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SANTA ELENA**

SCHOOL OF EDUCATION AND LANGUAGES

**PEDAGOGY OF NATIONAL AND FOREIGN
LANGUAGES**

**“Task-Based Reading Activities as a Methodology
for Children”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN PEDAGOGY OF
NATIONAL AND FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “**TASK-BASED READING ACTIVITIES AS A METHODOLOGY FOR CHILDREN**” prepared by **JOAN MANUEL LAINEZ ALVIA** and **JESSIE JOEL RODRIGUEZ TIGRERO**, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,



.....

M.Sc. Diana Terán Molina

Advisor

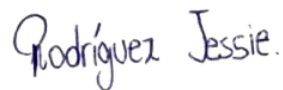
Statement of Authorship

We, JOAN MANUEL LAINEZ AVILA, with ID number 2400051674 & RODRIGUEZ TIGRERO JESSIE JOEL, with ID number 2450458050, undergraduate students from Universidad Estatal Península de Santa Elena, School of Education Science and Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages in our role as authors of the research project "TASK-BASED READING ACTIVITIES AS A METHODOLOGY FOR CHILDREN", certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.



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Declaration

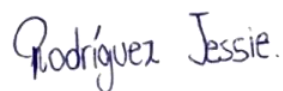
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Acknowledgment I

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-Joan Manuel Lainez Alvia.

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-Jessie Joel Rodriguez Tigrero.

Dedication I

I dedicate this project to my family for supporting me in every step I take, also to my girlfriend who is guiding me in becoming a professional. This is one of many achievements that I will dedicate to them with much love.

-With love, Joan Manuel Lainez Alvia.

Dedication II

I dedicate this research to my family, especially to my son James Rodriguez and my wife Melisa Alejandro for their unconditional love, wise advice and support throughout my academic training. I am deeply grateful for their encouragement and motivation that have helped inspire me to continue despite the adversities.

With love, Jessie Joel Rodriguez Tigrero.

Abstract

The research explores Task-Based Reading Activities (TBRA) as an effective methodology to enhance children's reading skills in English. The study focuses on how TBRA might include students in meaningful, interactive exercises that improve their motivation, involvement, and comprehension by engaging them in significant, interactive tasks. A qualitative method with a phenomenological framework was applied, using interviews and open-ended questionnaires conducted at English Teachers from various educational institutions in the of Santa Elena. The Findings demonstrate that task-based reading increases student engagement, enhances critical thinking, and motivates them to engage with texts in authentic settings. In addition, the research emphasizes how adaptable this system is to various learning styles and skills levels.

KEY WORDS: Task-Based Reading, reading skills development, Reading Motivation, Learning Styles, Comprehension strategies, Teacher's perception.

Resumen

La investigación explora las Actividades de Lectura Basadas en Tareas (TBRA) como metodología eficaz para mejorar las destrezas lectoras de los niños en inglés. El estudio se centra en cómo las TBRA pueden incluir a los estudiantes en ejercicios significativos e interactivos que mejoren su motivación, implicación y comprensión al involucrarlos en tareas significativas e interactivas. Se aplicó un método cualitativo con un marco fenomenológico, utilizando entrevistas y cuestionarios abiertos realizados a profesores de inglés de varias instituciones educativas de la de Santa Elena. Los hallazgos demuestran que la lectura basada en tareas incrementa el compromiso de los estudiantes, mejora el pensamiento crítico y los motiva a involucrarse con textos en escenarios auténticos. Además, la investigación enfatiza lo adaptable que es este sistema a varios estilos de aprendizaje y niveles de habilidades.

PALABRAS CLAVES: Lectura basada en tareas, desarrollo de habilidades lectoras, motivación lectora, estilos de aprendizaje, estrategias de comprensión, percepción del profesor.

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Introduction

English has become one of the most relevant languages worldwide due to globalization, making its learning essential from an early age. Reading, as a fundamental language skill, plays a crucial role in the process of language acquisition. However, many children show low motivation towards reading, which results in poor reading comprehension and limited vocabulary development. These challenges often stem from traditional teaching methods that do not engage students in an active and meaningful learning process.

To address this issue, Task-Based Reading Activities (TBRA) have emerged as an effective methodology for encouraging young learners to read with purpose and enjoyment. This approach promotes reading through interactive and meaningful tasks that require students to use language actively while focusing on the completion of specific objectives. By integrating tasks into the reading process, students not only understand the text better but also develop a positive attitude towards reading.

This research explores the implementation of Task-Based reading activities as a methodology to improve reading motivation and comprehension among children in primary school. It examines the perceptions of students, teachers, and educational advisors regarding the use of TBRA in the English classroom. The study also identifies the strategies used by teachers; the challenges faced during implementation and the benefits observed in learners' engagement and performance.

The main objective of this study is to analyze how task-based reading activities improve children reading skills with different teaching strategies. Unlike traditional reading instruction, this approach allows students to interact with texts in a way that is both educational and enjoyable, fostering not only language development but also a lifelong interest in reading.

Chapter I

The Problem

Research Topic

Reading and Methodology

Title

Task-Based Reading Activities as a Methodology for Children

Problem Statement

Students enrolled in public schools who are 10 years old and teachers in charge of teaching the class are the target audience for this study. This group was chosen because of the difficulties they face when learning the skill reading comprehension ability. The importance of reading skills is fundamental for children, specifically those of 10 years old, because this stage comprises a crucial point in their cognitive and academic development; by focusing on this skill, children will seek to improve reading and comprehension where they will feel more confidence and can increase their ability to learn, understand, and communicate. Their contributions to cognitive aspects, such as attention, comprehension, and the development of narrative skills, make them an indispensable tool for educators looking to enhance their students' reading experiences (Wu et al., 2020).

