 or 2 teaspoons of water. Store this medicine at room temperature in a tightly-closed container, away from heat, moisture, and light. If you miss a dose of this medicine, take the missed dose if you remember the same day. Skip the missed dose if you remember until the next day. Do not take 2 doses at once

(Taken from <http://fog.ccsf.edu/~lfried/call>)



BEFORE READING

TASK 1: Work in pairs. Look at the title and the picture and answer these questions. Then, report your answers to the class.

Where are these people?

Have you ever been in a place like this?

What do you think they are talking about?

TASK 2: Work in pairs. Read the following sentences and choose the correct meaning of the underlined words.

1. The doctor **prescribed** rest for Mary's sore back.

- a) gave b) recommended c) allowed

2. John's mother told him to chew his food very well before he **swallowed**.

- a) smelled b) consumed c) finished

3. She was in a hurry, so she **skipped** breakfast.

- a) passed over b) ate c) had

4. My mother's medicine helps her blood pressure, but it has **side effects** that make her dizzy and sleepy.

- a) dangerous effects b) bad consequences c) secondary effects

5. When I took the pill, I got **dizzy** and I almost fell down.

- a) being tired b) being asleep c) having a whirling sensation

WHILE READING

TASK 1. Work in pairs. The headings of these prescriptions have been removed. Scan the texts and write down the correct heading in each text:

a) Caution

b) How to use this medicine



TASK 2: Match the phrases on the left column with their meaning on the right column. Write the appropriate letter (A-B...) on the dotted line. There are more phrases on the right column.

1. Do not increase your dose or take more of this medicine without checking with your doctor.	A. If you are better, stop taking the medicine.
2. Do not exceed the recommended dose or take this medicine for longer than prescribed.	B. You can eat or not eat when you take this medicine.
3. Continue to take this medicine even if you are better.	C. Don't drink a lot of alcohol if you are taking this medicine.
4. This medicine may be taken on an empty stomach or with food.	D. If you think you need to take more of the medicine, you should talk to your doctor first.
5. Exceeding the recommended dose or taking the medicine longer than prescribed may be habit-forming.	E. You cannot eat before taking this medicine.
6. Limit alcoholic beverages while taking this medicine.	F. Follow the doctor's directions. Don't take more medicine and don't take it longer.
	G. Don't stop taking this medicine if you feel better. Follow the directions.
	H. If you take more medicine than the doctor told you to take, you may not be able to stop.



TASK 3: In pairs, read the information for each prescription and mark TRUE or FALSE. Justify your statement with information from the text.

Prescription 1

	TRUE	FALSE	INFORMATION
1.You can take this medicine before you eat.			
2.Keep this medicine in the refrigerator.			
3. If you forget to take a dose, It is okay to take 2 doses at once.			
4.Take the medicine with grapefruit juice.			
5.Take the medicine at the same time every day.			

Prescription 2

	TRUE	FALSE	JUSTIFICATION
6.Stop taking this medicine when you feel better.			
7. Don't drink a lot of alcoholic beverages.			
8.Before you have a surgery, tell the doctor you are taking the medicine.			
9. This medicine might make you dizzy.			
10. Never drink while taking the medicine.			



Prescription 3

	TRUE	FALSE	JUSTIFICATION
11. You can take this medicine an hour after you eat.			
12. you don't need to drink a full glass of water.			
13. If you forget to take your pill in the morning, take it later if it is the same day.			
14. If you remember the next day, take two pills.			
15. You can crush the tablet for kids who can't swallow it whole.			

AFTER READING

TASK 1. Write down five instructions the doctor can give to his/her patient. Share it with your classmates.

ROLE-PLAY: AT THE DOCTOR'S OFFICE

STUDENT A: you are a patient who has a health problem.

STUDENT B: you are the doctor. Prescribe some medicine and give suggestions.



APPENDIX H

THE BIGGEST FORCES OF NATURE AND THE DAMAGE THEY CAUSE

BEFORE READING

TASK 1. Look at the pictures and talk with your partner what they make reference about.

TASK 2. Label the pictures with the words in the list below.



.....



.....



.....



.....



.....



.....

VOLCANO, EARTHQUAKE, TSUNAMI, FLOOD, HURRICANE, TORNADO

TASK 3. Here are some words from the reading below. Work with your partner. Match the words with their meanings.

- | | |
|--------------|--|
| 1. tsunami | A. An atmospheric disturbance with strong winds and heavy rain, snow, or hail. |
| 2. hurricane | B. Violent shaking of the earth's crust |
| 3. destroy | C. A series of gigantic waves caused by an earthquake, volcanic eruptions or landslides under the sea. |
| 4. tornado | D. To ruin completely |



- 5. storm
 - E. Very violent gusts of whirling funnel-shaped-winds that spin along over the ground
- 6. earthquake
 - F. Strong rain and winds starting over the sea, rotating in big whirling circles.

WHILE READING

The Biggest Forces of Nature and the Damage They Cause

Nature can be powerful and deadly causing mass destruction and loss of life. Some of the worst storms on record to date are hurricanes, tornadoes, and tsunamis.

