UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"EXPLORING THE ADVANTAGES OF TASK-BASED

LEARNING TO ENHANCE READING SKILLS"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND

FOREIGN LANGUAGES

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La Libertad, June 18th, 2024

ADVISOR´S APPROVAL

In my role as Advisor of the research paper under the title "EXPLORING THE ADVANTAGES OF TASK- BASED LEARNING TO ENHANCE READING SKILLS ON UNIVERSITY STUDENTS" prepared by AGUILAR CUENCA ALIZA ARLY undergraduate students of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.
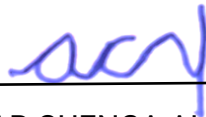
Sincerely,

Firmado electrónicamente por:
XAVIER ANTONIO ALMEIDA BRIONES

_____

ING. XAVIER ALMEIDA BRIONES. MSc

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Statement of Authorship

I, **AGUILAR CUENCA ALIZA ARLY**, with ID **245042586-9**, undergraduate student from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a requirement to obtaining a Bachelor's degree in Pedagogy of National and Foreign Languages in my role as author of the research project **"EXPLORING THE ADVANTAGES OF TASK-BASED LEARNING TO ENHANCE READING SKILLS",** certify that this study work is my authorship, except for the quotes used in this research paper.

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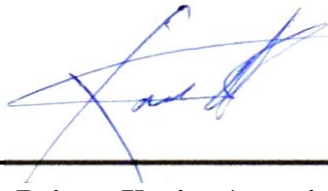AGUILAR CUENCA ALIZA ARLY

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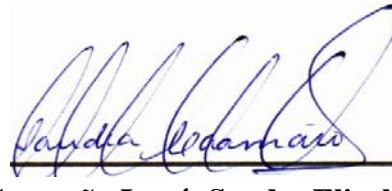**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES MAJOR'S DIRECTOR**

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Acknowledgment

I would like to begin by thanking to my family for their unconditional support, especially my grandparents and parents for guiding and motivating me to be better every day.

To my brother and sister, who have all played a role in helping me reach this milestone in my life, I am forever grateful.

I am grateful to my closest friends for their enthusiasm, collaboration, and for the valuable lessons we have learned together.

Dedication

With immense joy and gratitude, I would like to dedicate this research project to my loved ones who have been my unwavering support and motivation. It brings me great satisfaction to be able to share this achievement with them, as it is the result of my hard work, dedication, and perseverance.

I am especially grateful to my parents, Elizabeth and Sergio, for being my constant source of inspiration and pride.

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With love

-Aliza Aguilar

Abstract

This research project, titled "Exploring the Advantages of TaskBased Learning to Enhance Reading Skills," was "To explore Task-Based learning advantages to enhance reading skills on university students". The study was conducted using a student-centered constructivist approach, which promotes collaborative learning. It was a qualitative, phenomenological study that focused on a sample of students in their seventh semester at Universidad Peninsula de Santa Elena.

The instrument used for data collection was a questionnaire of nine open-closed questions, which was administered through a focus group. The research demonstrated that task-based learning can effectively enhance reading skills therefore, it is important to carefully design and implement tasks in order to achieve the specific objective of enhancing reading skills.

KEY WORDS: Reading skills, Task-based learning, focus group, constructivism

Resumen

Este proyecto de investigación, titulado "Exploración de las ventajas del aprendizaje basado en tareas para mejorar las habilidades lectoras", tenía como objetivo "Explorar las ventajas del aprendizaje basado en tareas para mejorar las habilidades lectoras en estudiantes universitarios". El estudio se llevó a cabo utilizando un enfoque constructivista centrado en el estudiante, que promueve el aprendizaje colaborativo. Fue un estudio cualitativo, y fenomenológico, que se centró en una muestra de estudiantes de séptimo semestre de la Universidad Península de Santa Elena. El instrumento utilizado para la recolección de datos fue un cuestionario de nueve preguntas abiertas, el cual fue administrado a través de un grupo focal. La investigación demostró que el aprendizaje basado en tareas puede mejorar efectivamente las habilidades de lectura, por lo tanto, es importante diseñar e implementar cuidadosamente las tareas para lograr el objetivo específico de mejorar la habilidad de lectura.

