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Running Head: GOAL SETTING, TASK & GENRE ANALYSIS.

Goal Setting, Task Analysis and Genre Analysis:
Three Strategies to Guide Students to Be Self-Directed Readers

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A research report submitted in fulfillment of the requirements for degree of Master in English
Language Teaching for Self-directed Learning

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Abstract

This action-research study emerged to target self-directed readers' comprehension skills of setting reading objectives, identifying author's purpose and text structure under specific, measurable, achievable, relevant and time-based goals (SMART), task analysis and genre analysis respectively. 24 tenth-graders of English as a foreign language (EFL) participated in the inquiry carried out during 2014 in a Colombian school. After identifying the problem, a needs analysis survey was applied to configure the research implementation. A pre-test, post-test, as well as students' and teacher's journals were administered for data collection. Statistics were used to analyze quantifiable information while the non-quantifiable one was interpreted through the coding process of the grounded theory methodology. A triangulation design was used during the interpretation phase to integrate the results. Findings reveal that task analysis, as a metacognitive strategy to plan reading tasks, was a valuable process because it not only enabled students to identify main ideas, recognize structure and genre of a text and set learning goals, but also revealed students' improvement as self-directed readers. Participants could plan their learning objectives in association with their own personal goals or ambitions, making reading more significant for them.

Keywords: Task Analysis, goal setting, self-directed learning, reading comprehension strategies.

Resumen

Este estudio de investigación-acción surgió para promover habilidades de comprensión en lectores auto dirigidos para el planteamiento de objetivos de lectura, identificación del propósito del autor y estructura del texto, mediante la formulación de objetivos específicos, medibles, alcanzables, relevantes y programados (SMART, por sus siglas en inglés), análisis de tareas y análisis de género respectivamente. 24 estudiantes colombianos de inglés como lengua extranjera participaron de la investigación durante 2014. La implementación se diseñó luego de identificar el problema e indagar acerca de las necesidades de los estudiantes. Se administraron un pre-examen, un post-examen y diarios de clase de estudiantes y docente-investigadora para la recolección de información. Los datos cuantitativos se analizaron mediante estadísticas, mientras que los cualitativos se interpretaron con el proceso de codificación de la teoría fundamentada. Los resultados revelaron que el análisis de tareas como estrategia meta cognitiva para planear actividades de lectura facilitó a los estudiantes identificar las ideas principales de un texto, reconocer su estructura y género y establecer objetivos de aprendizaje, así como mejorar sus habilidades como lectores auto dirigidos, ya que planificaron sus objetivos de lectura asociándolos con metas propias o ambiciones personales, convirtiendo la lectura en un proceso más significativo para ellos.

Palabras Clave: Análisis de tareas, planteamiento de objetivos, Aprendizaje auto-dirigido, estrategias de comprensión de lectura.

GOAL SETTING, TASK & GENRE ANALYSIS

Declaration

I hereby declare that my research report entitled: Goal Setting, Task Analysis and Genre Analysis: Three Strategies to Guide Students to Be Self-Directed Readers:

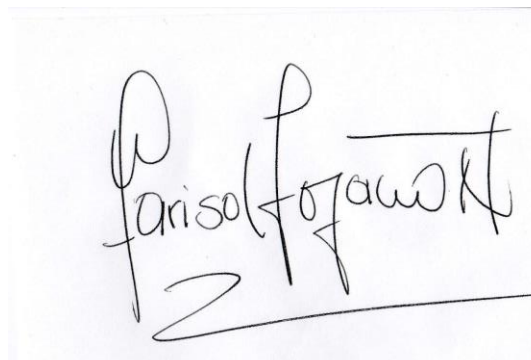
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Full Name:

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Signature:

A handwritten signature in black ink on a white background. The signature is written in a cursive style and appears to read 'Marisol Lozano Ñustes'. There is a horizontal line above the signature and a horizontal line below it.

Acknowledgements

This research paper was made firstly thanks to God, Whose plan is perfect. Secondly, to all those angels and beings who gave light on my path.