One of the worst hurricanes in US history was category 5 Hurricane Katrina that touched down on US soil on August 29, 2005.

Hurricane Katrina caused mass destruction at a distance measuring over 100 miles beyond the center of the storm.

Areas hit included Louisiana, Mississippi, and Alabama. Katrina killed more than 1,800 people with another 705 still missing and caused estimated damages of \$75 billion. 1.3 million acres of forest lands were completely destroyed costing the forestry industry \$5 billion. Loss of 1 million non-farming jobs contributed to a total economic loss that may exceed \$150 billion for both Louisiana and Mississippi together.



One of the worst tornadoes in US history was the tri-state tornado that began on March 18, 1925 in Ellington, Missouri. The tornado lasted 3.5 long hours and caused mass devastation to a number of mining towns on a 219-mile path spanning three states, Missouri, Illinois, and Indiana, 13 counties, and more than 19 different communities. The tri-state tornado was rated an F-5 on the Fujita Scale and completely destroyed 15,000 homes. The confirmed death toll was 695 people with another 2,027 injured. Nine schools across the three states were destroyed and total damages equaled \$16.5 million.

The most destructive tsunami in history occurred on December 26, 2004, which was caused by an earthquake that registered a 9.0 magnitude. The earthquake had an estimated release of energy equaling the blast of 23,000 Hiroshima-type atomic bombs. Tsunami killer waves 50 feet in height raced faster than a jet plane across the Indian Ocean killing approximately 150,000 people and leaving millions more without a home across 11 different countries.

© www.GetWorksheets.com



TASK 1. Work with your partner. Read fast and choose the correct answer.

The article is about:

- a) environmental problems
- b) natural disasters
- c) man-made disasters

TASK 2. Work in pairs. Read again and fill in the chart with information from the article.

DETAILS	HURRICANES	TORNADOES	TSUNAMIS
NAME AND DATE			
LOCATION			
DAMAGE			
TOTAL ECONOMIC LOSS			

TASK 3: Work with your partner. Choose the correct answer.

1. Tsunamis are caused by

- a) floods
- b) earthquakes
- c) droughts

2. The tri-state tornado caused destruction in

- a) farming towns
- b) mining towns
- c) industrial towns

3. The three phenomena of the nature mentioned in the article caused terrible consequences. Which one caused the highest percentage of death?

- a) The tsunami
- b) the tri-state tornado
- c) katrina Hurricane



TASK 4. In pairs

- 1. Write down three questions about the text.**
- 2. Ask other pairs your questions.**
- 3. Report your finding to the class.**

AFTER READING

TASK 1. Answer these questions according to your experience.

What natural disasters have happened where you live?

What did you do in each situation?

FOLLOW-UP ACTIVITY

Project:

- **In groups of three, research about the earthquake that happened in Chile or Haiti on the Internet and create a poster.**
- **List data like location, date, size, consequences, and people's attitude.**
- **Share it with your classmates.**



APPENDIX I

WORRYING ABOUT THE ENVIRONMENT

BEFORE READING

BEFORE



NOW



TASK 1. In pairs look at the title and the pictures and discuss it.

TASK 2. In pairs share ideas about how the environment has changed throughout the years.

TASK 3. VOCABULARY REVIEW

Here are some words taken from the text below. Work in pairs and complete the sentence with the appropriate word.

1. We should protect ourso children may have a better future.



- a) family b) environment c) house
2. Factories use wood topaper.
- a) manufacture b) buy c) sell
3. Those paper cups have already been used, so you mustthem.....
- a) pick up b) throw away c) cut down
4. When there isin your classroom, you must put it in the bin.
- a) money b) noise c) trash
5. When we throw garbage in our rivers, wethe environment.
- a) harm b) care c) waste
6. When a person does not seek benefit from something, he is a.....
- a) ambitious b) non-profit c) avaricious

TASK 4. In pairs read the following statements and check AGREE (✓) or DISAGREE (X)

	AGREE	DISAGREE
We should throw away the paper that we have already used.		
There must be educative campaigns to help people how to protect the environment.		
If you have something you don't use, you must keep it in a safe place.		
The environment is everything that surrounds us.		



Worrying About the Environment

Many people are worried about the **environment**. They are afraid that people are making the air, water, and land dirty. They think it is not good for the future. They worry because companies that **manufacture** things aren't careful and can **harm** the environment. They worry because people throw too much away. They worry when people don't understand how to do little things to help the environment. They think that education will help people understand better.

One way people can help is to remember the saying, reduce, reuse, and recycle. Reduce means make something smaller. In this saying, it means reduce trash. **Trash** is what you throw away. You can reduce trash when you **throw away** less. You can reduce trash when you buy and use only what you need. You can also reduce trash by reusing and recycling. You can choose things that come in packages you can recycle.

Reuse means use something again instead of throwing it away. If something breaks, you can fix it or give it to someone else who can fix it, instead of throwing it away. If something is in good condition and you don't want it anymore, you can give it to someone else. You can also give it to a **non-profit**. A non-profit will fix it and sell it and use the money to help people or the environment.