English is a worldwide language, and mastering it allows a person multiple benefits as getting the title of "citizen of the world". English plays a special role in communication. According to research conducted by Shafira (2021) statistics show that almost 670 million people are fluent and proficient in English. Children's talents and capacities are highly influenced by English, improving their knowledge and giving them opportunities to express themselves without fear. English is used all throughout the world because it is very vital.

English has four important skills speaking, reading, writing and listening. Focusing on reading, it represents the ability to interpret and understand different types of information in a text, including identifying main ideas, specific details, inferences and implicit meanings, learning new vocabulary, and understanding how sentences are formed in the text. Because reading is a dynamic activity, it incorporates intricate elements that interact between individuals and written material to enhance understanding. According to Jaya et al., (2023), Grasping what is read entails far more than just how readers react to the material, as the text includes alphabets, vocabulary, phrases, and sections that convey significance.

Reduction of interest in class activities, difficulties in understanding texts, and inexperience using reading strategies are the three main problems that negatively impact student' performance in EFL reading classes. Teachers should improve students' reading skills and methods, assist comprehension and meaning formation, and motive students to read and engage in class (Yang, 2022).

Learning English can become a major problem in elementary schools. One of the main objectives of teaching English to elementary school students is to introduce them to the language's foundations, which include speaking, listening, reading, and writing. Students will learn the fundamentals of grammar, vocabulary, and sentence construction so they may converse in English at a comprehension level suitable for their cognitive stage (Sudatha et al., 2024).

Language analysis and cognitive processes are combined in reading, where the reader's cognitive faculties actively interact with the text's linguistic elements. Skills include automatic processes such as word recognition and interpretation, which facilitates reader comprehension (Gedik & Akyol, 2022). However, reading abilities such as identifying the main idea and making predictions have been the focus of reading teaching nowadays. In addition to these concepts, it is important to consider other strategies that could satisfy the

different needs of each reader. Therefore, incorporating task-based learning into reading instruction can enhance reading proficiency and support.

Justification

Reading is a fundamental skill for any language learner; it is a crucial part of language acquisition because it allows students to acquire a deeper vocabulary in the language and increase their reading comprehension which helps them to understand the language. In addition, reading helps improve the learner's word comprehension (Ismail et al., 2023). Reading encourages learning new words and learning what they mean in context, as reading is a primary tool in the English language.

Under this scenario, Task-based reading activities may represent an effective way to learn English as a foreign language because they provide a wide range of vocabulary, introducing students to new vocabulary and expressions that are used in everyday life, as they often include scientific and academic words that are not always found in other materials (Skulmowski, 2024).

Task-based reading activities also offer students the opportunity to practice their text comprehension and discuss the topic, which can contribute to the development of other skills to help EFL students foster and improve their reading skills. Task-based reading activities have demonstrated to be successful in enhancing reading comprehension in students with a moderate level of English proficiency, particularly when considering student motivation and active engagement as crucial elements in language acquisition (Marlinton et al., 2023).

Teachers play an important role in using task-based reading activities for children. Teachers should plan and prepare their lessons in advance and select appropriate materials to the level of their students. They should also provide students with background information and pre-reading activities to ensure that they are prepared to read different types of text

(Gavell n.d, 2021). During reading, teachers should supervise students and provide them with guidance and support.

Task-based reading further allows students to negotiate on their own terms rather than with a teacher navigating them through each step. This makes it possible to provide a student-centered lesson with lots of communication possibilities. One effective form of the communicative approach, in which language is learned by usage, is task-based learning. To put it in another way, pupils learn the language they require at the appropriate time to do the task at hand. These kinds of activities raise awareness in addition to encouraging genuine communication (Gavell, n.d, 2021).

This teaching approach can successfully teach English while also developing students' language communication skills. Furthermore, the suggested "communicative competence" is based on English and encompasses more than just vocabulary and grammar knowledge. It entails knowing how to utilize language in authentic contexts to accomplish communication objectives and accurately transmit meaning. Language, sociolinguistics, discourse, strategy, cultural competency, fluency and correctness are important factors to consider. Practice, exposure to real-world language usage, and chances for meaningful contact are all necessary for the development of the communicative competence. (Mark Kevin Astrero et al., 2024).

Problem question (one general)

How can Task-Based reading activities help children improve their reading skills?

Specific questions (3 questions approximately)

- How do task-based reading activities influence children's engagement and comprehension in reading?

- What are teachers' perceptions of the effectiveness of task-based learning in developing children's reading skills?
- What strategies can be applied using task-based learning to increase reading skills performance?

General Objective (State a general objective for your research)

To analyze how Task-Based reading activities improve Children reading skills with different teaching strategies.

Specific objectives (2- 3 specific objectives)

- To explore how task-based learning fosters motivation and participation in children's reading development.
- To discover teachers' perception for Task-based reading activities in children
- To identify the strategies that benefit teachers experience when implementing task-based reading activities in the classroom.

Chapter II

Theoretical Framework

Background

In this research, within the theoretical framework, the conceptual and theoretical foundations of various sources will be considered to delve into task-based reading activities as a methodology for children. The acquisition of additional knowledge and methodologies is essential for the effective management and implementation of the designated subject matter. This is to be achieved by leveraging the insights derived from diverse backgrounds and investigative endeavors.

International Backgrounds

The article by Gavell (2021), indicates that there is improvement and engagement in reading lessons through Task-Based Learning (TBL). This case study was qualitatively conducted with university students in Uzbekistan, combining authentic materials, TBL. The results implied increased student engagement, critical thinking and adaptability across all age groups. It focused on older learners but can be adapted for children. To sum up, TBL authentic materials encourages active participation and retention of skills. It links to subject matter by directly addressing task-based reading methods for language learners.