PALABRAS CLAVES: Habilidad de lectura, Aprendizaje basado en tareas, grupo focal, constructivismo

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Introduction

The present research will explore if task-based learning can improve students' reading skills by analyzing the advantages of TBL. Moreover, reading skills is essential for students to comprehend complex texts as well as make connections among ideas, both of which are essential to their reading skills. According to Banditvilai (2020), defines reading as an active process where readers apply effective strategies to extract meaning from text. Furthermore, during this process, it is essential that readers use reading strategies to understand and extract meaning from the text.

For the purposes of this study, focus groups will be utilized as means of analyzing task-based learning and its effectiveness in enhancing students' reading skills.

The research is divided into five chapters. Chapter I, the Research Proposal, outlines the problem, objectives, and justification for the study. In Chapter II, the theoretical framework, is presented, which includes the background, pedagogical, theoretical, and legal basis of the research. Chapter III methodological framework, it is including the research method, data collection techniques, instruments, population, and sample. Chapter IV presents the analysis of the findings and the interpretation of the data. Finally, Chapter V concludes the research with recommendations and references. Annexes are also included.

Chapter I

1. The Problem

Research Topic (General/Category)

E.g.: Didactic Strategies and Reading Skills

Write the title of your project. (Specific/Centered on your research)

Exploring the advantages of Task- Based learning to enhance reading Skills on university students

1.2. **Problem Statement**

Reading involves a combination of cognitive processes and linguistic analysis in which the reader's thinking skills interact actively with the text's linguistic characteristics. Skills include automatic processes such as interpreting, which allows readers to easily comprehend, and recognizing written words (Smith et al., 2021). However, Beyond the early years, reading instruction has focused on reading strategies such as identifying the main idea and making predictions. However, in addition to these strategies, it is important to consider other approaches that can support the diverse needs of all readers. Therefore, incorporating Task-Based learning into reading instruction can enhance reading skills and better support.

In the second phase of their research Fandiño Parra et al., (2021), conducted qualitative interviews with 137 teachers from three Latin American countries. The findings revealed valuable insights into the pedagogical perspectives and strategies that teachers find most effective in promoting critical thinking among students. The study emphasizes the significance of teaching strategies that involve students in analyzing, observing, identifying, and solving problems. These strategies not only

promote active student participation but also aid in the development of critical thinking skills. Furthermore, the study highlights the importance of promoting innovation in the design of educational activities and integrating strategies for teaching critical thinking.

In a study conducted by Chamba & Ramirez-Avila (2021), Ecuadorian students from a private English high school were examined to determine the effectiveness of word recognition and specific techniques in improving reading comprehension. The sample consisted of eight females and seven males, and the study aimed to assess the extent to which these practices could enhance the student's reading comprehension. The study also highlighted the importance of gradually increasing the level of reading difficulty to promote the development of advanced reading comprehension skills. The results indicated a gradual improvement in the students' reading comprehension throughout the study, as evidenced by the analysis of the types of supports used. These findings suggest that teaching reading strategies can have a positive impact on enhancing students' reading comprehension.

The study was presented to sixth semester PINE students at UPSE university through direct interviews with five students. The students were found to be more motivated and engaged in the learning process when there was a connection between their personal interests and the reading content. This finding highlights the importance of carefully selecting reading materials that are relevant and appealing to students, as this can greatly increase their interest and participation in the activity (Moreira & Gilmar, 2023). The students also emphasized the benefits of being constantly exposed to different words and contexts through reading, as it improves their lexical knowledge and their ability to comprehend and process texts more easily. This finding futher

emphasizes the importance of encouraging frequent and varied reading practice as a strategy for the comprehensive development of language skills.

Problem question

How does Task-Based learning advantages enhance reading skills on university students?