Recycle means put something in the recycle bin instead of throwing it away in the trash. Things that you can recycle are used to make new or different products. For example, old bottles can make more bottles. Old newspapers can make more newspapers. When they use old newspapers to make newspapers, they don't have to cut down trees. It is also important to use recycled products when you can. For example, some paper says made from post-consumer waste. It means it was made from recycled paper.

(Taken from <http://fog.ccsf.edu/~lfried/call/recycling2.html>)

WHILE READING

TASK 1. Scan the article and check your predictions

TASK 2. Read the article and choose the sentence that best describes the main idea of the article.

1. Many people are concerned about the destruction of the environment and they provide good advice to protect the environment.
2. Many people are worried about the waste of natural resources.



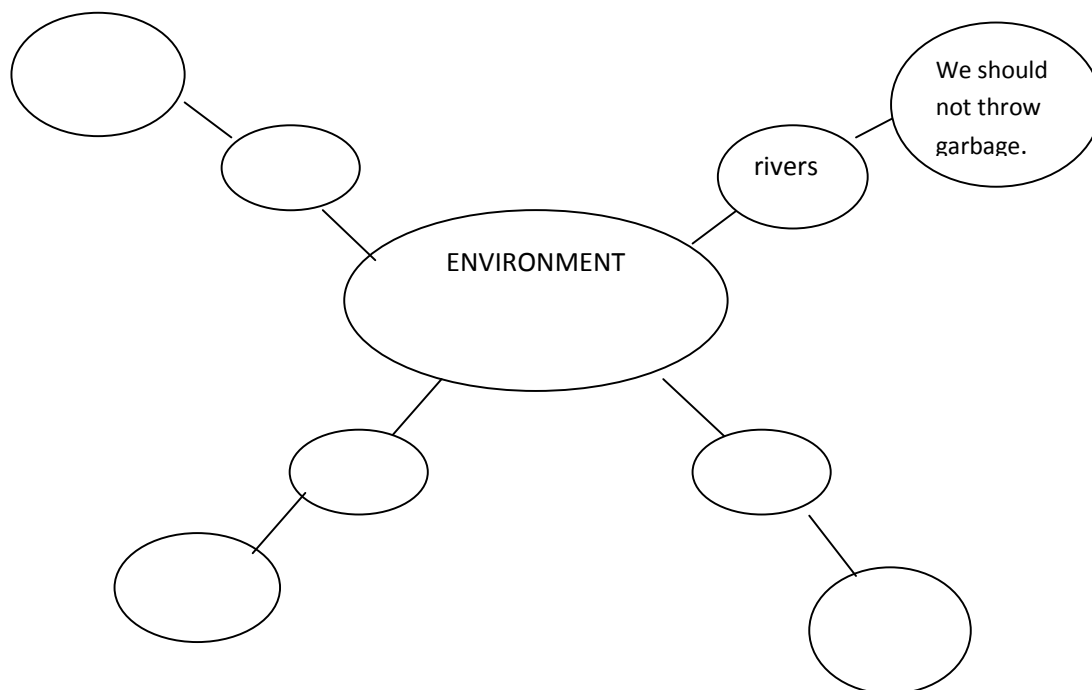
3. Many people are worried about the contamination of the environment since it will make it difficult to live a healthy life in the future.

TASK 3. In small groups read the article again and answer these questions.

1. What elements constitute the environment?
2. What is happening with the environment?
3. Write 4 man-made actions that can contaminate the environment.
4. If we pollute the environment now, who will be affected in the future?
5. According to the article, what we can do to protect the environment?
6. How can you reduce trash? Give an example.
7. Write three things that can be recycled.

AFTER READING

TASK 1. Do you think that protecting the environment is important? In groups of three complete the mind map below. Share ideas about why each resource is important and what you can do to protect them.





TASK 2. Write 5 pieces of advice to protect the environment. Use SHOULD.

FOLLOW –UP ACTIVITY

PROJECT:

- **Work in groups of three. Make a list of environmental problems.**
- **Select one of them and research about it in books, magazines, or in the Internet.**
- **Make a poster including the problem, causes, effects and solutions.**
- **Share it with the whole class.**



APPENDIX J

ORGANIC VERSUS NON-ORGANIC FOOD

BEFORE READING

TASK 1. Work in pairs. Discuss about these products and decide which one is organic and which one is non-organic. Label the pictures.



TASK 2. Work with your classmate. Answer these questions.

What is organic food?

What is non-organic food?

Which food do you think is better? Why

TASK 3. Work in small groups. Before reading the text below, read the statements in the box and check (✓) TRUE or FALSE

STATEMENT	TRUE	FALSE
Organic food is good for our health.		
Organic food grows thanks to the chemicals.		
There is enough organic food to satisfy the needs of the whole world.		
People who eat non-organic food suffer from cancer.		
Organic food is sold only by local farmers.		



Organic versus Non-Organic Food

Organic food is very popular. It is also expensive. Some organic food costs twice as much as non-organic food. New parents and pet owners pay up to 200 percent more for organic food. Some people think organic food is a waste of money. Organic baby food costs up to 200% more than non-organic.