Loi et al (2022) indicate that the aim of their work was to evaluate a text-driven, task-based method for improving engagement in reading for English as a foreign language (EFL) learner. The approach used an experimental design contrasting a control group using traditional textbook methods with an experimental group using a task-based learning (TBL) approach. The results indicate that the experimental group showed greater engagement and deeper processing of the text. This relates to this research by demonstrating the effectiveness

of task-based reading in EFL settings. To conclude, the text-driven TBL approach promotes both emotional and cognitive engagement as well as the integration of language skills.

The impact of a task-based extensive reading program (TBER) on the reading abilities of Thai high school students by Samutkao & Chaturongakul (2025) revealed that the study used a quasi-experimental design with an experimental group and a control group. They discovered that the experimental group significantly outperformed the control group in post-test scores after reading modified books and engaging in task-based post-reading activities. Additionally, students in the experimental group reported gains in their vocabulary, reading confidence, and reading skills in English. According to the findings, children's reading habits and skills can be greatly enhanced by incorporating task-based reading activities.

The impact of Task-Based Activities in Reading Skill for the students during COVID-19 pandemic by Styati et al. (2022), explain that this work examines the effects of task-based reading activities on high school students' reading abilities during the pandemic. The study discovered that students who engaged in task-based activities outperformed those who used conventional techniques in terms of reading comprehension. Furthermore, it was noted that even in an online learning environment, these activities encouraged student interaction, enabling them to exchange knowledge and pick up new language.

A Quasi-Experimental study by Altarejos et al. (2024), which was published on Harbin Engineering University communicated that the twenty-nine children with a range of reading levels from a public school took part. One month of English classes were spent in a single group using a quasi-experimental pretest-posttest approach. The paired samples t-test was used to evaluate the data, which were gathered via questionnaires that the researchers had created. TBLT was ineffective for this group, as evidenced by the results, which indicated a decline in reading scores on the posttest. The results indicate that the effectiveness of TBLT may vary depending on factors such as age and learning environment.

Joy et al, (2022), in their research, focused on an intensive reading assessment and task-based learning (TBL) to enhance reading and writing skills. The quasi-experimental design of the study incorporates three follow-up tests, and employs strategies such as KWL charts, story mapping, and task-driven reading activities. This approach resulted in significant advancements in word recognition, comprehension, and coherence. The findings of this study demonstrated that integrating intensive reading with TBL is an effective strategy to address literacy gaps in high school students. Furthermore, the text makes a clear link between task-based techniques and improvements in reading and writing performance, while also emphasizing adaptability in response to student needs during the pandemic.

Data from a study led by Sulistiyarini (2022) sought to analyze the implementation of pre-class reading activities and their impact on creative thinking skills. The study also employed a purposive sampling technique, resulting in the implementation of pre-class reading activities through supervision, provision, tutoring, and program evaluation. The impact of the pre-class reading activities included the enhancement of students' creative thinking skills, with originality standing out first, followed by fluency, elaboration and, finally, flexibility. The obstacles encountered by the students were the limited number of readings, reduced time, lack of educational content, students' limited experience and poor comprehension. This is pertinent to the subject under discussion, insofar as reading has been demonstrated to facilitate improved comprehension and retention of material for subsequent study, in addition to enriching one's vocabulary.

The study by Hosseiny (2022) investigated how task-based activities affected the reading comprehension. Sixty students studying English as a foreign language were divided into two groups, experimental and control, according to the results of their Oxford Placement Test. The experimental group participated in task-based reading activities for a month, while the control group employed traditional methods. The results showed that the experimental

group's reading comprehension significantly improved when compared to the control group. This study demonstrated the effectiveness of task-based exercise in improving reading comprehension.

National Backgrounds

Miranda et al. (2021), presents evidence for the cumulative effects of word teaching strategies during shared book reading (SBR). Methodology used is quasi-experimental design with pre/post-test, and incremental strategies with highlighting, explaining, discussing, and supplementary activities. The resultant evidence is presented as follows that progressive strategies improve vocabulary retention and active participation, and the purpose that explicit and incremental word teaching strategies during SBR improve preschool vocabulary acquisition. It is evident that this bears a relation task-based reading (TBL) to vocabulary development in early childhood. It focuses on preschool children and uses tasks of increasing complexity.

The investigation by Universidad, Ciencias y Tecnología by Melati et al. (2023) demonstrates that the implementation of digital reading strategies significantly assisted in the learning of English. Furthermore, it is evident that increasing voluntarily the time spent on reading, English proficiency can be enhanced. The action research was conducted through the utilization of surveys and observations. This finding suggests that digital tools have the potential to enhance self-directed reading. In relation to the subject under discussion, this paper established a connection between task-based learning and technology.

The study by Lucia and Guerra (2023) at the Universidad Técnica del Norte examined the effect of task-based learning (TBL) for the improvement of students' reading skills in English. Task-based learning activities that were modified for the Ecuadorian educational environment were put into practice using an online platform. Students' reading comprehension improved dramatically, demonstrating the value of TBL techniques.

The article by Aguirre Arellano & Sánchez Chinchuña (2023), the study ‘‘The Effect of Task-Based Language Teaching to Develop the Reading Comprehension Skills of the English Language’’ at Universidad Central del Ecuador sought to examine the features of task-based teaching-learning (TBLT) and how it affected English reading comprehension abilities. Using a bibliographic-documentary research design, information was gathered from a variety of scholarly sources and stored in a digital file. According to results, using TBLT strategies which are based on real-world sceneries and tailored to the skills of the students significantly enhances reading comprehension.

