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RUNNING HEAD: USING TASK ANALYSIS TO IMPROVE THE READING
SKILLS OF ENGLISH LANGUAGE LEARNERS

Using Task Analysis to improve the reading skills of English language learners

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Research Report submitted

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Abstract

The research was carried out with students from fifth level at the foreign languages institute at Surcolombiana University (ILEUSCO hereafter).This paper aims at showing the results of a research study about the effects of promoting Task Analysis and setting S.M.AR.T goal that is defined as one that is S= specific, M=measurable, A=achievable, R=realistic, and T=time-bound (S.M.A.R.T hereafter).

The research study started with the assumption that the promotion of task analysis could engage students to improve their reading skills because of the lack of autonomy by students. A mixed method approach was used to analyze the data from both quantitative (pre-posttests) and qualitative (teacher and students' journal) perspectives. Therefore, the results of this research showed that students improved their reading comprehension through the process of setting S.M.A.R.T goals and doing Task Analysis (especially focused on genre) improving student's problem-solving and reading comprehension level being aware of text genre.

To sum up, as pedagogical implication is important to highlight that self-directed learning was an important tool for students from fifth level because they were able to take initiative and advantage of some autonomous strategies in order to improve their own learning. By the other hand the major limitation was students' absences.

Key words: task analysis, goal setting, task classification, task demands, task purpose, genre, learner-centered.

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Resumen

La investigación se realizó con estudiantes del instituto de lenguas extranjeras de la Universidad Surcolombiana (ILEUSCO) de quinto nivel. Este artículo tiene como objetivo mostrar los resultados de un estudio de investigación sobre los efectos de la promoción de tareas de análisis y la fijación de objetivos llamados SMAR.T goals que se definen como S = específica, M = mensurable, A = alcanzable, R = realista, y T = tiempo determinado (S.M.A.R.T).

El estudio de investigación comenzó con la suposición de que la promoción tareas de análisis podría involucrar a los estudiantes a mejorar sus habilidades de lectura, debido a la falta de autonomía de los estudiantes. Un enfoque de método mixto se utilizó para analizar los datos de ambos: los cuantitativos (pre-post-tests) y los perspectivos a los cualitativos (docentes y estudiantes diarios). Por lo tanto, los resultados de esta investigación mostraron que los estudiantes mejoraron su comprensión de la lectura a través del proceso de fijación de S.MA.R.T goals y haciendo tareas de análisis (especialmente centrados en el género) como resultados se puede encontrar el mejoramiento en la resolución de problemas y el nivel de comprensión lectora siendo consciente de los diferentes géneros dados en la lectura..

En resumen, como implicación pedagógica es importante destacar que el aprendizaje auto dirigido era una herramienta importante para los estudiantes de quinto nivel, ya que fueron capaces de tomar la iniciativa y la ventaja de algunas estrategias autónomas con el fin de mejorar su propio aprendizaje. Por otro lado, la principal limitación era ausencias de los estudiantes.

Palabras clave: análisis de tareas, establecimiento de metas, de clasificación de tareas, demandas de la tarea, la tarea de propósito, de género, centrado en el alumno.

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List of acronyms

S.M.A.R.T goal: S= specific, M=measurable, A=achievable, R=realistic, and T=time-bound

ILEUSCO: foreign languages institute from Universidad Surcolombiana

T.A: Task analysis

T.C: Task classification

T.D: Task demands

T.P: Task purpose

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Chapter one: Introduction

In Colombia, few studies regarding reading comprehension have been carried out. For example Arismendi (2011) highlights in his study that some reading strategies and language learning were applied without any instruction by his students after explicitly taught. Another important study was carried by Zurek (2006) where she pointed out "students applied the reading strategies explicitly taught during the courses and some language learning strategies for which they did not receive any instruction (p. 98)". Also, Herrera and Espinosa (2010) carried out a study where they explored the use of six reading strategies to short stories: skimming text, scanning text, reading titles for predictions, taking notes, underlining unknown words, underlining important information, and using images to comprehend text in order to improve the student's reading comprehension. This study showed that students create connections with their native language; also, they tended to use cognates in order to comprehend better.

Díaz, S & Laguado, J (2013) concluded that the use of strategies contribute to enhance and improve reading skills. Also, they took into account the importance of the texts, motivation and effective learning. Considering the studies mentioned before is important to say that students have not developed reading comprehension habits or strategies to cope with academic demands.

This action research study was carried out with a group of twenty eight students with A2 English level enrolled at University Surcolombiana, institution located in the North of Neiva – Huila, Colombia. This research work intends to explore the effectiveness of doing Task Analysis and setting S.M.A.R.T goals. The purpose is to promote Task Analysis, improve and find ways to help learners to improve their reading skills and comprehension facilitating their reading process. At the beginning of the

study, a pre-test was administered to investigate students' reading level and Task

Analysis test. Then, the study focused on the promotion of Task Analysis(TA) by first

introducing some basic concepts, such as goal setting, planning, diary writing, and task

purpose. In the interventions, the class only worked on task classification, task

demands, and genre. Afterwards, a post-test was administered in order to evaluate any

improvement to reading through the use of TA.

The second chapter outlines the general idea of the research, a description of the

participants, and a rationale on why this is a problem in this research in terms of the

impact of doing TA and setting S.M.A.R.T goals to boost learners' reading

comprehension followed by the theoretical framework, where the relevant constructs for

this study are considered and discussed. This chapter provides a review of the literature

on reading comprehension, learner-centered, goal setting, task analysis, task

classification, task demands, task purpose and genre analysis. Later on, the third chapter

deals with the research design and describe the context of this study and its participants.

Additionally, it explains the researcher's role, the data collection instruments and

procedures carried out throughout this research study. Furthermore, the pedagogical

intervention is explained in detailed in chapter 4. The implementation and design of

instruments are detailed in this section and the data analysis and results of the

implementation process are described in chapter 5.

Finally, in chapter 6 the conclusions are explained along with the pedagogical

implication of this research study. Therefore, the limitations and further research are

described in this section.

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Statement of the problem

One of the most important concerns at the beginning was to try to improve the ability of students to read and comprehend what they read in English, and it seemed very difficult, due to some internal and external factors such as anxiety, lack of vocabulary, and fear of failing tests or failing the course. Teachers need to find ways to help students to address these concerns. It could facilitate learners' abilities to set S.M.A.R.T goals that improve their motivation and in particular their task analysis process.

One of the strategies used by the students was to read word by word. They usually looked up unknown words in dictionaries. Hence, Díaz, S & Laguado, J. (2013) states that the use of dictionary could be reduced when students use the reading strategies. An important factor in improving reading is that students do not seem to be sufficiently motivated for example Lopera (2010) pointed out "when learners applied the reading strategies, their self-confidence improved and this resulted in higher levels of motivation" (p.8).

Consequently, it becomes imperative for teachers to reorient and foster new models of instruction by using diverse reading comprehension strategies and technological developments.

Research question

It was observed through different kinds of tests that students did not have a high reading comprehension level or set S.M.A.R.T goals. Consequently, it is believed that with the implementation of TA or setting S.M.A.R.T goals, learners might improve their reading comprehension skills.

Keeping in mind this problem, the research question to be addressed by this study is the following:

To what extent does promoting goal setting and task analysis improve English Language Learners' reading skills?

Research objectives

•   To improve reading comprehension in English by teaching one particular kind of metacognitive strategy.

•   To discern whether promoting the use of task analysis and genre analysis will improve learners' reading ability in English.

Rationale

The teaching learning research carried out with fifth English level students at ILEUSCO from Surcolombiana University was focused on boosting students' ability to do Task Analysis and reading comprehension activities in order to improve their reading comprehension in English.

Because many students have repeatedly been unable to get high scores in their reading tests, the implementation of doing TA and setting S.M.A.R.T goals is necessary to help students develop the ability to read through different kinds of texts.

It is important to consider that reading comprehension is a skill of vital importance in students' lives while learning a second language. This allows the acquisition of new information, vocabulary, interpretations, etc. Therefore, reading provides the ability to be taught through the use of Self-Directed Learning. According to Grabe (1991, p5) in order to understand and explain the reading process, there are six

component skills that should be taken into consideration: "(1) automatic recognition

skills; (2) vocabulary and structural knowledge; (3) formal discourse structure

knowledge; (4) content/world knowledge; (5) synthesis and evaluation skills/strategies;

(6) metacognitive knowledge and skills monitoring". Thus, one of the most striking

features are to recognize these skills in the study because of automatic recognition skills

helps learners to know what they need and how they can overcome their difficulties,

vocabulary and structural knowledge was another important skill considered, it was

worked through the task classification and formal discourse content from the different

reading texts chosen. Finally, strategies were evaluated and monitored through learner's

journal where learners were conscious of their own progress and learning.

Chapter two: Theoretical Framework

This theoretical framework provides a review of the literature studied on reading

comprehension, learner-centered, goal setting, task analysis, task classification, task

demands and genre analysis as the main constructs of this research. Therefore, some

similar studies on genre analysis are also discussed in this section.

Reading comprehension

One of the most difficult problems facing an ESL teacher is to teach reading

comprehension strategies because students feel panic and refusal to read and understand

the message of a reading, in order to acquire vocabulary and all the benefits that reading

provides. There is a significant different with students that are exposed to reading

comprehension strategies instruction due to it helps to increase their level

comprehension according to the research (e.g. Van Keer &Verhaeghe 2005; Lau &

Chan 2003; Alfassi 1998; Dreyer 1998; Kern 1989).

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Research has shown that reading comprehension is a complex process of the interaction between the writer's language and the reader's prior background knowledge or memory schemata. "Every stage of comprehension involves reader's background knowledge of culture (Anderson, 1997, 14:369)".Phillips (1984) pointed out: "a successful reading of any passage, depends upon a combination of linguistic knowledge, cognitive skill and general experience and knowledge of the world, whether acquired by experience or by learning, influences greatly the reading comprehension process, for the more the reader brings to the text, the more is taken away" (p. 2). The importance of the learner as being actively involved in the organization of the incoming information is critical. As, Grant (2008) explains that teachers need to teach guided reading process where learners feel independently and can monitor their own.