There is one main difference between organic and non-organic food. Organic farms do not use agricultural chemicals, such as pesticides. In many countries organic foods have special labels. These guarantee that the products are natural.

Some people think organic means locally grown. Originally this was true. Over time organic farming became more difficult. The demand for organic food grew larger than the supply. Small companies had to sell out to large companies. There were not enough organic ingredients, such as grain and cattle. This made it difficult for many organic companies to stay in business. Today, many large companies have an organic line of products. *Organic* does not always mean *local*.

Is organic food more nutritious? This is part of the debate. Many farmers and consumers believe it is. They think agricultural chemicals cause health problems such as cancer or allergies. Many health professionals disagree. Few studies prove that organic foods prevent health problems. Health specialists worry more about bacteria, such as E-coli and salmonella. These can come into contact with organic and non-organic food. Doctors recommend washing products very carefully. Handling meat carefully is important too.

Most people agree that naturally grown food tastes better. Is tastier food worth the extra money? This is a matter of opinion. Whether it is healthier or not may require more search. However, organic consumers argue it is better to be safe than sorry.

(Taken from <http://www.englishclub.com/health/organic-reading.htm>)



WHILE READING

TASK 1. Scan the article and confirm your answers.

TASK 2. Work in pairs. The following words and expressions were taken from the article. Match the words and expressions with their meaning. Write the appropriate letter on the provided blank spaces. There are more meanings than words and expressions.

WORDS AND EXPRESSIONS	MEANING
1. better safe than sorry	a) using hands to move or prepare the item
2. pesticide	b) a poor choice in how to use money
3. handling	c) does not contain chemicals, such as pesticides
4. supply	d) information printed on the outside of a product
5. waste of money	e) continue offering service or supplies to consumers
6. Organic	f) something that the consumer wants or needs
7. label	g) it's better to take precautions rather than risks
	h) a chemical that keeps bugs away from crops

TASK 3. Work in pairs. Read the article “Organic versus Non-organic Food” and choose the correct answer.

1. What is the main difference between organic and non-organic food?

- a) size of the company
- b) location of growing fields
- c) use of pesticides
- d) type of label attached

2. Organic food is always locally grown and sold.



a)true

b>false

3. Why is it difficult to be an organic business?

a) There are not enough consumers.

b) Crops don't grow naturally.

c) Organic food supply is limited.

d) Cows don't like organic food.

4. What causes E-coli?

a) bacteria on food

b) organic grain and cattle

c) pesticides

d) cancer

AFTER READING

TASK 1. Answer these questions.

1. After reading this article, would you prefer organic or non-organic food in your diet? Why?

2. List some examples of organic food that is produced in your hometown.

3. List some examples of non-organic food that you consume.

FOLLOW-UP ACTIVITY

PROJECT:

- **Work in groups.**

- **Make a poster about organic food. You can include definition, examples, producers, and benefits.**

-**Share your ideas with your classmates.**



APPENDIX K

IMAGINE

BEFORE READING

TASK 1: Express through a drawing how you would like the world be?

TASK 2: In groups of three talk about your drawings and report to the class your ideas.

IMAGINE

By JOHN LENNON

1. Imagine there's no (a).....

It's easy if you try

No (b).....below us

Above us only sky

Imagine all the people

Living for today

2. Imagine there's no countries

It isn't hard to do

Nothing to kill or die for

And no religion too

Imagine all the people

Living life in (c).....

3. You may say I'm a dreamer

But I'm not the only one

I hope someday you'll join us

And the world will be as one

4. Imagine no possessions

I (d)..... if you can

No need for greed or hunger

A (e).....of man

Imagine all the people

Sharing all the world



5. You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one.

WHILE READING

TASK 1: In pairs read the song and write the missing words in the correct places (a – e) in the song.

Peace	heaven
	brotherhood
hell	wonder

TASK 2: Listen to the lyrics of the song and verify your answers.

TASK 3: Read the lyrics of the song again and tick (✓) the correct answer.

The song is about

- ☐ 1. Brotherhood
- ☐ 2. War
- ☐ 3. Destruction
- ☐ 4. Richness

TASK 4: In pairs tick (✓) each sentence TRUE or FALSE. Justify your answer with information from the text.

STATEMENT	TRUE	FALSE	INFORMATION
1. The writer dreams in a world where people live without war.			
2. He dreams in a world where people worry about the future.			



3. He dreams in a world where people respect the frontiers.			
4. He dreams in a world where everybody lives without differences.			

AFTER READING

TASK 1. In small groups read the lyrics of the song and complete the table below.

In the verse...	The word...	Refers to...
Above us only sky	Us (stanza 1, verse 4)	.....
It's easy if you try	It (stanza 1, verse 2)	.....
I hope someday you'll join us	Us (stanza 5, verse 3)	.....

TASK 2: Work in groups of six. Each student receives a slip of paper with a verse. Students read aloud their verses and the group tries to lay the slips out in appropriate order in order to form the stanza.