Specific questions

1.   How does the time spent on Task- Based learning influence enhancing reading skills?

2.   Which types of tasks are more effective on Task- Based learning to enhance reading skills?

3.   Which are the stages on Task-Based learning to enhance reading skills?

1.3 Justification

This research aims to study the development of reading skills among university students. It is essential to investigate a more meaningful strategy that encourages students to actively communicate, in addition to traditional methods of teaching reading skills. The aim is to explore the advantages of using task-based learning as a strategy to enhance reading skills.

This research aims to identify effective strategies for promoting language acquisition in university education. It is recognized that students involved in Task-Based Learning (TBL) are actively making decisions about which language skills to focus on and how to learn them, which not only facilitates the acquisition of language skills, but also encourages students to participate in class discussions and collaborate with their peers (Sholeh, Salija, & Nur, Task-Based Learning (TBL) in EFL classroom: from theory to practice, 2020).

This study examines whether tasks in the university context effectively teach language skills and promote cognitive development. Specific examples of tasks that promote cognitive development, such as analyzing and synthesizing information, will be explored. This study offers new perspectives on teaching reading in the university context, providing insights on effective approaches. (Sholeh, 2020).

1.4 Objectives

1.4.1 General Objective

To explore Task-Based learning advantages to enhance reading skills on university students

1.4.2 Specific objectives

1. To analyze the impact of time spent on Task- Based learning on enhancing reading skills

2. To identify the most effective tasks for enhancing reading skills in Task- Based learning

3. To research the stages of Task-Based learning to enhancing reading skills

Chapter II

2. Theoretical Framework

2.1. Background

This section provides an overview of Nacional and International backgrounds relates to Reading Skills and Task-Based learning.

2.1.1. National Backgrounds

A research project carried out by Constante (2021), at Universidad Técnica de Ambato aimed to evaluated the influence of active and cognitive strategies on the development of reading comprehension skills. The third analysis (T-test 3) revealed a significant progress, which can be attribute to the experimental group's use of innovative active and cognitive strategies, while the control group continued with traditional teaching techniques. These results demonstrate that reading comprehension can enhance over time, even in traditional settings. However, the introduction of new strategies can accelerate and enhance this progress. This is a crucial finding of the research, as it highlights the impact of strategies on reading skill development. The results clearly indicate that the experimental group's use of new strategies had a positive and significant effect on enhancing reading comprehension.

An experimental study at Universidad Estatal Península de Santa Elena (UPSE) conducted by Basante (2022), explored the vocabulary level of first semester students in School of Education and Languages Pedagogy of National and Foreign Languages, it is quite similar to this ongoing study, in which a task-based method was used to develop the ability to learn new vocabulary. The study used two data collection tools: diagnostic tests and surveys. A diagnostic test was administered, while a ten-question survey focused on gathering students' opinions and perceptions on vocabulary learning.

It is concluded that the proposed method, which focuses on teachers creating activity workbooks and developing innovative strategies, is a positive step towards improving vocabulary learning.

The findings of the research ran by Sevy (2022), at Universidad Nacional de Educación (UNAE) align with the present study, through qualitative data collection demonstrated that extensive reading strategies had a beneficial effect on the advancement of students' reading skills and vocabulary. It is worth mentioning that the professor observed enhancements in various facets of reading, including comprehension of texts, the capacity to structure and identify different components of a text, infer meaning, and make predictions. These discoveries imply that extensive reading has the potential to serve as a valuable resource for augmenting the process of English language acquisition.

2.1.2. International Backgrounds

The research managed by Syamsir et. al. (2021), at SMP Negeri 5 Manda holds significant relevance to the present research due to its utilization of the Listen-Read-Discuss (LRD) strategy to evaluate its potential effects on students' reading comprehension skills. By utilizing examined a pre-experimental design involving five pretest-posttest groups, the study examined the effects of the LRD strategy on students' reading comprehension skills, comparing the performance of students in the experimental and control groups. The findings revealed that students in the control group displayed lower levels of concentration and mindfulness while reading, as well as less enthusiasm in answering comprehension questions. In contrast, the experimental group, which utilized the LRD strategy, showed increased participation and

concentration during reading activities. These findings suggest that the implementation of structured teaching strategies positively impacts on enhancing reading comprehension skills. Furthermore, these findings provide support for the theory that active participation and meaningful interaction within the learning process.