This literature review has shown that before introducing students to this environment it was important that learners and teacher explored their expectations because those could be too high or too low (Thomas et al. 1988). For instance setting goals was one of the major components of planning, and planning is one of the most important procedures in Learners-Self-Management as explained by Rubin (2008). So, it has been stated that in order to understand the impact learner-centered teaching has made on teaching approaches in recent years it is necessary to begin with the teacher-centered approach which is closely related to the behaviorist tradition. Teacher-centered instruction assumes that learners are passive and they become active by reacting to stimuli in the environment. Therefore, the teacher's role is to create an environment which model, scaffold and self-regulated the enhancement of reading strategies giving by teachers.

Learner-Centered Curriculum

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By way of introduction, learner-centered methods are those that are principally concerned with learner needs, wants and situations such as communicative language teaching (CLT). In this concern, Nunan and Lamb (2001, p. 51) claim that philosophy of learner-centeredness has strong links with experiential learning, humanistic psychology and task-based language teaching. These links are evident as Nunan mentions (1999) that

> "A learner-centered curriculum will contain similar elements to those contained in traditional curriculum development, that is, planning (including needs analysis, goal and objective setting), implementation (including methodology and materials development) and evaluation" (Nunan, 1988, cited in Nunan, 1999, p.12).

Then, teachers moves toward the learner-centered approach which assumes that learners are active and have unlimited potential for individual development. Weimer (2002, pp. 58-59) defines student-centered approaches by contrasting them with teacher-centered approaches. To him, five key differences can be traced:

- The goal of student activity: students work to meet the objectives set by the teacher. In contrast, in student-centered learning, students work to provide a response to a central question or taking into account their own needs or purposes. In this study, learners set their own learning goals for different kind of activities that they set for improving and showing their process by themselves.

- The role of the teacher: the teacher sets learning objectives, and then plans a set of activities designed to help learners meet those objectives. In student-centered learning, in contrast, the teacher presents the central

question, and then works as a facilitator as students determine the nature of the response they will develop, and then formulate and carry out a process to develop that response. Therefore, learners had the opportunity to choose from different kind of readings and know what they needed and liked.

- Students' motivational orientation: approaches often depend, at least in part, on extrinsic motivators, such as grades, degrees, or other rewards, to motivate students' efforts to learn. In student-centered approaches, teachers attempt to present a question that is interesting enough to motivate students to take ownership of the process of developing a response. As a result, students' actions are driven by the goals they have set for themselves rather than external rewards promised by a teacher or institution. As a result of the process, they were motivated because they learnt how recognize their needs and set their own goal in order to achieve their purposes.

- Assessment: teachers use objective assessments to determine grades, which in turn are used to motivate students and provide parents with information about their children's progress (Kohn, 1994, cited in Pederson, 2003, p. 59). However, in student-centered instruction, the assessment is open-ended and designed to involve students in examining their own learning, focusing their attention on their learning needs and changing understanding rather than on a grade. In this stage were more focused on improvement that in grade.

- Student interaction: the interaction is frequently under teacher control; the teacher determines group membership, the nature of the interactions)

between the members, and even the role each member of the group plays.

Teachers intervene in the group process when there are difficulties, and

hold the group accountable for individual learning. Instead, student-

centered approaches, which also assume a great deal of student

interaction, are keeping with collaborative learning. Collaborative

learning emphasizes students' self-governance of their interactions,

allowing them to make decisions about with whom they work, and how.

As students negotiate their relationships with each other, they must

articulate their ideas, and engage in a disciplined social process of

inquiry; these activities are in keeping with constructivist principles and

the goals of learner-centered

Students are not completely aware of why they are involved in certain

activity. For that reason, teachers often set goals taking into account the

curriculum but student's goal are not considered or took into account when

teachers start a new course. If teachers gave the opportunity to students to set

their own goals, it would increase the group's goal-orientedness; according

Thanasoulas (2002) thus they can achieve their own goals and have a process

Some studies have shown how students feel when they reach their own

achievements and how it helps to do new tasks in order to improve the development that

occurs through the use of different strategies to help students encourage their

knowledge. Duryea (2001: 130) presents three areas of such strategies such as

promotion and attributions to effort rather than to ability. For example TA is a process

that learners acquired step by step and they got the whole process at the end and the

ability to do TA. The second area is providing feedback; it was constantly during the

process between teacher-researcher-students and students-students. They helped among them. Finally, increasing learner satisfaction and the question of rewards and grades were seen at the end of the process. Learners did not feel fear of failing their test and their scores were high.

Reading can be one of the most fascinating processes in the learning process if teachers structure lessons bearing in mind the needs of students. There are many interesting process that can be done in reading classes in order to promote an active role of the learners; there are some possible avenues to help students improve their reading skills, by learning to set S.M.A.R.T goals and doing task analysis. so, promotion active learners was possible because research gave students space to practice the target with some exercises planned before, giving them time to just practice English and providing comprehensible input for the English language learner. It was necessary to introduce some new pedagogical strategies which promoted self-directed learning. One of them was focused on the metacognitive strategy of goal setting because learners need to be involved in their own learning process. In this way learners will be able to judge themselves through their goal and know if they achieve them or not. Goal setting allow learners to have and feel how they are able to know their needs and follow their own process as it is mentioned before.

Goal setting

Goal setting is one of the four major components of planning, and planning is one of the most important procedures in learners-self-management as explained by Rubin (2004). Setting learners´ own goals is an enriching strategy to strengthen the learning and teaching process. Rubin (2004, p.2) stated that goal setting consists of learners determining what they want to accomplish within a stated time period. This

strategy involves learners in their learning process, because they feel commitment with

the set of activities they are doing. What is more, setting goals can be developed as a

life-long habit because learners should use it to build self-directedness as part of their

learning process and progress.

They have been many studies focused on Goal Setting. The following are some

findings obtained by other researchers who studied the effectiveness of goal setting.

Bayardo, et al (2013) conducted research with three different groups of learners,

who studied at one private and two public schools in different settings of Colombia. The

researchers wanted to analyze whether teaching learners to set S.M.A.R.T goals would

increase their self–efficacy. In this study goal setting and task analysis of small talk

were the new pedagogical alternative offered by researchers. The instruments used were

the student's and teacher's journal, pre-test and posttests and their interventions. These

strategies played a meaningful role in learners' interaction and led to increase in self-

efficacy and motivation to learn a second language. At the end of the research the

results showed that learning to set S.M.A.R.T goals positively affected learners' self–

efficacy.

Clemente & Rubin (2008) carried out a study with a student who wanted to pass

the TOEFL test. Researchers decided to evaluate his level with a pre-test. In this study

described how the learner set his goal after taking a pre-test and recognized that he was

a beginner and he needed to improve many aspects of listening skill. After that,

researchers decided to work with TA and evaluated which kind of genres was used in

the TOEFL test in order to help learner.

TASK

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An important construct is the task. According to Ellis (2003) "a task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed" (p. 16).Integrating the tasks as a didactical and pedagogical tool to acquire the foreign language should be linked to the teaching-learning process. They need to engage the learners. Consequently, learners can easily move from easy tasks to more complex ones, looking to produce spontaneous communication. Each task promotes different language skills and cognitive competences (compare, association, contrast, characterize, etc) while improving the learners' communicative abilities. In other words, Willis and Willis (2001) point out "tasks differ from grammatical exercises in that learners are free to use a range of language structures to achieve task outcomes –the forms are not specified in advance" (Richards 1997: 8. Therefore, tasks differ from exercises in the sense that language exercises come in many shapes and forms and can focus on lexical, phonological or grammatical systems while tasks have a non-linguistic outcome.

Task analysis

Doing task analysis through reading process willinclude some components such as task purpose, task classification, and task demands as stated by Wenden (1995). One of the most important aspects of task analysis is that students will have a benefit to have the knowledge to assess the purpose, classification and demands of the learning tasks that teachers set for learners. It is necessary to consider that there is an outcome of an appraisal process and teachers can see the utility. Learners will acquire the level of competence; it means that teachers will know what skills are required to do the task.

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Task classification

According with Rubin (2004) stays "task classification (TC) refers to various aspects of a text. In order to be able to respond adequately to a given task, learners need to classify it. T.C helps teachers to focus on what learners know and do not know where helps them to organize their work, to think about how they will go about their work, to understand different kinds of discourses and determine the characteristics of the tasks". TC is going to be implemented through different kinds of exercises after some explanation in the class. Students should choose through different kind of texts and start doing TC process.

Task purpose

It helps learners to identify why they are doing or performing a specific task, in this way they give the value to the task. So, task purpose (TP) helps to increase a learner's willingness to tackle a task, i.e. can increase motivation also, it increases relevance and assume that learners understand the many present & future benefits of a task but may not be able to see beyond a classroom assignment where helps to determine the utility. Students will have the opportunity to choose among a range of texts where they will set their purposes for those readings.

Task demands

Knowledge of task demands (TD) means considering what knowledge and skills are necessary to complete a task. Learners need to identify what kind of reading and language improves their skills through learning, they need to know what they want to learn and how to achieve it. Also the learner needs to know how to go about doing the task. After that students should be able to break up different kind of tasks so they will

know what their learning purpose is (Wenden, 2004). Task demands will help you

determine the appropriate strategies to use to complete the task. TC does the breaking

up and then TD decides what to do. TD helps learners create a list of strategies in order

to use them. Furthermore, it helps learners to think about what to do about certain

structures and allows them to formulate an action plan and decide what to do first,

second and etc.

Genre analysis

Genre is a French term that means kind or class. However, the most significant meaning

is used to refer to a specific type of text (Allen 1989). Also, Swales (1990) said that

genre is defined as a "class of communicative events, the members of which share some

set of communicative purposes. Those purposes are recognized by the expert members

of the parent discourse community, and thereby constitute the rationale of the genre" (p.

58).Furthermore, the use of genre analysis has facilitated the acquisition of a second or

foreign language reading comprehension, where it has played an important role in

overall text comprehension. Each genre has its own features, purposes, and conventions

that help learners to read, understand, appreciate, interpret and create those forms. In

addition, genre provides a way to determine and understand the variety of meanings and

different messagesthat can help a reader predict or summarize types of texts.

The research studies have shown the importance of genre analysis which have

been discussed by different authors. Genre analysis presents a widely range of

references that help students to select, choose and understand different kinds of texts

genres. For example, Littlefair (1991) conducted an empirical study where argues that

"different genres capture different ways and purposes of communicating that require

appropriate appreciation for text understanding" (p. 25).