Thanks

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**Goal Setting, Task Analysis and Genre Analysis:
Three Strategies to Guide Students to Be Self-Directed Readers**

Introduction

One of the most meaningful weaknesses of Latin America is the low level of English Language Proficiency, according to the World Ranking of Language Proficiency prepared by Education First in 2014, over half of Latin American countries are below the lowest rate on the general list of Language Proficiency. The Latin-American nations with better positions in the ranking are Argentina (15), Peru (34), Ecuador (35), Brazil (38), and Mexico (39) (Gestión, 2014). Colombia is far down on the list of English proficiency, being in the 57th position out of the 70 countries assessed. The main reasons attributed to this result are related to untrained English teachers, income inequality, and weak economy in the country (Semana, 2015).

Colombia has made great efforts to overcome poor knowledge of English. The Ministry of National Education [MEN] (2004) has developed the *Programa Nacional de Bilingüismo 2004-2019*, whose strategies consist of 1) Teacher training strategies and teaching material oriented towards Basic Education; 2) Quality, support and funds for higher education and 3) Articulation strategies with the productive sector. The program is based on the principles of the Common European Framework of Reference (CEFR) for language teaching and learning, assessment approaches, levels of proficiency, and language-skill development. One of the policy goals is to increase the communicative competence in English throughout the national educational system, from preschool to higher education.

This research report gives an account of the study created to boost the communicative competence through an action-research methodology. The study pursued two objectives: one, to develop higher levels of reading comprehension skills in a group of 24 EFL students in a public school, and two, to implement goal setting, task analysis and genre analysis as strategies that help

students become better self-directed readers. Some studies carried out in Colombia were examined with a view to finding out the status of reading comprehension enhancement through the empowerment of reading strategies in order to stimulate students' self-direction regarding reading process.

This research report outlines the theoretical framework by defining reading, task analysis, goal setting and self-directed learning in the second chapter. Followed by the procedures related to research design and data collection instruments in chapter three. The fourth and fifth chapters describe the data analysis process and the results of the pedagogical intervention. The final chapter draws conclusions and pedagogical implications derived from the study.

Statement of the Problem

Before starting this study, students had developed activities, tasks, workshops and exams that assessed their reading comprehension skills in the English class. The results of these activities, translated into low grades, demonstrated that they did not take suitable actions to accomplish the reading goals. On the basis of these results, reading comprehension represented hard work for the students. As a result, a study to enquire about these students' difficulties when reading was structured.

A diagnostic survey that intended to determine the language learning needs of the 24 students in 10th grade was applied at the beginning of the study. The information collected in this survey demonstrated that the students demanded not only improving reading more than any other language skill, but also being provided with strategies that could foster their competences to address reading comprehension tasks in a more autonomous way. The skills with which students revealed to have problems in reading were the ones related to recognizing the author's purpose, understanding text organization, determining their reasons for reading it, and formulating objectives and purposes to read it.

Certainly, I, as the teacher-researcher in this study, interpreted that these 10th-graders could improve their reading comprehension skills and learning strategies to become more self-directed language learners with the implementation of goal setting, task analysis and genre analysis strategies. With the aim of studying this proposal, the following main research question was stated:

Research Question

How do the reading strategies of task analysis, goal setting and genre analysis help 10th-grade students strengthen their reading comprehension skills and become more self-directed readers in their English language classes?

Research objectives

The objectives to reach in this research study are:

- To boost the participant students' development of reading comprehension skills as a result of a designed implementation on the indicated reading strategies.
- To identify whether or not the designed implementation turns the participant students into more self-directed readers.

Rationale

Grabe (as cited in Ediger, 2001, p. 153) stated that “reading is probably the most important skill for second language (L2) learners in academic contexts”. In this regard, Colombian Governmental authorities, in their mission to increase the quality of English learning educational projects, have planned to develop articulation strategies with the productive sector. In this regard, strengthening reading skills, as this study intended, would empower learners to take on multiple challenges related to acquisition and production in a second language. Equally, they would have a suitable performance with the target language in academic contexts and potential

job opportunities, since reading “is the primary means for independent learning, whether the goal is performing better on academic tasks, learning more about subject matter, or improving language abilities” (Grabe & Stoller 2001, p.187).