The research guided by Chen & Wang (2019), at Zhuhai University utilized task-based learning to improve students' reading skills. Initially, The research indicates that students responded positively to the tasks specifically designed for the class, demonstrating the effectiveness of TBL in developing skills such as logical analysis, collaboration, and interpersonal communication, thereby indicating that TBL aids in the development of skills such as logical analysis, collaboration, and interpersonal communication. Futhermore, the research reveals providing students with increased opportunities to conduct research and engage in conversations in English significantly promotes language use. The findings from Question 7 suggest that the TBL facilitates these opportunities, consequently motivating students to actively participate in the learning process. Additionally, the research highlights several improvements in non-linguistic competencies resulting from TBL, including organization, critical thinking, and attitudes towards learning the English language.

The research controlled at IKIP Mataram by Haerazi & Irawan (2020), is relevant to the current study because its utilizes the Extending Concepts through Language Activities (ECOLA) technique to improve students' reading skills. The study highlights that this technique encourages students to participate in structured activities that promote discussion and teamwork. Additionally, it suggests that one of the main advantages of the ECOLA technique is its ability to facilitate effective collaboration

among students. Through collaborative efforts, students are able to exchange ideas and perspectives, ultimately enhancing their collective understanding of the text.

2.2. Pedagogical basis

In the following section provides an overview of pedagogical basis in reference to Reading Skills

2.2.1. Sociocultural Theory

The sociocultural theory by Lev Vygotsky emphasized the role of social interactions in learning. Besides, Vygotsky argues that learners benefit from engaging in meaningful interactions with others, such as teachers or peers, as they acquire new knowledge and skills. Vygotsky emphasizes the importance of language as a cognitive tool that aids individuals in organizing their thoughts and solve problems within a social context.

According to Vygotsky's sociocultural theory of learning does not occur in isolation, but rather within a social environment that is characterized by meaningful interactions. Furthermore, Vygotsky argues that language serves not only as a means of communication but also as a cognitive tool that enables individuals to structure their thoughts and solve problems (Ameri, 2020). Therefore, language learning is enhanced by the social context and interactions through imitation and active engagement in meaningful activities besides, learners acquire linguistic skills that are eventually internalized and integrated into their cognitive repertoire.

2.3. Theoretical basis

This section provides an overview of theoretical basis relates to Task-Based Learning and Reading Skills

2.3.1. Constructivism

Constructivism in education is founded on the belief that knowledge is not simply acquired, but rather actively developed through engagement and interaction with the surroundings. This approach is strongly influenced by Piaget's theory, especially his emphasis on the importance of hands-on learning and exploration. In addition, through learning experiences that foster inquiry and exploration, students can develop beyond their current cognitive capabilities, according to Bruner. Besides, according to constructivist principles, learners are seen as the central figures in their own educational learning, while teachers are there to provide guidance and support throughout their learning tasks.

Constructivism is based on a set of fundamental principles that guide teaching and learning practices. The first principle emphasizes that knowledge is constructed by the student and cannot simply be transferred from teacher to student. Another key principle highlights the role of the teacher as a facilitator, providing ideas and creating situations that promote the construction of knowledge. (Efgivia et. al., 2021).

2.3.2. Variables of the study

English Reading skills

Reading requires active participation and mental effort, as readers must actively engage with the text and use cognitive skills to understand it. For example, readers may use context clues to decode unfamiliar words and make connections between different parts of the text to understand the overall meaning. This intricate process highlights the dynamic relationship between language, writing, and comprehension. Furthermore, varying sentence structure can make the writing more engaging. Therefore, it is important to proofread for grammar and punctuation errors to ensure the quality of the

writing.

Readers recognize visual words through recognition. When a reader receives a visual input, such as a series of letters (e.g. alphabet, characters, etc.) they engage in perceptual processes that activate graphic units known as graphemes, which make up words. This primary recognition is crucial as it allows the reader to progress towards comprehending the entire message. In order to understand a text reader must also analyze in inferential thinking to establish a coherent understanding of what is being read (Perfetti, 2001).