Other important studies carried out by Francis and Hallam (2000) stated that

"students' reading comprehension is affected by their ability to deal with text genre and

show how important it is to know text genre, and the difficulty that a reader could have

in understanding a certain text without such knowledge" (p. 462) . Another author Feez

(2002) shows that in Australia genre has been applied in order to help students to

achieve the expected reading comprehension outcomes through the provision of text

genres. Hyons (2002) carried out a classroom study where the effects of genre

instruction on ESL students' reading level were analyzed. The study indicated that

genre instruction had increased the students' attention, and increased their awareness of

reading comprehension process.

To sum up, it seems that if goal setting, task analysis and reading are developed

in an effective manner, learners are going to feel more confident with their results and

learning process. They are going to be able to initiate to reading on their own and

choose some books in order to learn more about setting S.M.A.R.T goal, doing T.A and

recognizing different kind of genres. The use of task analysis can improve their self-

directed learning process where they are going to be capable of being independent and

autonomous.

Chapter three: Research Design

This chapter describes the methodology followed, the characteristics of the

context and participants, the researcher's role, the data collection instruments, and

procedures used throughout this study.

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Type of study

This research was a mixed analysis method, in which quantitative and qualitative

data were collected. The quantitative data was collected via pre &post tests of Task

Analysis and Reading. The qualitative data was collected through the use of teacher and

students' journals, and teacher's observation. This qualitative information gotten from

by students and teacher's journals were analyzed by assigning codes, which helped

identify patterns. All the collected information was triangulated to find valid and

reliable results.

The mixed approach is a process that responds to a problem by collecting,

analyzing and connecting quantitative and qualitative data in a single study or a series of

research investigations.

It is important to note that the mixed approach goes beyond simply collecting

data from the different approaches about the same single phenomenon; from the very

proposal of the problem it involves mixing inductive and deductive logic. As Teddlie

and Tashakkori state (2003, p. 546), a mixed approach is used from the research

proposal for the collection and analysis of data and the study report.

The use of the mixed approach offers various advantages or benefits. Todd,

Nerlich and McKeown (2004, p. 550) view the following as reason enough:

1. The mixed approach helps to clarify and formulate the research proposal, as

well as the most appropriate way to study and analyze the problems of the

research work.

2. The variety of observations produces 'richer' and more varied data, as they

take into account different sources, and types of data, contexts or environments

and analyses. It breaks away from 'formulaic' research.

In summary, the mixed approach represents greater breadth, depth, diversity,

quality of analysis and understanding.

Researcher's role

The researcher of this project is a teacher who provided the learners with

resources to improve their reading process. The researcher also designed a classroom

observation sheet intended to observe and analyze the impact of learning to set

S.M.A.R.T goals and do task analysis.

First, the researcher planned the interventions and each one was presented using

different resources such as: Television, video beam, and handouts. The first intervention

was presented as an introductory class where learners had the opportunity to consider

the concept of self-directed learning in a general sense. Then, the teacher-researcher

wrote, revised and presented three lesson plans which provided information, resources,

examples and practice for the students in order they could set their own S.M.A.R.T

goals, do task analysis and learn about genre.

The researcher provided some questions for the students' journal that included

how they felt, what their processes were and how they overcame those situations.

Furthermore, the researcher kept her personal journal too, created the pre-test and post-

test and a rubric to measure SMART goal. Finally, the researcher prepared and analyzed

the data.

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Context

This research project was developed in Universidad Surcolombiana (USCO), in Neiva – Huila. This is a public college that has an institute which offers learners eleven English levels. The students may come from other universities, schools and of course, from Universidad Surcolombiana. Surcolombiana has a language policy that requires English at fifth level achieved A2 proficiency level according to Common European Frame of Reference level where learners are basic users and they will get the ability to deal with simple frequently used expressions and will be able to express oneself in everyday situations. In addition, when students finish the eleventh level, they must take and pass these English courses required to graduate in B2 according to Common European Frame of Reference where learners can read articles, reports with contemporary problems where the writers adopt particular attitudes and viewpoints (CEFR, 2002).

Participants

For this research the participants selected were in fifth level from Ileusco institute with 28 students respectively. It is a private institute from Universidad Surcolombiana with an emphasis on teaching English in eleven levels. The students are between 16 and 38 years old, who belong to a medium social stratum. They have an instrumental motivation for learning English mainly aimed at studying abroad, obtaining more job opportunities or as an academic requirement in the subjects in their respective semesters.

The fifth level is a large group but they are really motivated to learn English. Some comments about their English learning had been discussed in classes. They have

some problems when they are reading because the first solution to their problems is to

use Google translator. At the time of the study, the students were working with Edmodo

platform and they were developing their own learning through different strategies used

by Self-directed learning process (SDL, hereafter).

Although at the beginning of the fifth level were 28 students during the whole

process only 16 were tested or participated in the research process. There were many

reasons and including:

- Four of them cancelled the course because they had to travel a lot. They
were engineers and they worked in companies out of the city.

- The rest did not go to class regularly. Most of them are students from
schools and they had to take exams, homework and presentations. They
considered these obligations more important school than English classes.

Ethical Considerations

This research study has been conducted in responsible way. Therefore, mostly of

the participants were adults, they did not require a consent letter and they were informed

about the objectives of the study. In their journals they wrote "in case of publishing my

teacher María Victoria Carvajal Hoyos is authorized of use this journal". In addition, the

principal of the institution from ILEUSCO institute was informed about the process and

procedure to be carried out during the research project. He knew how many

interventions had been planned and what the main objective of it was. Moreover, he was

given a consent letter clarifying the research's name and time required for it (Appendix

A).

RUNNING HEAD: USING TASK ANALYSIS TO IMPROVE THE READING
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Data Collection Instruments and Procedures

In this study, the data collection instruments had as an aim to collect information on the learners' reading comprehension improvement and to analyze to what extent TA and S.M.A.R.T goals improve their reading comprehension skills.

The instruments were designed with the purpose of guiding students through the use of TA and setting goals in which they learn, practice and evaluate their process.

Data were collected using two types of instruments: two (pre-and post-test for task analysis skills (Appendix B and E) which were quantitative and two (student's and teacher's journal) were qualitative. These instruments help to collect different kinds of data in order to obtain relevant information before, during and after applying each intervention. After collecting both kinds of instruments from students and complementing that with observations, it gives a more complete picture of any changes in learner skills to know what can be gained through doing Task Analysis. In addition, learner scores on standardized reading tests used by the university were collected at the beginning and at the end of the course to enable a comparison between changes in TA scores and reading scores.

Instrument 1: Pre-test and Posttest

The first instrument used was a pre-test for reading comprehension (Appendix C). The test was given in order to identify the level of reading comprehension. Students had an hour to answer the test.

The pre-test contained eight questions to determine reading comprehension; the test is called the ILEUSCO test and it is designed by the institute. Based on the results of the first reading comprehension test, the researcher designed a pre & post-test

focused on task analysis. The pre-test was piloted with students from tenth grade

because they had the same A2 level as the fifth level at ILEUSCO and as a result, some

questions needed changing. At the beginning of the course, students took the reading

pre-test.

In this study, a pretest and posttest for doing TA was designed and used where

Joan Rubin, as counselor outlined the following four questions for the pre &post tests:

1.   What is your goal in reading this text? What do you want to learn

reading it?

2.   What is the organization of this text? What is its structure?

3.   How would knowing this organization help you reach your goal?

How would it change how you read the text?

4.   Why do you want to read and understand it?

These questions measured changes in learner ability to do task analysis. A

comparison between pre-posttest results is compared below. Moreover, there were two

pre-posttests which attempted to measure the ability in reading comprehension at the

beginning and at the end of the interventions (Appendix C and F).

Instrument 2: Students' journals

Journals have become an important tool for teachers inside and outside of the

classroom and if the students have the opportunity to write a journal, it will help to

develop the ability to recognize their needs and improvements. According to Moon

(1999: 4) such a journal is 'an accumulation of material that is mainly based on the

writer's processes of reflection. It is written over a period of time, not in "one go"'.

Putting 'learning' in front of 'journal' implies 'that there is an overall intention by the

writer (or those who have set the task) that learning should be enhanced'. Journals are a

powerful tool to increase student's awareness of their learning process. It encourages

engagement and reflection. In addition, it can clear a learner's mind and most

importantly, learners can take time to reflect on what might be happening in their

process of learning. "Making journal writing part of our routine means that we do

actually take time out to reflect on what might be happening in our practice and in our

lives generally (Rainer 2004:5). Another data collection instrument used was the

students' journal (See Appendix H). Each student wrote their opinions about how they

felt during the process, which problems they found and how they dealt with them and

which other strategies they would use for the next interventions. At the end of the study,

they wrote four journals; the first was related to S.M.A.R.T goals, second task analysis,

third genre and the last one was related how they felt with all the process.

After each intervention learners wrote their journals. Most of the journals were

written each week or each two weeks. Some of the interventions took more than one

week because they needed more time for practicing some exercises outside the

classroom. They wrote a separate journal entry for setting an S.M.A.R.T goal, TA,

Genre and one journal for general process (Appendix H).

Instrument 3: Teacher's journal

Korthagen (2011) indicates that a teacher's journal represents a good way to

explore information and ideas that come from real situations and context. Journals can

allow the researcher to understand affective factors (p.203). They can also facilitate an

exploration of the classroom environment from the learners´ point of view. Writing a

diary is not difficult since it requires a person's own experience, thoughts and views of

something. However, people often need to go back to their writings in order to look for

specific information. One more issue that can appear to be a weakness in using journal

is that they usually deal with a lot of subjectivity and they are also time-consuming.

Keeping a journal is a very useful method to record reflections from a personal analysis.

When a teacher writes a journal can register all kind of information that then can be

reviewed and selected according to what we are researching on. Therefore, a teacher's

journal was written. The teacher designed a classroom observation sheet (Appendix G)

that allowed analyzing each aspect after each class. At the end of the course the post-test

was administered for reading comprehension as well as the posttest for task analysis.