Pedagogical basis

Sociocultural basis

Vygotsky’s sociocultural theory placed a strong emphasis on the part social intentions play in education. Additionally, Vygotsky contends that as students gain new knowledge and abilities, the gain by interacting meaningfully with classmates or teachers (Vygotsky, 1979). The significance of language as a cognitive tool that helps people organize their ideas and solve issues in a social setting is emphasized by Vygotsky.

The sociocultural theory of Vygotsky holds that learning takes place in a social setting with meaningful interactions rather than in isolation. Furthermore, according to Vygotsky, language is a cognitive tool that helps people organize their ideas and solve issues in addition to being a medium of communication (Ameri, 2020). In addition, learners gain linguistic skills that are eventually internalized and incorporated into their cognitive repertoire. Thus, social context and interactions through imitation and active participation in meaningful activities increase language learning.

Theoretical basis

Task-Based Language Teaching (TBLT)

According to Ellis (2024) Task-Based Language Teaching (TBLT) is a methodology that emphasizes attention to form when speaking to accomplish a task. It also places tasks at the center of the design of language course. Therefore, a clear understanding of what a task is and an awareness of the different ways in which it can be implemented is essential to understanding TBLT. Rashov asserts that the main idea behind Task-Based Language Teaching (TBLT) is that language teaching should be task-centered. A task is a meaningful activity that requires students to use the target language to achieve a specific goal.

Doung and Nguyen (2021) explain that the task-based method that was initially implemented in classrooms served as the model for task-based language instruction. It is acknowledged that TBLT has undergone significant expansion over the past three decades, a phenomenon that has been the subject of numerous studies exploring its diverse aspects. The subsequent iteration of Communicative Language Teaching, known as TBLT, emphasizes the use of language in authentic circumstances for genuine conversation. In other words, students can acquire the target language by means of its utilization in the classroom environment. The incorporation of realistic communicative tasks within a task-based approach is of paramount importance, as it encourages motivated students to consistently engage with the language they are acquiring.

Reading skills

The acquisition of reading proficiency necessitates the development of multiple skill sets, which must be mastered to ensure optimal reading ability. Reading fluency is defined as the ability to recognize words adequately, with expression, intonation and rhythm appropriate to the text being read. This skill is indisputably conducive to the enhancement of reading comprehension in children and adolescents. Reading comprehension is a multifaceted

cognitive process involving the coordination and integration of information, the reader must recognize the letters that make up each word in the text and the syntactic structure to which it belongs and then extract the meaning from mental lexicon (Reina-Reina et al., 2024)

Tomarong and Alcorcon (2024) state that reading is a fundamental skill that is the cornerstone of academic success and personal development. However, a considerable proportion of students encounter challenges in attaining optimal reading proficiency, which can result in academic difficulties and potential long-term implications. Reading is defined as the study of intervention in aspects of reading proficiency, reading accuracy, decoding skills, comprehension and long-term academic performance. The study emphasizes the significance of personalized and tailored educational strategies for students seeking to enhance their reading skills and further develop this ability.

Legal basis

Constitución de la República del Ecuador

Constitution of Ecuador [Const]. Section Five: Education. Art. 27. October 20, 2008 (Ecuador). Provides that education is fundamental in all areas and processes, an environment that promotes good values and develops skills in students. Therefore, the following article states:

Art. 27. - Education shall be centered on the human being. It shall guarantee their integral development with respect for human rights, the sustainable environment and democracy. Education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, with quality and warmth. It shall promote gender equity, justice, solidarity and peace; it shall stimulate critical thinking, art and physical culture, individual initiative and individual and community initiative, and shall develop abilities and skills to create and work (Art. 27, 2008)

Art. 28.- Education shall respond to the public interest and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation shall be guaranteed without any discrimination and shall be compulsory at the initial, basic and baccalaureate levels or its equivalent. It is the right of every person and community to interact between cultures and participate in a learning society. The State shall promote intercultural dialogue in its multiple dimensions. Learning shall take place both in and out of school. Public education shall be universal and secular at all levels, and free up to and including the third level of higher education. (Art. 28, 2008)

Ley Orgánica de Educación Intercultural

The fundamental principles of education, including the rights and obligations inherent each domain, are delineated in Article 2 of Ley Orgánica de Educación Intercultural [LOEI]. Ecuadorian individuals contribute to the nation's growth in a variety of ways. The capacity for effective communication between native and foreign cultures is contingent upon the utilization of language. In general terms, the legislative intent is to improve the quality of life of Ecuadorians.

In article 2.3 on the Principles of the National Education System, the LOEI delineates the regulations to be observed to ensure the growth and well-being of education and emphasizes significant areas for research (LOEI, 2021)

Theme B: The LOEI asserts that education constitutes the primary instrument for societal change in this region. Education has been demonstrated to facilitate the enhancement of life projects, residents' freedom, and the nation's economic status.

Theme H: To contribute to educational innovation and scientific training. It is stated that academic preparation must be of a high standard, that teachers must be fully prepared to deliver high-level instruction, and that they can use experimentation to transform resources into materials of a good academic system.

The present study's primary objective is to examine the efficacy of task-based reading exercises in enhancing children's reading abilities. As previously stated, an analysis of preceding studies and literature pertaining to the current topic was conducted in the preceding chapter. The subsequent chapter will provide a detailed exposition of the research methods employed.

Chapter III

Methodological Framework

Methods

The present study's primary objective is to analyze how Task-Based reading activities improve Children reading skills with different Teaching Strategies. As previously stated, an analysis of preceding studies and literature pertaining to the current topic was conducted in the preceding chapter. The subsequent chapter will provide a detailed exposition of the research methods employed.