TASK 3: In groups of three, students discuss about the lyrics and write the message of the song. Then, they share it with the whole class.



APPENDIX L

WHAT SHOULD BE DONE TO STOP VIOLENCE AMONG YOUNG PEOPLE?



BEFORE READING

TASK 1: In pairs read the title of the article and look at the pictures. Then tell us what you think the article below is about. Report your ideas to the class.

TASK 2: Work with your partner. Answer these questions.

1. How old are the people in the picture?
2. What are they doing?
3. Do you think that situations like these occur in our country?

TASK 3: Work with your partner. Find the words in *italics* in the text. Circle the meaning of each word.

- | | |
|-----------------------|--|
| 1. <i>get rid of</i> | a) to escape as from punishment or labor |
| | b) to suffer from |
| 2. <i>encourage</i> | a) to disappoint |
| | b) to inspire with confidence |
| 3. <i>perspective</i> | a) point of view |
| | b) advise |
| 4. <i>search</i> | a) to discover |
| | b) to make a careful investigation |



5. weapon
- a) an instrument or device used to attack another or to defend oneself from attack
 - b) an instrument used to keep in touch with another
6. gun
- a) a fight with weapons
 - b) a portable firearm
7. punishment
- a) a penalty imposed for wrongdoing
 - b) a reward for capturing a criminal

TASK 4: Check (✓) the information you think you will find in this article in the column “before reading.”

BEFORE READING	Statements about “What should be done to stop violence among young people?”	AFTER READING
	Violence on the street has increased.	
	It is not as easy as in the past to find weapons nowadays.	
	Young people are not afraid of being caught by the police.	
	Community service is a suitable punishment for any criminal act.	
	When young people are bored, they are more likely to get into trouble.	

WHILE READING

TASK1: Read the article and see if your predictions were right by putting a tick (✓) in the column “After Reading” of the previous table



WHAT SHOULD BE DONE TO STOP VIOLENCE AMONG YOUNG PEOPLE?

Five young people talk about violence on the streets and what can be done to solve the problem.

1. It's gone too far. People are being hurt for stupid things every day. It is not very hard to get a *weapon*. If you want to get one you can. No one is scared of the consequences. I don't think 200 hours of community service is enough as a *punishment*. Often there's not enough to do and that's when trouble starts. Maybe some young people have too much time on their hands. I don't think the answer is longer school hours. In fact, it definitely isn't the answer but youth activities run by young people are the way forward.

Paris

2. There should be a lot more youth centers to get children off the street rather than politicians just talking about the problem. Politicians have an adult's perspective and, if there were younger people in government, they'd know more about what is going on.

Malachi

3. I think it has definitely gone too far. We need to get rid of the knives and guns. If you had a problem with someone before you might have had a fight, now people are reaching for weapons! If I was in charge for the day, I would give more money for youth clubs. When people are concentrating on their youth clubs they can't be concentrating on trying to hurt other people. People need to have good youth clubs so they learn things they're interested in.

Ore

4. People carry weapons because it makes them feel safe, but carrying weapons just encourages the use of them. The problem has become worse. And that's because nothing was done at the beginning and now more and more people carry weapons. If everyone stopped carrying them, then no one would feel unsafe. To help solve the problem, I would get out there and talk to people, find out what they want rather than just sitting in offices talking about it.

Molly



5. Although the “stop and reach” method is one way to catch some people, the police won’t know who exactly to search. They will stop a lot of innocent people like me. My school now has metal detectors at the front gate. It might stop some people but there is always a way to take weapons into school if you want. If I were in charge I would get a lot more young people and more celebrities to say street violence is wrong because young people would listen to them.

kyle

(Adapted from First News, August 2008)

Task 2: In pairs read the article and decide what these young people make reference about. Tick (✓) the correct answer.

- ☐ 1. Programs developed by governments to solve the problems of violence among young people
- ☐ 2. Kinds of weapons that young people usually carry to feel safe
- ☐ 3. Opinions about the increase of violence on the streets and possible solutions

TASK 3: In small groups read the article and decide who says these statements. Check (✓) the correct name.

STATEMENT	Paris	Malachi	Ore	Molly	Kyle
1. It is easy to get a weapon.					
2. There must be more investment from the government in benefit of young people.					
3. Campaigns against violence promoted by famous people would help young people to become aware about it.					
4. Young people are not aware of the effects of the violence.					
5. Carrying weapons does not mean feeling safe.					



AFTER READING

TASK 1: In small groups read the article and complete the table below.

In the sentence...	The word...	Refers to...
If you want to get one... (Paragraph 1, line 2)	One	.....
... it definitely isn't the answer... (paragraph 1, line 5)	It	.....
I think it has definitely gone... (paragraph 3, line 1)	It	.....
...because young people would listen to them. (paragraph 5, line 6)	Them	.....

FOLLOW- UP ACTIVITY

TASK 2: Work in small groups. Ask 10 students of your school suggestions to stop violence among young people. Then, share your findings with the whole class.



APPENDIX M

WONDERS OF THE WORLD

BEFORE READING

TASK 1: In pairs look at the pictures of these landmarks and label them with their names.