Task-Based Learning

Willis (2012) introduced task-based learning (TBL) as a language teaching methodology that surpasses simply task assignment by emphasizing a harmonious blend of fluency and accuracy within a structured framework. Besides, this approach facilitates holistic learning for students through meaningful task engagement, addressing the prevalent issue of proficiency plateaus in language acquisition. TBL's three key phases—pre-task, task cycle, and language focus—provide a well-rounded approach that promotes both language exposure and practice, while also incorporating the essential analysis of linguistic structures.

Task-Based Learning Tasks

Estaire & Zanon (1994) proposed a different approach to language learning, known as Task-Based Learning (TBL). The specific tasks focus the language elements that students need to learn or review in order to successfully complete the task. As a result, language learning becomes more contextualized and meaningful for students, as a result, language as a tool to achieve concrete objectives.

In accord with Estaire & Zanón (1994), there are two main tasks categories:

Communication tasks

A key aspect of a communication task involves understanding and generating the target language. This involves activities such as reading silently, analyzing and organizing information, and engaging in oral interaction during the verification phase. To ensure the effectiveness of a communication task, establishing a clear structure with specific steps. In this particular case, the task involves specific steps, including reading predictions, categorizing them, and then verifying them with peers and the teacher. The oral and written interaction that takes place during the task enhances communication skills, building confidence, and enabling students to apply the language in various contexts (pp. 13-15).

Enabling tasks

In the field of language teaching, enabling tasks play a crucial role in preparing learners for more complex communication activities. While communication tasks prioritize meaning and interaction, enabling tasks focus on linguistic elements such as grammar, vocabulary, pronunciation, and discourse structure. The main goal of enabling tasks is to equip students with the necessary skills to effectively communicate while learning a foreign language. After completing a communication task, the next step in the enabling task process involves reviewing and discussing the results, as well as correcting and improving the language used. (pp. 15-16).

Task-Based Learning Stages

Based on the design presented by Ellis (2006), it is considered that there are three stages in the development of Task-Based Learning:

Pre-Task Stage

The pre-task stage serves as a crucial step in preparing students for the main task by providing them with context and guidance. This stage involves a whole-class activity led by the teacher. The concept of the pre-task as a "pedagogical dialogue" is strongly supported by sociocultural theory, which highlights the significance of interaction in the learning process. As the expert, the teacher plays a crucial role in scaffolding, providing the necessary support for students to progress towards self-regulation. During this phase, the teacher should guide the class through a question-and-answer interaction, breaking down steps as needed, and offering parallel examples to ensure understanding among students of varying levels (pp. 80-85).

During-Task stage

By allowing students the freedom to work at their own pace, students have the opportunity to carefully monitor and revise their statements. This highlights the importance of allowing students to work at a comfortable speed. However, if the goal is to improve fluency, it is recommended to set a time limit. Another crucial consideration is whether to provide students with input data, which can aid in the process and enhance accuracy, but may also restrict their ability to think creatively and improvise. Introducing an element of surprise in a task is a third option, although this approach did not significantly impact fluency or language complexity, it can be beneficial from a pedagogical standpoint to maintain student engagement and extend the duration of the activity (pp. 85-86).

Post-Task stage

The post-task stage offers several options to achieve three main pedagogical

objectives. The first objective is to provide students with the opportunity to repeat a task, allowing them to improve their performance through practice. This repetition often leads to improvements in various dimensions, such as increased complexity and a smoother flow of conversation. The second objective is to encourage students to reflect on their task performance, giving them the chance to examine their own learning process and assess their language skills. This reflection can involve evaluating aspects such as fluency, complexity, and accuracy. The third objective is to focus on form, ensuring that students do not prioritize fluency over accuracy. This focus on form can take place after completing the task, allowing students to concentrate on specific language aspects without compromising the primary purpose of the task, which is communication (pp. 93-95).