To succeed in this endeavor, I did a review of the state of reading literacy in the Colombian context. The Progress in International Reading Literacy Study-PIRLS (2011) test, which provides information of trends in reading literacy achievement of fourth-grade students around the world, affirms that, in Colombia, only 1% of the participants reached the advanced level in reading literacy, 9% scored high level, 28% the medium level and 34% were at low level. The remaining 28% did not reach the minimum levels of reading literacy (results below 400 points). These percentages corroborate the ineffectiveness of the education system in the development of reading skills (Instituto Colombiano para la Evaluación de la Educación [ICFES], 2011).

In a like manner, the information collected during the preliminary class observations, grade reports and notes about this research participant-students’ reading performance demonstrated that they had difficulties in their reading literacy too. Those difficulties were specifically in recognizing the author’s purpose, understanding text organization, determining their reasons for reading and formulating objectives and purposes to read any text. An implementation of goal setting, task analysis and genre analysis strategies was decided to develop the reading comprehension skills of 24 students of English as a foreign language who were in tenth grade in a public school located in Bogotá, Colombia and guide them to become more self-directed language learners.

Given these points, this research may be a benchmark for foreign language teachers interested in attending to students with low levels of reading skills since goal setting, task analysis and genre analysis, the strategies used to deal with the identified difficulties, prepare

learners to draw an action plan for approaching their tasks by identifying and analyzing possible threats and solving them in advance. Subsequently, they will be able to develop those tasks more efficiently, not only regarding reading skills, but also for other academic, personal or job performances. Essentially, this research study will be of interest to those people who desire to know the way in which reading comprehension can become better by applying effective and practical reading strategies.

State of the Art

Some similar studies have been carried out in Colombia concerning reading comprehension improvement through the boosting of reading skills to guide students to be self-directed readers; in addition some researchers have shown interest in analyzing how reflective procedures enhance reading comprehension. Initially, Gaona, Suarez and Gonzalez (2001) suggested that reading should be taken by students as a pleasant activity that not only expands learners' knowledge, but also one that enhances other skills. In the same way, they agreed that providing students with reading skills encourages them to become efficient readers. The researchers developed students' reading skills through activities based on students' interests on themes, length and reading target. The pedagogical process consisted of firstly, stimulate students to identify and recognize the phonemes. Secondly, improve their reading ability and understanding. Then, it is expected that students read fluently, using punctuation marks and fomenting comprehension.

Going a further, Perdomo (2001) carried out a research study with the aim of revealing the importance of making of students autonomous readers by providing them with reading strategies and by developing their thinking skills. In this research it is stated that comprehensive reading can develop thinking skills and that school and family environments must train students in the process of understanding texts. Then, reading strategies and thinking skills can be

transferred in a conscious or unconscious way when learning a new language. “For example, when reading a book, the reader can distinguish the diversity of genres, and can easily identify the writer’s points of view” (p.57). In that way, readers become more autonomous. Finally, the author concludes that teachers are essential actors in the students’ process of learning a foreign language, since the context in which communication takes place is not precisely in that language, but in learners’ mother tongue. For that reason teaching methodology may point out to help apprentices to connect the previous knowledge to the recent acquired to later being put in practice in the learning environment.

Studies that considered different populations in the training of strategies have also been carried out; for example, strategies to support high school students’ reading comprehension in the English language by Zabala (2004). The main objective of his research was to aid eleventh graders in the development of their reading comprehension competence in English. Decodification mechanisms, formal and semantic strategies were the approaches implemented by the researcher to help students comprehend better texts in English. The principal findings had to do with the improvement in text organization, relationships between propositions and terms, and increasing and upgrading vocabulary.