Qualitative research is characterized by its exploratory nature and focuses on understanding complex phenomena in their natural environments. It emphasizes the interpretation of the meanings that individuals assign to their experiences, relies on direct observation, utilizes inductive reasoning, and maintains a flexible and interactive design (Lim, 2024) .

This research adopts a qualitative approach, which is aligned with the principles of applied research, as it seeks to address practical issues within real-word context. In contrast to quantitative data, qualitative data such as notes, images, videos and interview transcripts are rich in detail and descriptive in nature, enabling deeper and more nuanced analysis. Additionally, this methodology requires a high level of reflexivity, as the researcher serves as the primary instrument for both data collection and analysis (Windsor K, 2024).

Characteristics of this method

Conforming to Taherdoost (2022) There is a plethora of definitions for qualitative research. In essence, the objective of this methodology is to address scientific and realistic questions that are pertinent to society, encompassing natural methods and the interpretation

of various subjects. It is evident that these methodologies employ a variety of experimental materials, including subject research, experience, and significant narratives. Consequently, cannot be evaluated through numerical analysis. The qualitative method involves the collection of basic text data and its subsequent analysis to provide specific explanations. This is a valuable methodology for the analysis of a phenomenon, since its very essence is research (Bhandari, 2022).

Type of Research

Phenomenological Studies

The present study was of a phenomenological nature by Alhazmi & Kaufmann (2022) study employs a phenomenological approach, thereby providing researchers with a theoretical framework that facilitates engagement in flexible activities. These activities are designed to facilitate the description and understanding of complex phenomena, including various aspects of human social experience. In this setting, the variable, Task-Based, will be employed to observe its effect on and interaction with the other variable, reading skill.

According to Bartholomew (2023) phenomenological research methods are of critical importance for empirical approaches that emphasize detailed accounts of lived experiences in the social, health, educational and psychological sciences. The advantages of employing task-based activities to teach reading can be substantially expanded by phenomenological research, which provides a deep awareness of the lived experiences of educators and assessors.

Data Collection Techniques:

The one-on-one interview technique will be applied to collect data on task-based activities performed with the reading skill in the students.

one-on-one interview

The utilization of methods such as one-on-one interview enables researchers to identify subtle advantages and difficulties that users cannot observe when employing quantitative methods, with which are unable to cope. One-on-one interviews between a researcher and a participant provide an in-depth understanding of a small number of people and offer insight into diverse experiences (Stofer, 2023) .

Instruments:**Questionnaire**

Questionnaires are of paramount importance in this field of research, as they offer a systematic yet adaptable approach to the immediate collection of extensive and detailed data derived from task-based reading activities (McLeod, 2023).

According to Sharma (2022) In surveys, a questionnaire is a crucial instrument that facilitates the evaluation of knowledge, attitudes, and practices on a particular subject of interest. The study's objective dictates the configuration of the questionnaire, which frequently assumes the form of a series of predetermined questions. In addition to saving the researcher time, a well-designed questionnaire facilitates the collection of pertinent data.

The formulation of open-ended questions that allow participants to provide their own honest answers requires the creation of a questionnaire based on qualitative research. The questionnaire administered in this study has been developed with the objective of attaining an exhaustive comprehension of the participants' experiences, emotions and perspectives concerning the utilization of task-based activities to enhance reading proficiency.

To obtain a concrete analysis of the topic, the questionnaire will consist of 7 open questions. The interviews will be conducted face-to-face, thus ensuring a backup record of the interview content. At the interview, the interviewee will be informed about the research topic being conducted, the objective of the research, and that the interview is confidential and

for educational research purposes only. This methodological approach is predicated on the premise that it ensures accurate data collection by allowing real-time responses, thus guaranteeing better research.

The objective of this survey is to collate pertinent information regarding teachers' diverse perspectives and first-hand experiences concerning the implementation of task-based activities in English reading instruction. The findings of this research study indicate the positive aspects, challenges, and repercussions associated with the process of acquiring literacy in English.

The information obtained from the data collection will be useful in improving the teaching of reading using task-based activities, as well as the teaching methodology. Furthermore, the methods and strategies heard in the interviews will be put into practice in an effective manner.

Population and sample

The target population is defined as a group or set of individuals, objects or events that possess specific and intriguing characteristics from the perspective of the researcher. This population is the subject of the sampling process. The population under investigation is defined for the specific purpose of the research study, encompassing the parameters or attributes that are the subject of study (Thomas, 2023).

The population for this study includes educators from 5 different institutions in the province of Santa Elena, these educators are the ones who teach and evaluate task-based activities for children.

The sample constitutes a collection of information from teachers as the research population, meticulously selected to mirror its characteristics. In the field of scientific research, the utilization of smaller, more controlled groups has become a prevalent practice. This methodological approach enables the formulation of conclusions that can be

extrapolated to the broader population. The selection of samples should be conducted in a manner that accurately reflects the diversity and the appropriate attributes of the research population (Thomas, 2023) . The sampling method employed was convenience sampling, whereby specific schools were interviewed with different teachers to obtain the necessary data for the research.

A sample of 5 English teachers from a variety of educational institutions was selected based on their experience in English language teaching. The selection was made so that the teachers' years of experience in teaching could be compared thus allowing for the establishment of a range of research points. The teaching staff originate from various locations within the districts of Ayangué, Santa Elena and La Libertad. Their experience in face-to-face teaching environments makes them an ideal cohort for this research. The use of a specific methodology provides more detailed and contextually relevant data, which increases the overall quality and applicability of the research findings.

The qualitative approach employed, based on descriptive and phenomenological studies, has facilitated the acquisition of valuable information on teachers' experiences through interviews and questionnaires. This methodology has facilitated the acquisition of a substantial corpus of data from diverse educational contexts. The findings support the hypothesis that task-based activities are an effective strategy for enhancing children's reading proficiency in language teaching.