2.4. Legal basis

This section provides an overview of Legal Basis in references of "Constitución de la República del Ecuador" and Ley Orgánica de Educación Superior"

2.4.1. Constitución de la República del Ecuador

Sección Primera

Educación

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los

derechos de las comunidades, pueblos y nacionalidades (Del Estado. E.C., 2008, p. 168).

Art. 350.- El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanista; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo (p. 169)

2.4.2. Ley Orgánica de Educación Superior

CAPITULO 2

FINES DE LA EDUCACION SUPERIOR

Art. 8.- Serán Fines de la Educación Superior. - La educación superior tendrá los siguientes fines:

… b) Fortalecer en las y los estudiantes un espíritu reflexivo orientado al logro de la autonomía personal, en un marco de libertad de pensamiento y de pluralismo ideológico;

c) Contribuir al conocimiento, preservación y enriquecimiento de los saberes ancestrales y de la cultura nacional;

d) Formar académicos y profesionales responsables, con conciencia ética y solidaria, capaces de contribuir al desarrollo de las instituciones de la República, a la vigencia del orden democrático, y a estimular la participación social… (L.O.D.E. & D.D.R., 2010, p. 9).

2.5. Variables

The chapter II section provides an overview of theories and concepts in

reference to the research project, likewise, several research studies are highlighted which back the use of reading skill enhancement strategies. Based on that, the dependent and independent variables are presented

Dependent Variable

Englih Reading skills

Independent Variable

Task-Based learning

Chapter III

3. Methodological Framework

3.1.   Qualitative research

According to Yin (2016), one of the main characteristics of a qualitative research is being focus on the meaning of experiences, particularly the "why" and "how" of situations. The intention was to gather the participants' perspectives and opinions by exploring the advantages of task-based learning. Furthermore, this inductive method allows for more adaptability in research through offering many kinds of data collection methods such as interviews, focus groups, and so on.

3.2.   Type of Research

3.2.1.   Phenomenological Studies

The current research was a phenomenological study. Greening (2019) a phenomenological study could assist to identify variables and their implications in specific contexts. Involving multiple participants will result in more reliable and applicable findings. In this setting, the independent variable, task-based learning, will be used to observe: how it affects and interacts with the dependent variable, reading skill.

3.3.   Techniques and Instruments

3.3.1.   Data Collection Technique

The focus group technique will be applied for collecting data on the dependent variable, reading proficiency, and the independent variable, Task-Based Learning

Focus group

Gundumogula (2020) It implies that focus groups are a type of group interview in which a moderator facilitates discussion among selected participants on a specific topic. Furthermore, group interaction is important because it allows for the generation

of collective ideas and insights that would not be apparent in individual interviews.

As a result, this technique is useful for data collection as it allows for analysis through

recordings or detailed notes, allowing for the identification of patterns and key themes

in the discussion.

3.3.2. Instrument

The questionnaire will serve as the data collection instrument

Questionnaire

Mazhar et. al. (2021) suggest that using a questionnaire is an efficient and

systematic way to gather information from large groups of people. This makes it easier

to study large populations and reduces the requirement for logistical resources for face-

to-face contact.

Therefore, it can say that questionnaires can include different types of questions

to obtain a range of qualitative data. This is why they will include open-ended questions,

which allow for more detailed and subjective responses. This questionnaire will contain

nine open-ended questions and will be conducted online using the Zoom tool. In

addition, the questionnaire is an effective instrument for this research, as it allows for

gathering critical information from a diverse sample.

3.4. Population and sample

In this research project, the population will consist of 46 students on the seventh

semester of Pedagogy of National and Foreign Languages at Universidad Península de

Santa Elena. The sample will consist on 18 students from seventh semester.

Chapter IV

4. Analysis of Findings

4.1. Brief explanation of the findings

To achieve the objectives set at the beginning of this research project, information was gathered through a questionnaire for analysis and interpretation. In addition, word clouds were created to enhance the understanding of the results. The findings are presented in a logical order, beginning with the students' knowledge of Task-Based Learning, followed by their perception of it as a strategy.

The sample consisted of 18 university students. The following is an analysis of the most significant results, organized according to the questionnaire's structure.