.....

.....

TASK 2: In pairs fill in the information that you already know and expect to know about these landmarks.

LANDMARKS	What you know	What you expect to know	What you learned
THE EIFFEL TOWER			
THE STATUE OF LIBERTY			



A Short History of Statue[sic] of Liberty and Eiffel [sic] Tower

By: Taugeer Ui Hassan

1. The Statue of Liberty and Eiffel [sic] Tower are both **wonders** of the world. They are the iconic beauties of America and France. Both are tall and **huge** structures. It is interesting to know that the famous "Statue of Liberty" which is a well-loved symbol of hope and peace was gifted to the American people by France.

2. The Statue of Liberty is a statue of pale [sic] lady holding a **torch** with her one hand raised and the other hand holding a book close to her chest. The statue is located in New York. The appearance of Statue of Liberty was mainly influenced by the neoclassical artistic style of the 19th century. The idea to create a lady struck the minds of a small group of French intellectuals at a dinner party. Their talks were focused on the close **relations** between France and America and the voices of the **guests** expressed admiration and sympathy.

3. The Eiffel Tower stands as one of the artistic beauties of Paris. It was designed by an architect named Gustav Eiffel and was originally built in a three-year time period from 1887 to 1889 for the Exposition Universelle which is known as the World's Fair. It was specially held in Paris to commemorate the birthday of the French Revolution which brought democracy to France.

4. An interesting fact is that Gustav Eiffel who was the creator of the famous Eiffel Tower was also the engineer for the Statue of Liberty's complex skeleton. He wanted to build Eiffel [sic] Tower in the city of Barcelona in Spain for the Universal Exposition in 1888. However, authorities of Barcelona thought that the tower was too expensive and did not fit the style of the city.

5. The height of the Statue of Liberty is 151 feet and 10 inches. The Eiffel Tower has a total height of 1,063 feet which includes the antenna of 79 feet high that was added years later.

6. Visitors can climb the Statue of Liberty to the balcony around the torch with the help of a steel **ladder**. The Eiffel tower has three levels and it continues to be updated with new shops and restaurants and it has retained its essence from its initial days.

<http://EzineArticles.com/?expert=TaugeerUiHassan>

WHILE READING

TASK 1: Read the words in *italics* and mark (✓) the correct meaning.

1. It is very dark, so people take *torches* to the procession.



- a. balloons
- b. portable lights
- 2. The Eiffel tower is one of the *wonders* of the world.
 - a. something that arouses surprise.
 - b. something that causes fear.
- 3. When we make a party, we welcome our *guests*.
 - a. visitors
 - b. aliens
- 4. We can go up the Statue of Liberty with the help of a *ladder*
 - a. a device for climbing up to high places
 - b. a device for lighting up
- 5. The sea is *huge*.
 - a. immense
 - b. tiny

TASK 2: In small groups read the article about these famous landmarks and tick (✓) true or false.

	TRUE	FALSE
1. The Statue of Liberty was built by French people.	☐	☐
2. The Eiffel tower was not built in Spain because of its High cost.	☐	☐
3. The Eiffel tower is as tall as the Statue of Liberty.	☐	☐
4. Both the Eiffel tower and the Statue of Liberty were built in honor of freedom.	☐	☐



AFTER READING

TASK 1: In small groups read the article and complete the table below.

In the sentence...	The word...	Refers to...
Both are tall and huge structures. (line 2)	Both	.....
...holding a book next to her chest. (line 6)	Her	.....
Their talks were focused on the close relations...(9)	Their	.....
...which brought democracy to France. (14)	Which	.....

TASK 2: Now read task 2 again and think about what you have learned about these two famous landmarks. Write your information in the empty column. Then, report it to the class.

FOLLOW-UP ACTIVITY

PROJECT:

- Find information about another wonder of the world on the Internet or in books.
- Make a poster and share it with your classmates.
- Use these cues: Is it natural or constructed? If it is constructed, who built it? Where is it? Why was it built?
- If it is natural, where it is? Why is it considered a wonder of the world?



APPENDIX N

THE TITANIC



BEFORE READING

TASK 1: Listen to the song and fill in the blanks with the words in the box.

fear	feel	believe
between	safe	life

MY HEART WILL GO ON

BY Celine Dion

Every night in my dreams
I see you, I (1). you
that is how I know you go on.

Far across the distance
and spaces (2)..... us
you have come to show you go on.

Near, Far,
wherever you are,
I (3) that the heart does go on.

Once more, you opened the door
and you're here in my heart,
and my heart will go on and on.

Love can touch us one time
and last for a lifetime
and never let go till we're gone.



Love was when I loved you,
one true time to hold on to
In my (4)..... we'll always go on.

Near, far,
wherever you are,
I believe that the heart does go on.

Once more, you opened the door
And you're here in my heart,
and my heart will go on and on.

You're here, there's nothing I (5).....
and I know that my heart will go on.
we'll stay, forever this way
You are (6)..... in my heart
and my heart will go on and on.