Besides, journal writing encourages self-directed learning because of its personal

character and because it molds our responsibility about the thoughts and reflections

registered (Appendix G). The following figure describes the data collection tools used

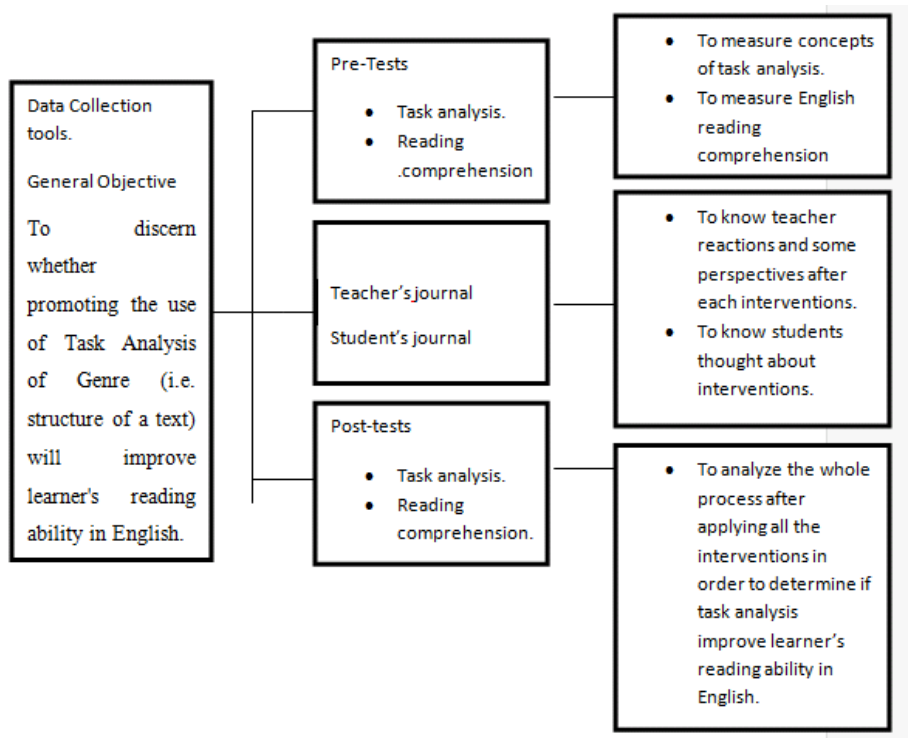during this study that gave an explanation of the procedure carried out.

Figure 1 Instruments for data collection procedures.

Validity and triangulation

To validate the instruments used to collect the data in this research study, two teachers were requested to revise them – in this case professor Edgar Alirio Insuasty who is the coordinator of ILEUSCO institute and one colleague.

The instrument designed for the pre-test was piloted also with a group of learners from the institution where the researcher works. The group used for the piloting had the same characteristics with the participants from ILEUSCO. After the validity and piloting, some adjustments were made because the counselor believed it was necessary in order to get the appropriateness of the pre-test.

External validity

External validity relates to generalize findings– to or across target populations– to or across tasks– to or across environments. External validity refers to the generalizability of the treatment in other realities; I want to contribute listing the factors that may jeopardize internal and external validity as written by Campbell, D. & Stanley (1963). It refers to the ability to generalize the study results to other groups and settings beyond those in the current experiment. With regard to external validity this study was an action research study where the class was studied in order to see if setting goals and doing TA would change their reading scores. As conducted, it has low external validity because (a) did not use a sampling technique, (b) did not use a control group and small sample size.

Internal Validity

Internal validity on the other hand, asks the question "Is the connection between

the independent variable and dependent variable clear and unambiguous to make a

causal inference?(Leman, 1991). Internal validity is, therefore, concerned with correctly

concluding that an independent variable is, in fact, responsible for variation in the

dependent variable or "Did the treatment cause the effect?" If the experiment can clearly

establish that the treatment cause an effect, then the experiment has internal validity. If

something other than the treatment caused the effect, then the study would not have

internal validity. Internal validity encompasses whether the results of the study are

legitimate because of the way the groups were selected, data was recorded or analysis

performed. With regard to internal validity, researcher could observe that students

obtained better scores in their tests and they were more motivated because their main

goal was to pass the course with some improvements in their process.

Chapter four: Pedagogical intervention

This chapter explains each pedagogical intervention. It gives a detailed

explanation of the instructional design and procedures followed during the

implementation process.

Instructional design

The researcher designed three lesson plans (Appendix I) the first of which took 3

hours, the second intervention took 6 hours and the third took 6 hours. These lesson

plans were designed in order to teach and encourage learners to set S.M.A.R.T goals,

doing task analysis and genre analyses. Some of the exercises presented by students can

be analyzed in depth by checking Figure 2.

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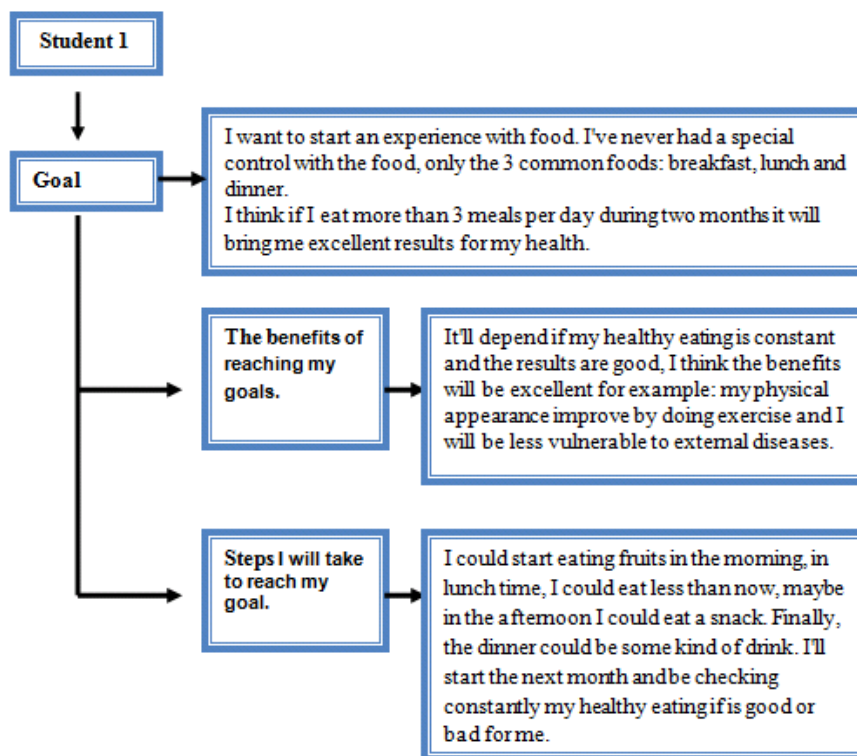SKILLS OF ENGLISH LANGUAGE LEARNERS

Figure 2 learners' goal for healthy eating.

These lesson plans are focused on guiding students to set their own goals, to be able to

do a task analysis and learn how to identify genre. The researcher stated the topic for

each lesson and planned everything in the lesson in order to achieve the main objective.

The lesson plan was designed following the sequence shown in table 2.

Implementation

Each stage was designed and planned according to a timeline. At the beginning

the researcher started the first intervention with the explanation of concepts in order to

help them to focus on the main objective of the research process. In other words,

Bellonet al. states that feedback is directly related to achievement that each student

could have in order to know how the process is going and how they can improve in each

aspect that they consider a weakness; it means that students could raise their self-

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confidence, self-awareness and their motivation for learning. Furthermore, Holec 1981,

Little 1991 mentions that students are able to be autonomous when they know the

importance to plan, take responsibility and recognize their own needs for evaluating and

regulate their strategies in order to improve their own learning..

The implementation was carried out in three stages: pre-stage, while-stage and post-

stage.

TASK:	
PART I. SET LESSON GOALS	
A. Genre:	2. Purpose
3. Language Level:	
4. Language Goal and Assessment Criteria: *a. Goal:* *b. Assessment:*	5. . Learning Goal: *a.* *b. Assessment:*
B. Time Frame: 40 minutes.	C. Resources:
PART II LESSON PLAN	
(1) State goals for lesson(s):	
(2) State purpose of lesson:	
(3) Explain:	
(5) Elicit Background knowledge about …	
(6) Explain why background knowledge is important	
(7) Ask learners…	
8) Discuss:	
9. Discuss ways for the learner to measure his/her own…	
C. Presentation and Practice:	
D. Expansion:	
PART III TEACHER EVALUATION	

Table 1: Lesson plan format

Pre-stage

First, the group was chosen because teacher-researcher had the opportunity to

continue with them during three courses and their interests were identified through a

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short online survey done in the fourth level since the researcher had already taught this

group for three levels. Some of the questions asked were:

1.   Do you like reading? Yes, no, why?

2.   If you like readings in English, what kind of stories do you like to read?

3.   What aspects would you like to improve from your reading?

4.   Choose among the following genres or stories that you would like to read:

Horror, the scientific, comedy, literature, technology, experiments, reports, editorial,

news and among other.

Considering the results in some reading tests that learners took every three

weeks because it is the way how teachers evaluate in ILEUSCO. These tests are

designed in order to evaluate student process according each unit taught, so through the

process they demonstrated their improvement in all reading skill, the researcher-

teacher observed that they needed special attention on reading ability and having

identified their reading comprehension problem and lack of knowing in genre texts, a

pre-test was designed.

This pre-test for Task Analysis was designed with three single reading passages;

the first was about a restaurant menu, the second was a recipe and the third was a

passage related to a scientific article where students answered four questions:

1.   What is your goal in reading this text? What do you want to learn

reading it?

2.   What is the organization of this text? What is its structure?

3.   How would knowing this organization, help you reach your goal?

How would it change how you read the text?

4.	Why do you want to read and understand it?

This test evaluated each learner's ability to do TA for genre. The pre-test was piloted with a tenth grade school group who has the same features because most of the students at university are teenagers and come from school in order to improve or learn English, which necessitated some changes as different kind of reading and re-structured the questions before being given to the fifth level group from Ileusco institute. This test was then given to students in order to eventually determine any changes in their ability to do TA.

While stage

In this stage, the first intervention was focused on helping learners to set S.M.A.R.T goals throughout the different set of exercises that were done in class and outside of the classroom, where learners were asked to differentiate a vague goal or wish from a more specific goal.

The second intervention introduced Task Analysis (TA) and practiced Task Purposes (TP). In this intervention the teacher introduced the basic concepts of task analysis (task purpose, task classification and task demands).The third intervention was focused on Task classification (with specific practice on genre) and it asked learners to do different kinds of classification according to each genre. So, learners showed their understanding of task classification by (a) saying why it was important and (b) recognizing what kinds of genres different texts were. In addition, learners and researcher kept a journal related to each intervention.