Chapter IV

Analysis of Findings

Brief explanation of the findings

In terms of data interpretation, the interviewees' responses highlighted the teachers' perceptions of the use of Task-Based Reading Activities as a methodology to enhance children's learning in the English classroom. Analyzing their perspectives and experiences about successful reading strategies for students, particularly regarding motivation, engagement and flexibility to meet various learning needs, provided clear insights for this research. Interviews with primary school teachers revealed comprehensive information about how this approach affects classroom dynamics.

Teachers stated that reading assignments, time management, a variety of learning styles, and the need to modify the curriculum are essential considerations for better teaching. Incorporating students' interest like movies or real-world situation is also essential for sustaining engagement and guaranteeing meaningful learning. The use of group work and visual aids was repeatedly mentioned as a key strategy for addressing children's diverse reading abilities, especially in the early grades.

Interviewees stated that task-based reading activities offer students the opportunity to apply language in real contexts, thus fostering both language acquisition and critical thinking. Teachers reported positive experiences using this methodology, highlighting increased motivation, improved participation, and greater student autonomy.

Interpretation of data from the interview or focus group

Question 1: What factors do you consider important when designing or selecting assignments for reading activities?

Table 1*Important factors for the design or selection of tasks by teachers*

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 1	Knowledge of the students, motivation and diversity of learning styles.	Degree of adaptation and comprehension of the children, also pre-teaching vocabulary words.	Topic that is familiar or relevant to the students, design pre-, while-, and post-reading activities.	Students want to learn and understand.	Time, different learning styles, some are more visual, and others are more theoretical, and curricular adaptation.

Note: Significant elements considered by educators when developing and choosing activities aimed at enhancing students' reading skills.

The findings from the interviews indicate that teachers employ a variety of factors when designing and selecting reading activities for English language teaching, with the objective of optimizing student learning in the classroom. The interviewees emphasized that to make an accurate selection and design, it is essential to consider the students' existing knowledge, the time allocated for class, and their inclination to learn. Furthermore, it is crucial to assess their learning styles and utilize familiar vocabulary that aligns with their level of adaptation to the task.

It is imperative to acknowledge these factors to enhance the pedagogical approach. Teachers have indicated the necessity of understanding how children learn best whether through visual or theoretical methods. This understanding is essential for adapting teaching methods to suit their individual learning styles as these factors are important for the teaching profession. The respondents indicated that, prior to the delivery of instruction, it is essential to ascertain the child's current vocabulary level. This information is indispensable in the selection of suitable activities for the learning process. Furthermore, the implementation of

pre-, while-, and post-reading assessments has been identified as a methodology for enhancing reading proficiency. The findings of this research indicate that to enhance our pedagogical approach, it is imperative to possess a comprehensive understanding of the pivotal factors and to be able to implement them effectively. Furthermore, it is fundamental to identify the most effective mediators through the application of interviews.

Question 2: What kinds of tasks have you found most effective in encouraging and engaging children's participation in reading activities?

Table 2

Most effective types of tasks

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 2	Interactive reading and sequence activities.	Participation and role reversal for students.	Find that simple, Interactive tasks work	Interactive and significant.	Using movies to get them more interaction.

Note: Categories of activities most effectively employed by educators to capture interest in reading.

From the perspective of teaching staff, interviews are an essential component for encouraging participation. It is imperative that these tasks are both engaging and appropriate. The most efficacious tasks are interactive, incorporating student role-playing, sequential activities, and the utilization of engaging films, all of which are straightforward for the students. Interviewees have indicated that interactive tasks are more effective in engaging students.

This finding indicates that the nature of tasks plays a pivotal role in fostering children's engagement. It has been proposed by pedagogues that interactive readings possess the capacity to engender a high level of engagement in students, a situation attributable to the facility pedagogues offer students to modify their voices. Furthermore, the role-playing

process enables learners to adopt the role they chose. Interactive readings represent the optimal method of motivating students to participate. Concurrently, they are acquiring new vocabulary and adapting it to their daily lives. Specifically, the identification of appropriate tasks for implementation is conducive to facilitate children's learning, enabling them to have a more dynamic and motivated classroom environment.

Question 3: What strategies have you used to adapt activities to different levels of reading ability?

Table 3

Strategies used by teachers

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 3	Use anticipation guides presenting characters or situations and make groups according to their levels.	Skimming and Scanning, main idea of the text.	Use differentiated, for lower-level use simplify and for higher-level used extension tasks.	Knowledge of vocabulary and verb conjugations.	Group work, vocabulary activation,

Note: The strategies used for different levels of readings by teachers to students.

The interviewees asserted that the strategies employed represent instruments to enhance and facilitate reading comprehension. The efficacy of these strategies is contingent upon the proficiency level of the students in the classroom. Consequently, it is imperative to ascertain each student's proficiency level, to facilitate the development of a curriculum tailored to their specific needs. It has been observed that some teachers assign simpler tasks to certain groups of students and more extensive tasks to others. Furthermore, it has been documented that some teachers utilize an anticipated guide to facilitate students' comprehension of reading materials. It is also asserted that collaborative learning is an

effective method for students to exchange ideas with their peers and to impart their individual learning strategies for reading comprehension.

In addition, pedagogues are compelled to adopt an alternative *modus operandi*, encompassing the utilization of skimming and scanning strategies. These strategies are employed to enable students to discern the text's crux, thus fostering enhanced comprehension. It is necessary to acknowledge the students' level of vocabulary proficiency, as this dictates the comprehensibility of the activity. It is paramount to underscore that all strategies are inherently efficacious, the crux lies in the discernment of their optimal application and the identification of the most suitable cohort for a given activity.