Novice researchers carrying out their dissertations for their master’s degree have also shown great interest in students’ training on reading strategies was the one developed by Mahecha, Urrego & Lozano (2011) aimed at encouraging students to improve reading comprehension of texts in English by implementing two reading strategies: text coding and double entry organizer. Teachers-researchers guided students to identify related vocabulary, grammar categories and the findings of relations among them to help readers to state texts’ topics. Researchers concluded that the level of reading comprehension in students improved meaningfully and deduced that it is very probably that their success when answering

comprehension questions and grasp of main ideas was affected by the reading strategies of text coding and double entry organizer. They also highlighted the fact that students could actively participate in tasks and their self-evaluation demonstrated that readers gained autonomy in their process, since they were able to establish the meaning of unknown words and main ideas without using neither dictionaries nor ask someone else for their definition.

A second study by school teachers focusing on setting the extent to which reading comprehension in English language learners could be fostered by using the model of Collaborative Strategic Reading (CSR) and how this approach could facilitate students' self-direction was the study carried out by Mendieta, Múnera, Olmos, Onatra, Pérez and Rojas (2015). After implementing the strategy through workshops, classroom reading tasks and self-assessment rubrics, the researchers found that reading performance could be improved through CSR model and self-direction could be fostered by means of independent work and self-monitoring tasks.

As shown in the studies above, teachers and researchers have been interested in finding ways to improve language learners' reading comprehension. In this sense, the principal similarity between Gaona, Suarez and Gonzalez's study (2001) and this research resides in students' motivation, since learners interests and preferences when reading were taken into account during the pedagogical implementations. Consistently, in Mahecha, Urrego and Lozano (2011) exists a close correspondence in students' active participation in tasks which gave as a result improvements in reading comprehension. Concerning self-direction, in both of the researches revised: Perdomo (2001) and Mendieta, Múnera, Olmos, Onatra, Pérez and Rojas (2015) and certainly in this research, self-evaluations and self-assessments rubrics were essential components when analyzing the results of the study, as through them learners were able to carry out self-monitoring of their own work, which revealed students' autonomy as independent readers.

Regarding differences among the studies above mentioned and this research, semantic approaches and increasing of vocabulary as means to foster reading comprehension were strategies that this study did not contemplate, but that Zabala (2004) and Mahecha, Urrego and Lozano (2011) did. Equivalently, only one of the researches, Gaona, Suarez and Gonzalez's (2001) one, in comparison with all the studies, including this one, looked for training students in reading fluency to get comprehension. Thus, the most important dissimilarities among all the studies analyzed and that by all means make this study valuable, are found on: 1. The absence of a metacognitive strategy which could empower students to analyze and plan a reading task before approaching it, as well as enable learners to consider possible difficulties in advance, to be able to anticipate solutions to all those obstacles found before developing the task, key aspects that all elements of task analysis provide: a) Task goal, b) Task purpose, c) Task classification and d) Task demands. 2. Clearly specify what aspect of reading comprehension was wanted to improve, which in the case of this research was main idea identification. 3. Provide students with a meaningful strategy which they could apply not only for dealing with reading tasks in order to improve comprehension, but also useful to be applied in life purposes, which in this research corresponds to set specific, measurable, achievable, relevant and time-based goals (SMART goals), making reading more significant for them.

Theoretical Framework

This section explores the theoretical underpinnings of this research. The constructs outlined were set according to the major fundamentals of the research question and the implementation. The following components will be described: Reading, reading comprehension strategies and skills. Concerning task analysis strategy, the constructs of task, goal setting, task analysis, task purpose, task classification, task demands and genre analysis will be developed. Finally, self-directed learning strategies will be defined, a figure will expose its relationship with reading comprehension, goal setting and task analysis.

Reading

The definition of reading comprehension, as understood in this research, is based on seeing reading as the dialogue between the reader and the author of the text. Carrell, Devine and Eskey (1998) define reading as “a receptive language process. It is a psycholinguistic process that starts with a linguistic surface representation encoded by a writer and ends with meaning which the reader constructs” (p. 12). Reading is much more than a single skill, it involves the coordination of a range of abilities, strategies and knowledge. Macceca (2007, p. 4) states that reading is a dialogue between the reader and the author of the text; during this “dialogue”, the reader should generate questions to anticipate meaning, search for information, respond intellectually and emotionally, and infer ideas from it to further explain the content of the text.