Post-stage

In this stage, administration of a Task Analysis (TA) (Appendix B) and reading

comprehension (see appendix C) post-test to assess the learners' ability to do TA and

improvement in their level of reading comprehension.

This stage allowed the researcher to analyze to what extent the promoting of task

analysis helped learners to improve reading skills. Consequently, the table 3 explains

how the implementation was organized taking into account the pre-stage, while-stage

and post-stage.

Stage	Topic lesson	Objectives and purposes.
Pre-test	Reading Comprehension	To find the level of reading comprehension.
Pre-test	Task analysis	To measure learner skill to do task analysis.
Intervention 1	S.M.A.R.T goal	To introduce the basic concepts of goal setting and practice writing S.M.A.R.T goals.
Intervention 2	Task Analysis and specifically Task Purposes	To introduce the basic concepts of task analysis (task purpose, task classification and task demands). To practice Task Purposes.
Intervention 3	Task classification with focus on genre	To introduce the basic concepts of task classification with special focus on genre.
Post-test	Reading comprehension	To measure improvement in general Reading comprehension process.
Post-test	Task analysis	Attempts to measure the improvement of reading comprehension based on the interventions done.

Table 2: Implementation of the research

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All the interventions were presented using some equipment such as: television, handouts, power-point presentations and some videos. When the researcher used these tools, students appeared to be more motivated and interested in the topic.

The three interventions were designed in the following way: the students were provided with a short power point presentation which introduced them to the basic concept of autonomy, self-directed learning and S.M.A.R.T goals. For instance, in the first intervention learners were asked to set their own goals for the fifth level course and how they would accomplish them. They shared these with their partners.

For example, the researcher gave students a chart with the title "healthy habits" and asked them to establish clear goals in order to achieve or have a healthy life. They were asked to set their S.M.A.R.T goals taking into account the specific words, measurable, attainable, relevant and timely. After that, learners had the opportunity to share these concepts. So, students started to share their goals with some partners. The researcher organized groups by colors where they began to clarify some doubts and help others.

The second intervention started with 3 different kinds of text genres that were a dialogue, informal letter and informative text. First, they set their goal for this second intervention, some of them started to give their examples and the teacher reminded them how SMART goals should be included. After that, the teacher-researcher gave them a chart of Task Analysis (TA) where they should answer why they were doing that task, what kind of task was it, and how they could approach that task given in order that they identified task classification. So, they started to set their purposes for the three kinds of texts and finally they shared their purposes and goals at the end of the class.

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In the third intervention students had four assignments related about genre. The

assignment one was to read a story where the goal was to learn narrative style and the

purpose was to tell stories and past events engaging in a conversation. In the second

assignment they received a reading text but they set their goal, and purpose and later

they read Task Classification (TC).

For third assignment, they had a reading text where they had to set their goals,

purposes and do TC. In the last task, they were given five kinds of genres and they

chose and did task classification where they set their goals, purposes and the TC for the

genres chosen.

Finally, students had time to write in their journals at the end of the class, and they

could reflect on their own process at the same time.

Chapter five: Data Analysis

The data analysis was based on data collected from the pre-test and post-test

about reading comprehension, the pre and post-tests about task analysis and learners'

and teacher's journals. In order to analyze the pre and post–test, a rubric was designed

to judge a learner's skill in doing task analysis. (Appendix D). After, the researcher

alone applied the rubric to determine changes in task analysis scores; the table 4 shows

the results of the pre-post tests reading scores.

Number of students	Total scores in pre-test	Total scores in post-test	Gain in scores.
16	15%	70%	55%

Table 3: Results of the pre-and post-test reading scores.

The student's performance was low according to pre-test. They obtained 15
percent in a total score of 100 percent. It is evident that learners had great improvements
in their reading comprehension level because the post test performance was higher than
first with a 70 percent and they gained 55 percent improvement. It is important to notice
that students were really motivated to improve their scores during the test.

One of the students expressed their motivation through this short section of his
journal:

"Teacher provided me some excellent tools that maybe other teachers did
not know yet. It has helped to study by my own. I was lazy at the beginning
because I did not have clear what I wanted but with my SMART goal I learned
how to do everything and accomplish what I stated at the beginning. I could see
my improvement when I stop looking for all single word in the dictionary and I
started to understand each reading that teacher gave us or I choose by my own.
When I do task analysis I could see that method is a great tool for improve
whichever ability that you purpose to improve".

When we examined the results of the Task Analysis pre-and post-test (Table 5), there is
a remarkable improvement where the analysis showed before and after the
implementation.

Table 4: Task Analysis Scores

R1.1: Reading about MENU RESTAURANT

R1.2: Reading about Recipe

R 1.3: Reading about Ethanol.

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ALL THE GREEN ANSWERS ARE THE PRE-TEST

R.2.1 READING ABOUT PULP FRICTION

R.2.2 PASSAGE 5 FROM TOEFL BOOK

R.2.3 THE EFFECTS OF STRESS

ALL THE ORANGE ANSWERS ARE THE POST-TEST

Q1: How would knowing this organization, help you reach your goal? How would it change how you read the text?

Q2: What is your goal in reading this text? What do you want to learn reading it?

Q3: What is the organization of this text? What is its structure?

Q4: Why do you want to read and understand it?

The number 1 means that student did not have a good answer o did not have idea about it and the number means that students reached the best answer.

Students	R1				R2				R3				
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
1	1	1	1	1	1	1	1	1	1	1	0	0	20.83%
1	4	3	4	4	3	3	3	3	4	4	4	4	89.58%
2	1	1	1	1	1	1	1	1	1	2	1	1	27.08
2	3	3	4	3	4	4	4	3	3	4	4	4	89.58%
3	1	1	0	1	1	1	1	1	1	1	1	1	22.91%
3	3	3	3	3	3	3	3	3	3	3	3	3	75%
4	1	1	1	1	1	1	1	1	1	1	0	0	20.83%
4	3	4	3	3	3	3	4	3	4	4	4	4	87.5%
5	1	1	1	1	1	1	1	1	1	1	0	0	20.83%

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5	4	3	3	3	3	4	4	4	3	3	3	4	85.41%
6	1	1	1	1	0	0	0	0	0	0	0	0	8.33%
6	4	4	4	4	4	4	4	4	4	4	4	4	100%
7	1	1	2	1	1	1	1	1	1	0	1	1	25%
7	4	4	4	4	4	4	4	4	4	4	4	4	100%
8	2	2	2	2	2	2	1	1	2	2	1	1	41.66%
8	4	4	4	4	4	4	4	4	4	4	4	4	100%
9	2	1	1	1	1	1	1	1	1	1	1	1	27.08%
9	4	4	4	4	4	4	4	4	4	4	4	4	100%
10	1	1	1	1	1	1	1	1	1	1	1	1	25%
10	3	3	3	3	3	3	3	3	3	3	3	3	75%
11	1	1	1	1	1	1	1	1	1	1	1	1	25%
11	3	4	4	3	3	3	3	4	4	3	3	3	75%
12	1	1	1	1	1	1	1	1	1	1	1	1	25%
12	4	4	4	4	3	3	3	4	4	4	3	3	89.58%
13	2	1	2	1	0	0	0	0	0	0	0	0	12.5%
13	4	4	4	4	4	3	3	3	4	4	4	4	93.75%
14	1	1	2	1	1	1	1	1	1	1	1	1	27.08%
14	4	4	4	4	4	4	4	4	4	4	4	4	100%
15	2	2	2	1	1	1	1	1	1	1	1	1	31.25
15	3	4	4	4	4	4	4	4	3	4	4	4	95.83
16	1	1	1	1	1	1	1	1	1	1	1	1	25%
16	4	4	4	4	4	4	4	4	4	4	4	4	100%

Table 5 shows the analysis of table 4

Number of students	Total scores in pre-test Task	Total scores in post-test Task	Gain scores

	Analysis	Analysis	
16	24%	91%	67%

Table 5 shows that the student's performance was low according to the Task

Analysis pre-test scores (24 percent out of a possible 100 percent) and the post test

performance was higher (91 percent) which was a 67 percent improvement. This shows

how well they learned to do Task Analysis during the research process. After comparing

the results of pre-test and post test the group had an average improvement of 67%. The

results show that learners improved significantly their ability to do Task Analysis which

may have helped them to improve their reading comprehension level.

Moreover, comparing the changes in Task Analysis scores to changes in reading

comprehension scores. Table 6 shows the difference in improvement between scores in

Task Analysis and reading comprehension.

	Task Analysis	Reading Comprehension
Fifth English Level	67%	55%

Table 6: Comparison of improvements in Task Analysis and reading comprehension

Table 6 shows that there was somewhat greater improvement in doing Task

Analysis than in reading comprehension. Another comment from one of my students

showed how TA helped to learners to increase motivation:

"I learned that Task Analysis Start could help us to have a better way to

study and define what we want, knowing the why, the kind of task, how and

other components help me to be motivated to read and understand better. It

helped me to learn by my own doing a process without teacher directions. Also,

I start to be autonomous not only of my reading but I could improve other

skills".

"My English proficiency was reflected on tests that were really difficult

because sometimes we don't have enough vocabulary but if we know the

purpose, how and what steps to do everything will be easier. It is not an easy

process to know if we are succeeded because we are learning all the time but we

can see our improvement through the class, through the participation in the class,

through our tests results".

In addition, to the results of the pre and posttests, there is the qualitative data

from the students' and teacher journals, which showed the following results: First,

learners learned the concept of S.M.A.R.T goal and how to set one. Second, learners'

reading comprehension level improved much more after each intervention. Third,

students' participation increased and learners asked and solved or clarified doubts about

how to set the goals that they wanted to accomplish according to their learning process.

Figure 2 shows an extract of the pre-test that was taken by one of the students from fifth

level. There were three texts but all learners' answers were similar because they did not

have idea what TA means or how it works. So, their answers were simple.

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Figure 3: pre-test task analysis sample

Therefore, figure 3 shows further information on how students set their goals.

Therefore, figure 3 shows further information on how students set their goals.

Student 1
- During fifth level, I want to improve my English proficiency, reading books, listenig exercises, doing conversation with other people, participating more in class, on Monday I´going to practice one hour and a half listening exercises in esllab.com, On Wednesday I´m going to improve my speaking with conversations in skype(I have a good friend in Miami, he can help me) for two hours, and On friday I am going to read a book, called "the call of the wild" for a hour. Because It´s important helpful for my career.