4.2. Interpretation of data from the focus group

Figure 1

Could you please explain your understanding of Task-Based learning?

Source. Based on the focus group

According to Figure 1, it can be concluded that the majority of students seem to understand that TBL focuses on carrying out tasks to develop language skills. They see TBL as a student-centered approach that encourages active participation and collaboration. In addition, they recognize that language learning occurs through practice

in authentic such as debates.

Figure 2

Have you had the opportunity to participate in any Task-Based learning activities during your classes? If so, could you share your experience?

Source. Based on the focus group

According to Figure 2, it can be concluded that the responses provide insight into various students' experiences with TBL. While a significant number of students have actively participated in TBL activities, such as role-playing games and simulated debates. Additionally, some have highlighted its potential for meaningful learning, despite not having the opportunity to engage in such activities yet.

Figure 3

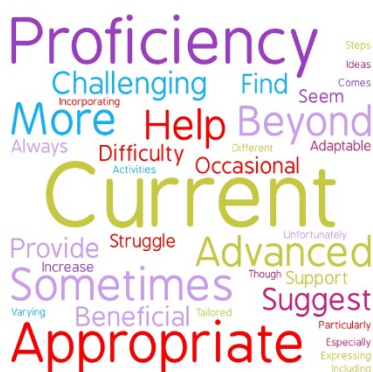*What role does collaboration and teamwork play in the tasks you perform?*

Source. Based on the focus group

According to Figure 3, shows that most students report that their assignments as

rarely independent. Students tend to work individually with minimal emphasis on teamwork. Other students, on the other hand, emphasize the importance of collaboration in their tasks. These students highlight the benefits of group work.

Figure 4

Do you feel that the tasks are appropriate for your current level of English proficiency? If not, what suggestions do you have for making them more adaptable?

Source. Based on the focus group

According to Figure 4, it can be concluded that the majority of students find the tasks suitable for their proficiency level. However, these students suggest that the tasks could be more challenging. On the other hand, a portion of students expressed that the tasks can be overwhelming at times and could benefit from additional support and gradual increases in difficulty.

Figure 5

Which type of task, communicative or enabling, have you found to be more effective in enhancing your reading skills?

According to Figure 5, it can be concluded that there is a strong preference for communicative tasks. Many students find communicative tasks more engaging and effective because they involve interaction and discussion. On the other hand, a minority of students stated that neither type of task has had a profound improvement on their reading skills.

Figure 6

In your experience, which stage of Task-Based learning (pre-task, during the task, and post-task) do you believe is the most crucial for enhancement your reading skills?
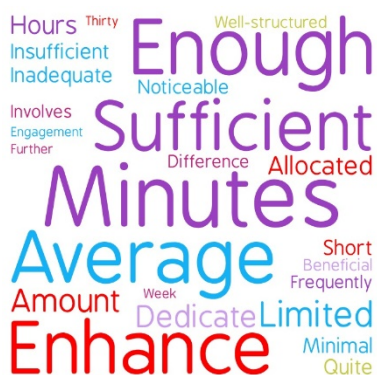
According to Figure 6, it can be concluded that a majority of students believe that the pre-task stage is the most important because it helps them understand the context

and vocabulary, while others highlight the during-task stage as the most crucial since that is when they actively interact with the text. However, a minority of students value the post-task stage because it allows them to reflect on the completed task.

Figure 7

On average, how many minutes or hours do you spend on task-based activities during your English classes? Do you feel that this amount of time is enough to see enhancement in your reading skills?

Source. Based on the focus group

According to Figure 7, the data shows that the majority of students indicate that the time spent on task-based activities during their English classes is limited and insufficient to significantly improve their reading skills. On the other hand, a small percentage of students believe that the time is sufficient to see improvements in specific aspects of their reading skills, particularly in well-structured activities.

Figure 8

How do you think task-based learning has affected your ability to understand and analyze texts in English?

According to Figure 8, it can be concluded that a significant portion of the students expressed that Task-Based Learning (TBL) has not substantially improved their text comprehension and analytical skills. This is evident from phrases such as "it has not had a significant impact." However, there is also a group of students who reported positive results from TBL, with some highlighting improvements in their comprehension and analytical skills. For instance, responses such as "it has significantly improved my reading ability" were noted.