TASK 2: These words have been taken out from today's reading. Work in pairs. Match the words with their meanings. Write the correct letter in the box on the right. Be careful! There are extra meanings.

WORDS

1. wreck ☐
2. wealthy ☐
3. fate ☐
4. voyage ☐
5. pride ☐
6. perish ☐
7. luxury ☐

MEANINGS

- A. consider
- B. a team
- C. a very damaged car, plane or ship
- D. comfort
- E. die
- F. a long trip
- G. satisfaction
- H. very rich
- I. destiny



TASK 3: In pairs check (✓) the statements you think are true.

- ☐ 1. The titanic was a commercial ship.
- ☐ 2. There were over 3000 thousand passengers in the Titanic.
- ☐ 3. All the passengers of the Titanic had the same rights.
- ☐ 4. All the passengers died in the tragedy, except a woman.
- ☐ 5. The damaged ship has already been found.

The History of the Titanic

The *Titanic* is probably the most legendary ship in recent history due to the scale of the project, its reflection of early 20th century injustices, and of course its ultimately tragic *fate*. The *Titanic* unfortunately remains famous one of the biggest maritime disasters in history. Science recently helped uncover some of its many mysteries when the *wreck* was discovered in 1985.

Construction

White Star Line, a major British shipping company, decided at the beginning of the 20th century that its engineers would build the biggest and most prestigious passenger ship in the world: the *RMS Titanic*. Thomas Andrews was in charge of the design, and construction began at the Harland and Wolf naval construction site in 1909.

The *Titanic* was an enormous ship. With over 880 feet of length (several times the size of a Boeing 747) and a tonnage of over 46,000 tons, the RMS Titanic was at the time the biggest ship ever built, carrying 3547 people in total.

The ship was meant to bright both with its amazing size and its *luxury* aboard. Engineers took *pride* in having built a fast and strong ship that would take high-end passengers across the Atlantic in style.

Life aboard the Titanic

White Star Line had made a point of designing the most luxurious and sometimes over-the-top infrastructures possible to accommodate the very *wealthy* first-class passengers. Amenities were numerous and included a high-end restaurant, a swimming pool and a sports center. Second-class passengers had much more common traveling conditions, while third-class passengers were simply on board to get to the other side.



Inaugural Voyage and Sinking

The *Titanic*'s tragic ending occurred during its first and only voyage, which started April 10, 1912, from Southampton and meant to end in New York City. The ship carried a total of 2228 people of all walks of life, nationalities and social backgrounds. Edward John Smith, an experienced British captain, was in charge of the ship for what he intended to be his final trip before retirement.

The inaugural voyage of the *Titanic* was a major event that drew a host of English and American celebrities and businessmen, among which were Dorothy Gibson, John Astor, Benjamin Guggenheim, Isidor Straus (Macy's co-founder) and many others.

The *Titanic*'s sinking occurred in the night of April 14, 1912, four days into the journey, when the ship collided with an iceberg and its floating compartments gradually filled with water until they couldn't support it anymore. It took almost three hours for the *Titanic* to become completely submerged, but poor decisions and lack of preparation led to the deaths of 1522 people out of the 2228 present on the boat.

The biggest cause of indignation in the tragedy is undoubtedly the lack of lifeboats, coupled with the priority given to first-class passengers during the evacuation. Amazingly, White Star Line had not considered it necessary to equip the ship with more than 16 lifeboats, which amounted to a capacity of only 1178 people. Those lifeboats were also grossly underused and helped rescue only about 700 people, while the rest *perished* in the freezing waters.

(Taken from <http://www.historyofthings.com/history-of-the-titanic>)

WHILE READING

TASK 1: Scan the text and confirm your predictions.

TASK 2: In groups of five read one topic from the article "The History of the Titanic"; share your ideas with the group, and write a short summary in your own words.

TASK 4: Now form a new group with a member of each group (of the previous task) and share the information that you have about the topic you read with your classmates.



AFTER READING

TASK 1: Work individually and check (✓) the correct answer.

1. The Titanic had capacity to carry
 - a) over 2000 people
 - b) over 3000 people
 - c) over 4000 people
2. Before the tragedy the Titanic carried out
 - a) several voyages
 - b) only one
 - c) a lot of voyages
3. The captain of the ship was
 - a) a professional with a few years of experience
 - b) a very experienced professional
4. The sinking of the Titanic occurred
 - a) the first day of the trip
 - b) the fourth day of the trip
 - c) the last day of the trip
5. In the tragedy
 - a) everybody died
 - b) only a woman survived
 - c) more than half of the passengers died
6. According to this article, on the ship there were lifeboats only for
 - a) women
 - b. children
 - d. very rich people
7. The Titanic was an example of
 - a) brotherhood
 - b. inequality
 - c. solidarity

FOLLOW-UP ACTIVITY

- Imagine you were one of the passengers of the Titanic who survived. Write a few ideas about your experiences and how you survived.