Question 4: Have you ever used task-based instruction methodology in the learning process and what was your experience?

Table 4

Experience with the use task-based reading activities.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 4	A large class is difficult to maintain the concentration and behavior of the other students.	They discover new words, as well as encouraging peer-to-peer collaboration	Engage in real-life tasks such as planning a trip, creating a tourist brochure, or acting out scenes from a story.	Know that students can interpret and answer questions from a reading.	Rather than limiting themselves to memorizing vocabulary or grammar rules, perform meaningful tasks used in real-life situations.

Note: Teachers share their perspectives on their experiences with this approach.

In accordance with the respondents' testimonies, the task-based teaching method has been employed, albeit with variations in its implementation and application. It was also communicated that the process faces some challenges and must be employed in a manner

consistent with the optimal number of students, ensuring comprehensive attention and comprehension among all participants. Students discover new words and assimilate them into their vocabulary. The context also motivates students to read and become immersed in the reading task, where they begin to develop their intellect.

On the other hand, it has been demonstrated that students increased motivation when confronted with familiar topics or subjects that are daily accessible. Such topics may include special events that connect with the students, enhancing their motivation to complete the assigned activity. Teachers have emphasized that students can complete homework task, if they are adequately motivated and engaged by the task itself. It is therefore advisable to utilize familiar topics and less complex vocabulary to facilitate optimal performance.

Question 5: From your experience, what would be the main benefits of applying task-based reading activities in the classroom?

Table 5

Benefits of applying task-based reading activities.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 5	Motivation and engagement and integrate helpful skills for the language and vocabulary development	Helps foster communication	Increase student motivation, guide students to read with a specific purpose, integrate language skills.	Excellent reading comprehension skills.	Critical thinking, encourage teamwork.

Note: The main benefits of applying task-based reading activities in the classroom.

The interviewees identified several benefits of task-based reading activities. It has been suggested by some pedagogues that these devices can enhance student motivation and participation in the classroom. This approach facilitates enhanced communication,

comprehension, and identification of reading deficiencies. This pedagogical approach fosters enhanced communicative skills in students, enabling them to articulate their ideas, reflections and feelings.

It has been asserted that the implementation of this strategy has the additional benefit of enhancing students' critical thinking skills. This assertion is supported by empirical evidence from educators who have reported a positive correlation between the two. This approach promote autonomy in forming opinions and facilitates independent communication in the classroom setting. Furthermore, they can provide feedback on the reading process and respond to questions posed during the reading. It advances collaborative learning, encouraging students to share ideas, vocabulary and knowledge. It is evident that a student who possesses a comprehensive understanding of the subject matter is well-positioned to provide effective instruction to their peers, facilitating enhanced collective outcomes.

Question 6: How would task-based reading activities accommodate different learning styles and abilities among your students?

Table 6

Adapting task-based activities to your abilities.

	Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
Question 6	Different learning styles because each one can go at their own pace.	Difficulties in the learning process, of grammar and vocabulary.	Visual learners from story maps, images, and graphic organizers, auditory learners pair discussions or listening tasks related of reading, kinesthetic learners	Short readings and then continue advancing little by little.	Visual resources, sorting cards, dramatizing scenes, how to differentiate texts to teach vocabulary or even role-playing.

enjoy
movement-
based task.

Note: Teachers mention how these task-based activities adapt to students' different abilities.

Regarding the interviewees, it is asserted that task-based activities would be suitably adapted to the students' learning style. It is noted that some students have the capacity to engage with reading-based activities at a pace that suits them. These students have already developed their own unique learning style, and the provision of material and questions from the teacher serves only to provide supplementary support.

Furthermore, it has been established that some individuals learn through a visual medium by observing images, maps and graphic organizers which facilitate comprehension of the reading. Conversely, some teachers hypothesize that students may adapt to a learning approach incorporating movement-based task, such as enacting scenes or completing reading stations. It should be noted that some people have an auditory learning style, so they acquire knowledge by listening to the explanations provided by others regarding their own readings. They offer students with a variety of perspectives that contribute their learning, and while some approve, others hold divergent views. This diversity of opinion ultimately serves the overarching objective of enhancing teaching and learning.

Question 7: What recommendations would you give to other teachers who wish to implement task-based reading activities in their classes?

Table 7

Recommendations for other teachers.

Interviewee 1	Interviewee 2	Interviewee 3	Interviewee 4	Interviewee 5
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Question 7	Analyze the group you are working with.	Select a good task, knowledge and promote learning.	Start simple-choose tasks, Pre-teach important vocabulary, use a variety of task formats such as drawing, group work, role-plays, or short writing tasks, include a reflection activity at the end, flexible and observe.	Have a lot of patience so that learning is effective.	Start with the most basic, the simplest, short topics, use of teaching resources.
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Note: Teachers suggest implementing these activities in English language instruction using with task-based reading activities.

The interviewees present a series of recommendations for the implementation of task-based reading activities in English language teaching in the classroom setting. One of the most notable of these is patience, which, although challenging at first, will ultimately yield positive results. Firstly, it is imperative to note that the group should be analyzed, as this will assist in determining which activity is appropriate and in selecting a suitable task for the various groups of students.

It is recommended that the most elementary approach be initiated, entailing concise readings and comprehensible vocabulary. It is further recommended that a variety of task formats be employed, including drawings, group work, and role-playing to maintain student attention. The implementation of these recommendations has the potential to cause positive change in the classroom environment and to enhance English language teaching, facilitating more effective learning for students.

Table 8

Evaluating the Use of Task-Based Reading Activities.