Student 2
- Before to present TOEFL test i want improve my English using some books or listening to music ´couse witt this I will have a excellent grade in this test snd I will do it three times per week. for two hours.

Student 3
- I will improve my english lenguage pratice dialy for two hours listening some senteces and interview of people and listening music. Practice my grammar by English courses on line, because this is a big help for me for my learning and because I will travel for talk with other people.
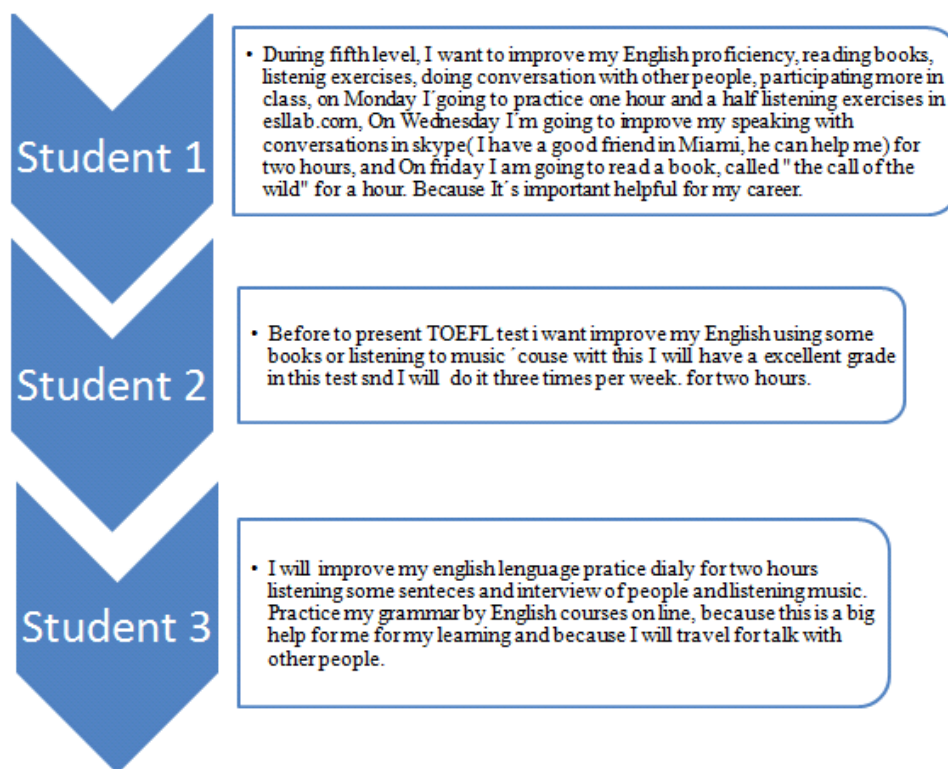
Figure 4: Setting S.M.A.R.T. goals for their English learning.

The teacher –researcher read student's journals which helped as evidence of

learners' process and understanding of the concepts, practice and self-evaluation in

goal-setting and reading comprehension. As well, teacher- researcher read for students'

journals where feelings about the work and process that they learned and how they dealt

with each intervention, each concept, each exercise.

Here are some of their comments which indicated remarkable changes in their

approach to learning.

"I would do purposes one two three four times because I feel that really

helps because you start to do a purpose and you will achieve if you are really

interesting in it. And I have done goals in my life already".

"I think that better is relaxed about any task. If you think that exercise is very difficult and it doesn't have way to solve it, you'll feel bad and worried about that because you will not be able to do it. In the contrast, is better relaxed and think that the task will be easy to do and that's it".

Some of the students' journals demonstrated that they consider that they needed to have clear goals in order to achieve something they considered during the acquisition of a second language. For example one of them wrote:

"When I started to learn English, I thought that I would learn it easily but it has been a hard process but my teacher told me that I needed a goal but not a simple goal; I needed a SMART goal as a student I just think about the grade but my process? I learned that if I set my goal it would be attainable for me and time is one of the most important aspects that we need to take into account"

At the beginning, the teacher-researcher found in the pre-test taken that learners did not have any idea about how to write an S.M.A.R.T goal, for that reason the first goals written were not well written according to the rubric but these improved after the first intervention. Each concept in the lesson plan was explained to learners and they could get the idea from whole process. Learners had the opportunity to identify their weaknesses and set some solutions for those. Here is an example from one student.

"To set S.M.A.R.T. goals were interesting activity to do in our lives. It's seemed such as have a clear purpose to achieve any specific goal. However, we can put in practice those S.M.A.R.T. goals in order to improve our personal life, in aspects as: Our health, body, mind and other things. If I put in practice these activities, I think that the solutions will be excellent for me. They'll help me a lot in my life and I could see and get a great change with regard to my desired

purpose". It was an extract from a student's journal and it is clearly evidenced

that S.M.A.R.T goal helped learners not only to plan how to learn English but

also how to improve many issues in their lives.

Chapter six: Conclusions, pedagogical implications, limitations and further research

After data gathered by the use of these instruments, it appears that setting

S.M.A.R.T goals increased each learner's independence. At the beginning of the

intervention students were motivated as it was explained and supported in the results of

the implementation of the first, second and third intervention as it was supported in each

journal written by learners, also by the end learners showed more autonomy after doing

their own exercises and sharing their exercises with partners where they got more ideas

of how each learner learned to set S.M.A.R.T goals. In this way, learners could plan,

execute and at the end evaluate their own learning.

The research question to what extent does promoting goal setting and task analysis

improves English Language Learners' reading skills for this study was answered due to

students have the Capability to set reasonable goals depending on the learning needs

and get the ability to monitor, control and diagnose. A self directed learner should be

able to recognize how his-her process go and make decisions on the run to improve

whatever is needed. Also the objectives were reached in the same way:

•   To improve reading comprehension in English by teaching one particular kind of

metacognitive strategy. Learners get the capability to develop habits that benefit the self

directed learning. Autonomy requires time and constancy and students were able to set

their own time and being constant in classes so learners could try hard to establish

habits that help them develop the self-directness.

•   To discern whether promoting the use of task analysis and genre analysis will

improve learners' reading ability in English. They became in self-directed learners

because they were be able to measure and self-assess so they could discern and evaluate

the results of the goals previously set and to what extent their goals were important in

order to know if the self-directness is working and genre gives the ability to decide what

kind of readings they wanted to read and how they were going to plan its. Furthermore,

learners know how to assign the right amount of time to certain activities.

Even though the teacher gave them some extra practice exercises, students could

recognize what they needed to identify in order to improve reading and setting

S.M.A.R.T goals allowed them to manage their own time. Furthermore, their motivation

increased and seen through the journals that they wrote and when they noticed that

results were better each time that they took a test.

Additionally, the results showed that students were able to manage their

problem-solving abilities through the use of resources and allowed learners to be

successful by addressing their own learning difficulties. Also, they were able to choose

their own resources according to their interests.

Another important conclusion is how readers can have a better comprehension

level identifying text genre. Readers who are familiar with text structures expect the

information to unfold in certain ways (RAND, Reading Study Group, 2002). It allowed

them to know the structural elements of a genre; in addition, they could organize their

ideas and locate concrete information in the text. Learners could have a variety of text

genres where they could identify the structure of a text that helped them to comprehend

efficiently. The use of text genre needs to play a significant role in the English teaching

especially in reading process. A great variety of literature should be used in order to

promote students' emotional growth and linguistics skills especially reading

comprehension. It could have a great impact the exposure to different genres of

literature on the development of reading. Learners will be able to identify structure and

type of literature that promotes cognitive development through identifying themes

discussed in one genre (Smith, 1991).

In summary this research project showed that students began to be more self-
directed learners and be more responsible for their own learning and it increased their

participation during the classes.

Pedagogical Implications

This research can conclude that self-directed learning under these circumstances

is the most suitable or adequate opportunity for the learners from fifth level because

they could take the initiative and advantage of recognizing what they needed to learn,

decided which resources could help them and teacher provided scaffolding as a support

where learners were able to participate in a complex process before they were able to do

so unassisted. (Peregoy and Boyle 1997, p, 81).Through the whole process the

researcher could scaffold learning by making learning 'visible.' The researcher could

shape learning strategies and work with students so that they developed the ability to

use them on their own (Bayardo, 1996; Corno, 1992; Leal, 1993). In this case it is really

important how Self-Directed Learning was a collaborative work where students

cooperate with teacher and partners (Guthrie, Alao& Rinehart; 1997; Temple &Rodero,

1995). Furthermore, this research was the first study done in this city and in Colombia.

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Task analysis has a big impact in the teaching of reading strategies and self-directed learning.

Limitations

The major limitation was time because the institute had to fulfill with the curriculum for fifth level. The interventions took more classes than planned because students were not very autonomous and largely needed quite a bit of guidance.

Moreover, since many have other obligations like college, work or family they had little time to spend outside class doing exercises. That is why everything was done within the class and there was some homework but as they get involved and noticed the change they took pains to spend a little more time outside the class.

The students' absences also affected the process because they could not attend when the explanation was done and they had doubts of how to set goals, or doing task analysis; some of them were absent during an explanation or practice session and when they returned to class they could not get the entire idea, so they decided to do so on their own but the process was different. When we started the course were 28 students of which 6 were removed for various reasons; therefore, 16 students carried out the entire process.

Further research

This study carried out the implementation of teaching learners to set S.M.A.R.T goals, do Task Analysis and focus on genre. The group involved was the fifth level at the institute ILEUSCO. It would be interesting and productive to try this out in proficiency and perhaps take into account longer time periods due to each level; learners have the opportunity to change their teachers in each level. In addition in this study the

researcher worked with her own classroom and it provided greater external validity, the

researcher's intervention should be repeated with a larger sample and if possible, a

control group.

On the other hand, it is necessary that those who did not improve that much in

doing task analysis could be helped through some more practice or extra classes.

Moreover, further research could focus on how to increase speaking or listening

through the implementation of goal setting and task analysis in an English classroom. In

fifth English level some of the students said: "If we improved this much in reading, I

imagine how much I could help them improve in speaking if I do the same process".