APPENDIX O

JEFFERSON PEREZ BIOGRAPHY

By Jaime Plaza



1. Jersinio was the name his mother wished to register him as when he was still a baby. It was not accepted at the Civil Registry of Azuay, however, under the pretext that it did not belong to the Spanish language. Then, his older brother Fausto suggested the name Jefferson, but in order for it to be accepted it was necessary to say that he was the son of a sportsman.

2. Jeff was born in one of Cuenca's most traditional neighborhood, El Vecino, on the 1st of July of 1974. He is the son of Manuel Jesus Perez (deceased) and Maria Lucrecia Quezada. In spite of a visual handicap, his mother is one of the pillars in Jeff's success in sports. Apart from inculcating the best manners, she showed great inner strength in achieving success together with her children. In addition to Jefferson and Fausto, the Perez-Quezada family comprises Fabian, Marcia Patricia and Fanny.

3. As a pre-schooler, the life of Jefferson Leonardo transpired the same as all the other children of the neighborhood, amid economic limitations. As a student of Eugenio Espejo School and later at Gabriel Cevallos School, he had to work as well as study in order to help out at home. In addition to his sports career, the 1996 Olympic champion worked hard as a student in order to graduate with a degree in commercial engineering and to obtain also a Master in Business Administration from the University of Azuay.

4. He entered race-walking by accident. To prepare for a walk that served as a high school physical education exam, he asked his brother Fabian to train for one week next to the group of athletes directed by trainer Luis Muñoz. He decided to invite him to compete in a race. With few weeks of preparation he won the race AID, winning the right of representing Ecuador in New York, and London as a sport ambassador.

5. When Azuay's coach Luis Chocho discovered his potential as a race walker, he invited Jeff to join his group, which included the South American champions Miriam Ramon and Luisa Nivicela. Although at the beginning he didn't like the strange movements required in race walking, after discussing it with his family he decided to say yes to race walking, accepting this, at the time, "strange" and extraordinary sport as a challenge.



6. At first he participated in distance competition of five kilometers. Later he had to make a radical decision, which was to dedicate himself completely to race walking. His first international achievement occurred when he won the bronze medal in Junior World Cup of Athletics in Bulgaria in 1990

He won the gold medal at the 1996 Olympics, becoming the youngest-ever gold medal winner in the 20km walk event. In 2008 Olympics he won the silver medal in the same competition at 34 years of age, before announcing his retirement from the sport.

(Adapted from <http://www.jeffersonperez.com/biografiai.php?bio=1>)

BEFORE READING

TASK 1: Work in groups. Look at the picture and write down what you know about Jefferson Perez. Then, report your ideas to the class.

WHILE READING

TASK 1: Scan the text and compare it with what you wrote in task 1.

TASK 2: In pairs, find the words in italics in the reading. Then match each word with its meaning. Write the letters (A,B,C...) in the boxes on the right column. (Be careful! There is one extra meaning)

- | | | |
|------------------------|--------------------------|---|
| 1. <i>neighborhood</i> | ☐ | A. to run or drive somewhere very fast |
| 2. <i>handicap</i> | ☐ | B. force |
| 3. <i>inner</i> | ☐ | C. a call to engage in a contest |
| 4. <i>strength</i> | ☐ | D. the people who live in a particular area |
| 5. <i>race</i> | ☐ | E. inside |
| 6. <i>ambassador</i> | ☐ | F. an anatomical, physiological, or mental deficiency that restricts normal achievement |



7. challenge

☐

G. diplomat

H. something made by hand

TASK 3: In pairs, check (✓) the best heading for each paragraph. Be careful! There are more paragraphs than headings.

- ☐ 1. Jefferson's personal life
- ☐ 2. His achievements
- ☐ 3. His Education
- ☐ 4. The origin of his name

TASK 3: Work in pairs. Mark each sentence true (T) or false (F). Justify your answer with the information from the text.

STATEMENT	TRUE	FALSE	INFORMATION
1. Jefferson's father was a sportsman.			
2. Jefferson was born in a wealthy family.			
3. Jefferson has dedicated all his life to the sports only.			
4. Since he was a young child he wanted to be a race walker.			
5. He has become the only winner of one medal for our country in the Olympic Games.			
6. Jefferson is an example for young people.			



TASK 2: In pairs, number the sentences from 1 (first event) to 6 (last event)

.....a. He won the gold medal at the Olympics.

.....b. He was born in el Vecino.

.....c. As a child, he had to work as well as study in order to help out at home.

.....d. He was invited to form part of a group of athletes.

.....e. He started his career as a race walker by accident.

.....f. His first international triumph took place in Bulgaria.

AFTER READING

TASK 3: In small groups read the article and complete the table below.

In the sentence...	The word...	Refers to...
It was not accepted at the Civil Registry of Azuay. (p. 1, line 1)	It	.....
He decided to invite him to compete in a race. (p4, line 3)	He	.....
after discussing it with his family... (p5, line 4)	It	.....
Later he had to make a radical decision, which was to dedicate himself completely to race walking. (p. 6, lines 1-2)	Which	.....



FOLLOW UP ACTIVITY

PROJECT:

- In groups find information about your favorite athlete in magazines or on the Internet.
- Design a collage with the information and be prepared to share it with your classmates.