Questions	What factors do you consider important when designing or selecting assignments for reading activities?	What strategies have you used to adapt activities to different levels of reading ability?	From your experience, what would be the main benefits of applying task-based reading activities in the classroom?	How would task-based reading activities accommodate different learning styles and abilities among your students?
Answers	Topics familiar or relevant to students and conduct pre-, during-, and post-reading activities, including pre-learning vocabulary.	Knowledge of vocabulary and verb conjugations are effective strategies, as well as group work, skimming and scanning.	Motivation and participation integrate useful skills for language and vocabulary development and help foster students' communication and critical thinking, improving teamwork.	Students have different learning styles and adapt to different teaching methods, of visual, auditory, or kinesthetic, to learn vocabulary and grammar at their own pace.
Authors	Pre-reading helps the student grasp the idea of the topic and then reading appropriate books and participating in post-reading activities helps improve their vocabulary, reading confidence and reading skills(Samutkao & Chaturongakul, 2025)	Progressive strategies improve vocabulary retention and active student engagement, telling us that by starting with early vocabulary development we improve reading comprehension (Miranda et al., 2021)	Task-based learning improves participation in reading classes, resulting in increased engagement, critical thinking, and adaptability of students to the group(Gavell, 2021)	The study revealed that students who participated in task-based activities outperformed those who used conventional techniques in reading comprehension, even in an oline learning environment, these activities encouraged student interaction, enabling them to exchange knowledge and learn a new

Note: Teacher perceptions of the use of task-based reading activities.

The efficacy of strategies employed in the pedagogy of reading has been demonstrated, with the adaptation of strategies to the child learning styles, a fundamental aspect of this process. This method involves the elimination of activities that are deemed to be of little benefit, with the objective of identifying and retaining those activities which are most effective. The aforementioned processes evolve and develop over time, with the ultimate aim of benefitting the student. The research points out the efficacy of task-based reading activities in the context of English language instruction, emphasizing their adaptability to diverse learning styles among students.

Chapter V

Conclusions and recommendations

Conclusions

Task-based learning cultivates internal motivation and enhances involvement. When children participate in reading activities that have a specific aim, such as addressing challenges, developing projects, or performing narratives, they demonstrate greater excitement and engagement in their educational journey. Furthermore, task-based reading exercises increase children's literary skills by prioritizing relevant tasks that promote understanding, vocabulary expansion, and analytical reasoning. These exercises provide a well-organized yet adaptable method that corresponds with children's cognitive growth.

Teachers generally hold a favorable view of task-based reading activities, considering them to be highly effective in language teaching. It is acknowledged that these activities facilitate differentiated instruction and accommodate the various learning styles that may be present in the classroom. However, challenges related to time constraints and resource availability are also highlighted.

Teachers have been shown to benefit from the different strategies found with this methodology, such as the use of visual aids, collaborative tasks, and the integration of technology for language teaching. These approaches not only facilitate the implementation of task-based reading activities but also enhance student participation and performance in the classroom, thereby improving learning outcomes for children of different levels. The purpose of this pedagogical approach is to facilitate the assimilation of learning outcomes by the child within the classroom environment.

Recommendations

It is recommended that teachers incorporate authentic content for a variety of tasks, as this has been shown to enhance the retention of information. The findings related to task-based learning are its ability to increase students' motivation and engagement when the activities match their interests, backgrounds, and experiences. The provision of a selection of texts to students, from which they may select the one that captures their attention, is conducive to facilitating a more effective engagement with the task activity.

The utilization of task-based reading in English language teaching is strongly advised by numerous pedagogues thanks to its proven efficacy. Nevertheless, a considerable number of these educators concede both confidence and structured knowledge regarding the comprehensive implementation of this pedagogical approach. It is imperative that professional development programmers explicitly address both the theoretical underpinnings and practical implementation of task-based reading instruction. For instance, organizing regular in-service training workshops is recommended, with the objective of introducing teachers to frameworks for designing and delivering task-based reading lessons.

To facilitate and improve language teaching, it is recommended that a variety of perceptions and perspectives be considered, including the implementation of diverse teaching strategies that are tailored to students' different learning styles. It is imperative that task-based reading activities are varied in format and modality, incorporating visual, auditory, kinesthetic, and tactile elements. As an example, visual learners may benefit from tasks that include storyboards or picture sequencing, while auditory learners may engage in listening tasks followed by discussions or creative responses.

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Annexes**Annex A: Certified Anti-plagiarism System**

Certificado Sistema Anti-Plagio

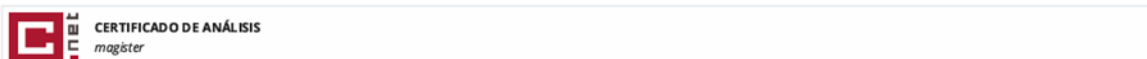
En calidad de tutora del Trabajo de Integración Curricular denominado “**TASK-BASED READING ACTIVITIES AS A METHODOLOGY FOR CHILDREN**” elaborado por los estudiantes **LAINAZ ALVIA JOAN MANUEL Y RODRIGUEZ TIGRERO JESSIE JOEL** de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 6% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



MSc. Diana Terán Molina

TUTOR



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Annex B: Questionnaire.**Task-Based Reading Activities as a Methodology for Children****Questions aimed at teachers**

1. What factors do you consider important when designing or selecting assignments for reading activities?
2. What kinds of tasks have you found most effective in encouraging and engaging children's participation in reading activities?
3. What strategies have you used to adapt activities to different levels of reading ability?
4. Have you ever used the task-based instruction methodology in the learning process and what was your experience?
5. From your experience, what would be the main benefits of applying task-based reading activities in the classroom?
6. How would task-based reading activities accommodate different learning styles and abilities among your students?
7. What recommendations would you give to other teachers who wish to implement task-based reading activities in their classes?