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Appendixes

Appendix A

Consent letter

Neiva, June 15 de 2014

Mr. Edgar Alirio Insuasty
Ileusco's Coordinator
Surcolombiana University

Consent Letter

I kindly request your authorization for conducting an action research study at ILEUSCO institute with fifth English Level. I am currently studying a Master´s in English Teaching at Universidad de la Sabana and as a part of the curriculum and the emphasis of the program on fostering the research component in teaching. I am interested on finding out about to what extent the use of Task Analysis improves reading comprehension´s level.

This research project will begin on 21st July, 2014 and it will last for eight weeks 21 September, 2014.

Sincerely,

Maria Victoria Carvajal Hoyos
English Teacher
Fifth Level

Edgar Alirio Insuasty
Ileusco´s coordinator

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Appendix B

PRE-TEST TASK ANALYSIS

PRE TEST - TASK ANALYSIS

Name: _____ Date: _____

Instruction:

Read each one of the following readings. Later complete the table below each of them.

INFINITY Restaurant menu

What would you look for when reading it? What would you pay attention to?	
What is your goal in reading this text? What do you want to learn reading it?	
What is the organization of this text? What is its structure?	
Why do you want to read and understand it?	

Chocolate Shortbread & Raspberry Napoleons

- ½ cup unsalted butter at room temperature
- ¼ cup granulated sugar
- ¼ cup icing sugar, sifted
- ¾ cup plain flour
- 2 tbsp cocoa powder
- ¼ tsp salt
- For the dessert:
- 2/3 cup whipping cream
- 2 tbsp sugar
- 2 tsp instant skim milk powder
- ½ tsp vanilla extract
- 1 ½-2 cups fresh raspberries
- Icing sugar, for dusting
- Use imperial measurements

How to make Chocolate Shortbread & Raspberry Napoleons

For the shortbread, beat the butter with the granulated and icing sugars until light and fluffy, about 3 minutes. It's an important step to beat the butter and sugar well together when making shortbread – this ensures the shortbread will hold together and when you take a bite it will 'snap' and then melt away.

In a separate bowl, sift the flour, cocoa powder and salt. Add this to the butter mixture and stir until evenly blended. Shape the dough into a disc, wrap in plastic and chill until firm, about an hour.

F and line a baking tray with parchment paper. Preheat the oven to 325

Unwrap the dough and knead a little just to soften, making it easier to roll. Roll the dough out on a lightly floured work surface until it is just over 1/8-inch thick. Cut out cookies using a 2 ½ -inch fluted cutter and place carefully on the baking tray, re-rolling the dough if needed.

Bake the cookies for 13-15 minutes until they lift easily when lifted with a spatula. Cool the cookies on the tray before removing.

To assemble the desserts, whip the cream until it holds a soft peak, then whisk in the sugar, skim milk powder (optional, if you wish to whip the cream ahead of time – it will keep the cream stable for a full day) and vanilla. Spoon the cream into a piping bag fitted with a large star tip.

To build the desserts, place a cookie on a plate and Pipe a bit of cream in the centre. Arrange 3 to 4 raspberries around the cream (the cream will hold them in place) and top with a second cookie. Pipe cream onto the centre of this cookie and arrange 3 to 4 more raspberries around. Top with a final cookie and dust with icing sugar. Repeat with the remaining cookies.

The desserts can be assembled up to 4 hours in advance of serving and stored chilled. The cookies themselves will keep up to a week in an airtight container.

Taken from:

http://www.foodnetwork.co.uk/recipes/chocolate-shortbread-raspberry-napoleons.html

Ethanol

Ethanol (CH_3CH_2OH; which is also called ethyl alcohol, grain alcohol, and EtOH) is a clear, colorless liquid. It is a renewable biofuel made from starch and sugar–based crops like corn grain and sugar cane or from cellulosic feedstock's like grass, wood, or recycled newspapers. Ethanol is a high–octane biofuel which performs so splendidly in internal combustion engines that early automakers presumed it would be the world's chief fuel.

American proponents of ethanol fuel highlight two principal advantages: its environmental impact and its energy security benefits. The adoption of ethanol reduces noxious emissions such as carbon monoxide (CO) and pollutants from internal combustion engines; hence, it is appreciably less deleterious to the environment than gasoline. Ethanol made from corn has been shown to reduce harmful emissions by up to 13%, whereas ethanol made from cellulosic materials reduces dangerous emissions by as much as 88%.

Ethanol is a renewable biofuel; in only six months a new crop can be grown, harvested, and converted to fuel, so it is profitable for rural crop–producing economies. In addition, it keeps engines clean and can be used in gasoline engines with no modifications when combining gas with up to 10% ethanol. It can be used in specially modified vehicles called "flexible–fuel" or "flex–fuel" vehicles in concentrations of up to 85%. Gasoline combined with 85% ethanol is generally referred to as "E85." Higher ratios of ethanol in the fuel mixture result in less reliance on fossil fuels, so there is less dependence on imports.

American opponents of ethanol fuel point to three disadvantages: its price fluctuations, its energy level and its availability.

The price of ethanol fluctuates on a different cycle than gasoline; therefore, at times ethanol is more expensive than gasoline, and at times it is cheaper. Another drawback of ethanol is that it contains less energy per gallon than gasoline; even when it is cheaper per gallon than conventional fuel, it does not take the vehicle as far as a gallon of gas. A car's fuel economy with ethanol can be expected to be 20–30% less than a vehicle which burns gasoline. So the occasional cheaper price is offset by the lower energy yields. In addition, ethanol is not as widely distributed as gasoline. It is readily available only in the Midwest; other areas have limited ethanol infrastructure.

The Obama administration is working on expanding the ethanol infrastructure. In a recent interview with 15 newspaper editors, President Obama characterized the U.S. position on biofuels in this way: "Our challenge, I think, is to see our current ethanol technology as bridge to the biofuels technologies of the future. And that's what we want to invest in, and that's what I'll be directing my Department of Agriculture to focus on."

What would you look for when reading it? What would you pay attention to?	
What is your goal in reading this text? What do you want to learn reading it?	
What is the organization of this text? What is structure?	.
Why do you want to read and understand it?	

RUNNING HEAD: USING TASK ANALYSIS TO IMPROVE THE READING
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Appendix C

READING COMPREHENSION TEST

READING SECTION

General Directions:

During the next 30 minutes, you will read two passages. For each passage, there are four multiple-choice questions. After reading each passage, read the questions and the four possible answers carefully and select the best one based on what you have read in the passage. Mark your answers in the Answer Sheet. If you are not sure of the answer to a multiple-choice question, mark your best choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Mark only one answer for each question.

If you do not understand any of these directions, please raise your hand.

You may begin now.

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PART 1

Directions: Read the passage and answer the questions below. Mark your responses on your Answer Sheet.

Pandas

A panda bear is like a grizzly bear in several important ways. In size and shape, it looks a lot like a grizzly bear. It climbs trees like a grizzly bear, and it moves and sits like a grizzly bear. There is another way a panda bear can remind you of a grizzly bear. Its young, or babies, are usually small at birth. A mother grizzly bear may weigh 500 pounds (226 kilograms). Her newborn cub weighs about one pound (less than half a kilogram).

1. What two ways are the animals compared?
   A. where they live
   B. shape and weight
   C. size and color
   D. color and weight

2. How much can a mother grizzly weigh?
   A. 1 pound
   B. 226 pounds
   C. 500 pounds
   D. 900 pounds

3: How much will a baby bear weigh?
   A. 1 pound
   B. 226 pounds
   C. 500 pounds
   D. 900 pounds

4. From the reading you can say that
   A. If you see a giraffe it will resemble a panda bear.
   B. If you see a turtle it will resemble a panda bear.
   C. If you see a grizzly bear it will resemble a panda bear.
   D. If you see a dog it will resemble a panda bear.

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PART 2

DIRECTIONS: Read the passage and answer the questions below. Mark your responses on your Answer Sheet.

Lost and Found: The Ancient City of Pompeii

5. The purpose of this passage is to
   A. express an opinion about scientists.
   B. persuade the reader to visit Pompeii.
   C. entertain the reader with an adventure story.
   D. inform the reader about an ancient city.

6. About when did people start looking for riches in the area near
   Pompeii?
   A. A.D. 63
   B. A.D. 79
   C. A.D. 1500
   D. A.D. 1700

7. Why was Pompeii forgotten?
   A. It was a small town.
   B. It was completely buried.
   C. It was not important.
   D. It was far from Rome.

8. What is the main idea of this passage?
   A. Mount Vesuvius erupted, destroying the nearby town of
      Herculaneum.
   B. Pompeii was an ancient city.
   C. After the earthquake in A.D. 63, life in Pompeii continued as usual.
   D. The history of Pompeii was changed forever by the eruption of
      Mount Vesuvius.

THIS IS THE END OF THE READING SECTION

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Appendix D

RUBRIC FOR TASK ANALYSIS PRE-POST TEST

ITEM	4	3	2	1
What is your goal in reading this text? What do you want to learn reading it?	The goal is specific, measurable and attainable	The goal statement and/or strategies to support goal are general, incomplete and vague (do not have clear criteria for measuring progress toward the attainment of goal.).	Goal statement and/or strategies to support goal may or may not be measurable and attainable and realistic.	The goal is not specific, measurable and attainable or there is no goal. .
What is the organization of this text? What is its structure?	Organization is detailed (that is, gives general outline, plus sub-categories when appropriate.)	Organization gives general outline.	Organization contains a few scattered details.	There is no organization given.
How would knowing this organization, help you reach your goal? **How would it change how you read the text?**	Answer clearly indicates how student would approach the text using the organization described, including what strategies he/she would use.	Answer gives a little indication of how he/she would approach the text and provides a few strategies,	Student does not reference use of the organization.	No answer given
Why do you want to read and understand it?	Shows understanding if he/she uses the phrase: I want to understand it **in order to….**	Reasons given are not very specific, at best a pedagogical goal. (Because the teacher wants me to or to get a good grade)	Reason given does not relate to goal.	No purpose given

Appendix E

POST-TEST TASK ANALYSIS

PULP FRICTION

Every second, one hectare of the world's rainforest is destroyed. That's equivalent to two football fields. An area the size of New York City is lost every day. In a year, that adds up to 31 million hectares -- more than the land area of Poland. This alarming rate of destruction has serious consequences for the environment; scientists estimate, for example, that 137 species of plant, insect or animal become extinct every day due to logging. In British Columbia, where, since 1990, thirteen rainforest valleys have been clear cut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are threatened. Logging, however, provides jobs, profits, taxes for the government and cheap products of all kinds for consumers, so the government is reluctant to restrict or control it.