Figure 9

In your opinion, has Task-Based learning been an effective strategy for enhancing your reading skills? Please explain why or why not.

According to Figure 9, it is concluded that a significant portion of students expressed dissatisfaction with Task-Based Learning, contend that it has not significantly improved their reading skills. These students argue that, despite participating in various tasks, they have not observed a significant improvement in reading comprehension. On the other hand, a considerable number of students reported positive results in terms of improved comprehension, vocabulary acquisition, and critical thinking skills.

Chapter V

5. Conclusions and Recommendations

5.1. Conclusions

There is a strong positive correlation between the amount of time spent on task-based activities and the development of reading skills. This active, hands-on approach not only fosters text comprehension, but also improves fluency and analytical skills. Consistent dedication to this method has been shown to lead to sustained improvements in reading skills. Research studies have consistently shown that task-based learning has been shown to be a valuable tool in developing critical thinking, acquiring vocabulary, and improving reading speed.

Conducting thorough research is essential in identifying optimal tasks for improving reading skills in the context of Task-Based Learning. This analysis enables the development of more engaging and interactive teaching methods tailored to meet the needs of students. Furthermore, it will enable as a strong foundation for enhancement of teaching techniques for promoting reading skills, ultimately leading to the further development of reading skills in classroom settings.

In summary, research on the stages of Task-Based Learning for improving reading skills provides a strong foundation for planning and implementing effective instructional strategies. By thoroughly understanding post-task stage of the process, educators can design more interactive and student-centered activities for their students. Moreover, this understanding also enables the identification of potential areas for improvement in the implementation of the TBL approach such as incorporating more authentic materials or providing more opportunities for student collaboration. This research also promotes the sharing of knowledge and best practices among educators,

by promoting innovation and continuous improvement in teaching practices.

5.2. Recommendations

Conducting a thorough evaluation is crucial for teaching methods and learning tasks used in Task-Based Learning, to identify areas for improvement in student engagement and comprehension and implement necessary adjustments. As a result, a detailed analysis of the design and implementation of reading comprehension tasks should be evaluated and improved in order to align with the goal of enhancing critical thinking and inference skills.

In an academic setting, it is essential for educators to carefully examine the methods and approaches used in TBL. This involves identifying any techniques that may not be producing the desired results. Additionally, more research is needed to understand the factors that contribute to the success or failure of TBL in improving reading and analysis skills. This will allow for the optimization of TBL's implementation in academic settings and maximizing its impact on students 'learning.

Educators should create intellectually challenging activities that promote the development of cognitive skills and deepen knowledge for students. Moreover, educators can achieve this by implementing tasks that require critical thinking and synthesis of information, taking into account their strengths and weaknesses. In addition, educators should pay special attention to students with diverse learning needs, adapting gradual adjustments such as providing alternative assignments to ensuring their participation.

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Annexes

Annex A

Focus group questionnaire

1) Could you please explain your understanding of Task-Based learning?

2) Have you had the opportunity to participate in any Task-Based learning activities during your classes? If so, could you share your experience?

3) What role does collaboration and teamwork play in the tasks you perform?

4) Do you feel that the tasks are appropriate for your current level of English proficiency? If not, what suggestions do you have for making them more adaptable?

5) Which type of task, communicative or enabling, have you found to be more effective in enhancing your reading skills?

6) In your experience, which stage of Task-Based learning (pre-task, during the task, and post-task) do you believe is the most crucial for enhancement your reading skills?

7) On average, how many minutes or hours do you spend on task-based activities during your English classes? Do you feel that this amount of time is enough to see enhancement in your reading skills?

8) How do you think task-based learning has affected your ability to understand and analyze texts in English?

9) In your opinion, has Task-Based learning been an effective strategy for enhancing your reading skills? Please explain why or why not.

Annex B

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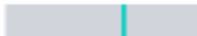fecha de fin de análisis: 18/6/2024

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