Much of Canada's forestry production goes towards making pulp and paper. According to the Canadian Pulp and Paper Association, Canada supplies 34% of the world's wood pulp and 49% of its newsprint paper. If these paper products could be produced in some other way, Canadian forests could be preserved. Recently, a possible alternative way of producing paper has been suggested by agriculturalists and environmentalists: a plant called hemp.

Hemp has been cultivated by many cultures for thousands of years. It produces fibre which can be made into paper, fuel, oils, textiles, food, and rope. For centuries, it was essential to the economies of many countries because it was used to make the ropes and cables used on sailing ships; colonial expansion and the establishment of a world-wide trading network would not have been feasible without hemp. Nowadays, ships' cables are usually made from wire or synthetic fibres, but scientists are now suggesting that the cultivation of hemp should be revived for the production of paper and pulp. According to its proponents, four times as much paper can be produced from land using hemp rather than trees, and many environmentalists believe that the large-scale cultivation of hemp could reduce the pressure on Canada's forests.

However, there is a problem: hemp is illegal in many countries of the world. This plant, so useful for fibre, rope, oil, fuel and textiles, is a species of cannabis, related to the plant from which marijuana is produced. In the late 1930s, a movement to ban the drug marijuana began to gather force, resulting in the eventual banning of the cultivation not only of the plant used to produce the drug, but also of the commercial fibre-producing hemp plant. Although both George Washington and Thomas Jefferson grew hemp in large quantities on their own land, any American growing the plant today would soon find himself in prison -- despite the fact that marijuana cannot be produced from the hemp plant, since it contains almost no THC (the active ingredient in the drug).

In recent years, two major movements for legalization have been gathering strength. One group of activists believes that ALL cannabis should be legal -- both the hemp plant and the marijuana plant -- and that the use of the drug marijuana should not be an offense. They argue that marijuana is not dangerous or addictive, and that it is used by large numbers of people who are not criminals but productive members of society. They also point out that marijuana is less toxic than alcohol or tobacco. The other legalization movement is concerned only with the hemp plant used to produce fibre; this group wants to make it legal to cultivate the plant and sell the fibre for paper and pulp production. This second group has had a major triumph recently: in 1997, Canada legalized the farming of hemp for fibre. For the first time since 1938, hundreds of farmers are planting this crop, and soon we can expect to see pulp and paper produced from this new source.

Taken from: http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/

What would you look for when reading it? What would you pay attention to?	
What is your goal in reading this text? What do you want to learn reading it?	
What is the organization of this text? What is structure?	
Why do you want to read and understand it?	

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Passage 5

1 What is a business leader? Is it the same as a manager? There is certainly an overlap between these two roles, but as the business author Bernard Bass wrote, "Some managers do not lead, and some leaders do not manage." There are some personality traits and behaviors that are characteristic of a leader, and some that are characteristic of a manager. For example, leaders are committed to innovation and tend to look to the future for threats and opportunities. Managers try to maintain the <u>status quo</u> and concern themselves with solving problems in the present.

2 Leadership and management are both important to a business organization. *Once an organization is established, managers go about maintaining the* system, assuming that the organization will always be the same. Management keeps the organization going. However, the environment in which an organization operates is always <u>in flux</u>. There are changes in consumer tastes, technology, cultural trends, and historic events. If the organization is entirely in the management mode, it may not spot these trends because managers tend to look inward. However, if the organization is in the leadership mode, it will track these changes and shape the organization to face new challenges and keep the organization relevant.

3 Here's a classic example: In the 1950's and 60's, North American auto makers built large, heavy, powerful cars with <u>gas-guzzling</u> engines because that was what consumers wanted. The oil crisis of the early 1970's, however, shifted consumer attitudes towards lighter, smaller cars with more fuel-efficient engines. Being in management mode, the "Big Three"—the three major North American auto makers—were very slow to recognize this trend and continued to manufacture the kind of cars that they had made for years. Meanwhile, European and especially Japanese automakers had been making economical cars for years. During this period, the Big Three lost a great deal of market share to international automakers.

Taken from: The complete guide to the Toefl Test.

What would you look for when reading it? What would you pay attention to?	
What is your goal in reading this text? What do you want to learn reading it?	
What is the organization of this text? Whatisstructure?	
Why do you want to read and understand it?	

The Effects of Stress

There is a famous expression in English: "Stop the world, I want to get off!" This expression refers to a feeling of panic, or stress, that makes a person want to stop whatever they are doing, try to relax, and become calm again. 'Stress' means pressure or tension. It is one of the most common causes of health problems in modern life. Too much stress results in physical, emotional, and mental health problems.

There are numerous physical effects of stress. Stress can affect the heart. It can increase the pulse rate, make the heart miss beats, and can cause high blood pressure. Stress can affect the respiratory system. It can lead to asthma. It can cause a person to breathe too fast, resulting in a loss of important carbon dioxide. Stress can affect the stomach. It can cause stomach aches and problems digesting food. These are only a few examples of the wide range of illnesses and symptoms resulting from stress.

Emotions are also easily affected by stress. People suffering from stress often feel anxious. They may have panic attacks. They may feel tired all the time. When people are under stress, they often overreact to little problems. For example, a normally gentle parent under a lot of stress at work may yell at a child for dropping a glass of juice. Stress can make people angry, moody, or nervous.

Long-term stress can lead to a variety of serious mental illnesses. Depression, an extreme feeling of sadness and hopelessness, can be the result of continued and increasing stress. Alcoholism and other addictions often develop as a result of overuse of alcohol or drugs to try to relieve stress. Eating disorders, such as anorexia, are sometimes caused by stress and are often made worse by stress. If stress is allowed to continue, then one's mental health is put at risk.

It is obvious that stress is a serious problem. It attacks the body. It affects the emotions. Untreated, it may eventually result in mental illness. Stress has a great influence on the health and well-being of our bodies, our feelings, and our minds. So, reduce stress: stop the world and rest for a while.
Taken from: http://web2.uvcs.uvic.ca/courses/elc/studyzone/490/reading/stress3-reading.htm

What would you look for when reading it? What would you pay attention to?	
What is your goal in reading this text? What do you want to learn reading it?	
What is the organization of this text? Whatisstructure?	

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Why do you want to read and understand it?	

Appendix F
POST-TEST READING COMPREHENSION "ILEUSCO TEST"

READING SECTION

General Directions:

During the next 35 minutes, you will read four passages. For each passage, there are four multiple-choice questions. After reading each passage, read the questions and the four possible answers carefully and select the best one based on what you have read in the passage. Mark your answers in the Answer Sheet. If you are not sure of the answer to a multiple-choice question, mark your best choice and go on to the next question. If you change an answer, be sure to erase the first mark completely. Mark only one answer for each question.

If you do not understand any of these directions, please raise your hand.

You may begin now.

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Appendix G

TEACHER JOURNAL

A Classroom Observation Report

Class Content and Organization			
	YES	**NO**	**COMMENTS**
Does content cover in the class?			
Do activities help to develop topic?			
Does teacher use good, relevant examples to clarify or amplify a point?			
Does teacher provide clear explanations and directions for class activities?			
Student-teacherinteraction			
Do students encouraged to make comments and ask questions?			
Does teacher respond to students' questions with adequate information			
Does teacher listen carefully to students' comments and questions?			
Does teacher provide constructive feedback to students' comments?			
Does teacher ask thought-provoking questions most of the time?			
Student Response			
Didstudentsseemattentive?			
Didstudentsseemresponsive?			
Did students seem interested in the course content?			
Did students demonstrate			

enthusiasm about the course?			
What's your overall assessment of class?			
What did you learn from these observations?			
What stood out the most in each of these classes?			
What kind of teaching activities or techniques would you definitely copy and use in your own teaching?			
What kind of pitfalls would you try to avoid in your own teaching?			

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Appendix H

STUDENT JOURNAL

STUDENT JOURNAL	
NAME:	DATE:
What problems do/did you have in class or with your homework about S.M.A.R.T goal?	
How did you deal with these problems?	
How well did these solutions work for you?	
As you approach a task, what do you do before, during, and after to complete the task?	
Describe how you feel as you work on the assignment or in class? What did you do about those feelings? Did it help? If not, can you think of something else that might work for you?	
If this is your second or third assignment, what did you do differently, based on comments on your prior assignment by the teacher or your peers? Was it helpful? If so, why?	

Appendix Io differently, based on comments on your prior assignment by the teacher or your peers? Was it helpful? If so, why?	

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Appendix I

STUDENT JOURNAL SAMPLE

10 08 2014

1. What problems do/did you have in class or with your homework about S.M.A.R.T goal?

Maybe I had a problem with the vocabulary about specific topics, but it is normal for any person who is learning English in order to improve the knowledge and have good backgrounds for an excellent writing.

2. How did you deal with these problems?

S.M.A.R.T goals are intensting activities to do in our lives. It's seemed as a purpose to achieve any specific goal. However, we can put in pratice that S.M.A.R.T goals in order to improve our personal life in aspects as: Our health, body, mind and other things.

3. How well did these solutions work for you?

If I put in practice these activities, I think that the solutions will be excellent for me. They'll help me a lot in my life and I could see and get a great chance with regard to my desired purpose.

4. As you approach a task, what do you do before, during and after to complete the task?

When I'm approaching a task, First, I analyze the task. During the process if the task is difficult, I try to do it up to a point. If the problem isn't difficult, no problem. After complete the task, I always check it and look for any mistake or something wrong.

5. Describe how you feel as you work on the assignment or in class? What did you do about those feelings? Did it help? If not, can you think of something else that might work for you?

I think that better is relax about any task. If you think that exercise is very difficult and it doesn't have way to solve it, you will feel bad and worried about that because you will not be able to do it. In the contrast, is better relax and think that the task will be easy to do and that's it.

6. If this is your second or third assignment, what did you do differently, based on comments on your prior assignment by the teacher or your peers? Was it helpful? If so, why?

First, Everything has a solution. Then, I think that I could improve my difficulties doing more exercises about any specific topic until it becomes very easy and not have any problem. Also, Don't forget has a good environment, in the moment to do any tasks in order to enhance my complications.

In case of publishing my Teacher Maria Victoria Carvajal Hoyos is authorized to use this Journal.

Alejandro Sánchez Ibañez.