Ideally when reading students should collect information related to author’s purpose and text structure and associate it with their own goals and purposes to get meaning. Grabe and Soller (2001) state that the most frequent way to explain reading comprehension is by seeing it as “the ability to read [that] requires that the reader draws information from a text and combines it with information and expectations that the reader already has” (p. 188). In addition, McNamara (2012)

explains that reading comprehension “refers to the ability to go beyond the words, to understand meaning and the relationships between ideas conveyed in a text” (p. xi).

Such intercommunication among author, text and reader is precisely what this research study intends to consolidate by implementing task analysis, which is a metacognitive strategy that enables readers to plan, anticipate and define actions for a reading task. In other words, the dialogue established among author, text and reader starts once the learner carries out goal setting, task analysis and genre analysis strategies for getting comprehension of a text.

Reading Comprehension Strategies. Reading comprehension strategies are essential to facilitate understanding of texts. McNamara (2012) explains that “a reading comprehension strategy is a cognitive or behavioral action that is enacted under particular contextual conditions, with the goal of improving some aspect of comprehension” (p. 6). The reading comprehension strategy implemented in this research was based on asking questions before reading a selected text. First, students were inquired about the purpose and goal for reading (the reasons to read the text and the information to look for, respectively). After, they looked for understanding the organization of the text (its structure). Finally while reading, they classified the type of task to do and its demands. In this sense, after learning how to set goals, purpose, task classification and task demands, pupils learnt to focus all those strategies on identifying the main idea of a text.

Although implementing all these strategies may seem exhausting because of the effort and change of habits that represents for the students planning a reading task before approaching it, McNamara (2012) states that any reading strategy “will take the reader much more time and effort, and may even seem inefficient. But with practice such strategies become more automatic, and then they become a natural part of reading” (p. xii).

Reading Comprehension Skills. As well as reading strategies influence comprehension, reading comprehension skills are involved within the process of making meaning to comprehend what is read. Eddiger (2001) explains six general skills of this type (p. 154):

1. Automatic recognition skills: the mental process done to recognize the text for word identification.
2. Vocabulary and structural knowledge: the sound interpretation of language structure and a large recognition of vocabulary.
3. Formal discourse structure knowledge: the interpretation of text organization and the way in which information is put together into various genres of text (e.g. a report, a letter, a narrative).
4. Content/world background knowledge: the interpretation of prior knowledge related to general and cultural information involved in a text.
5. Synthesis and evaluation skills/strategies: the interconnection done by a reader among the text and other sources, the critically thought about what is read, and the selection of meaningful information according to the reading purpose.
6. Metacognitive knowledge and skills monitoring: the self-awareness done by a reader about the mental processes involved while reading, and the reflection on the strategies employed while doing so.

All these six skills were cross-curricular through the implementation of the pedagogical design of this research study which looked for strengthening learner's reading comprehension skills. Each reading comprehension skill was developed in unison with reading comprehension strategies as follows:

1. Automatic recognition skills: When students were asked to identify the purpose of the text through a task purpose strategy.

2. Vocabulary and structural knowledge: When they reflected about the necessary vocabulary to understand meaning; they did it through a task demand reading strategy.
3. Formal discourse structure knowledge: When they looked to understand how the text is organized by using the task classification reading strategy. In the same way, they recognized the genre of the text when implementing genre analysis reading strategy.
4. Content/world background knowledge: Both when they related text information to their prior knowledge and when they had to plan their reading task by using task analysis reading strategy.
5. Synthesis and evaluation: at the moment they defined their purpose for life by doing the reading task (task purpose reading strategy).
6. Metacognitive knowledge and skills monitoring: When they set the SMART goals and prepared the actions to get meaning before approaching reading tasks (Appendix I).

In that way, reading comprehension skills and reading comprehension strategies could complement each other and help learners to plan and understand reading tasks before approaching them.

Task

The meaning of *task* is an essential compound to better understand the students' reading difficulties stated in this research study. With the purpose of elucidating how the conceptualization of this term has evolved, a suitable issue for this theoretical framework, four different interpretations of the term *task* will be exposed.

Earlier definitions of *task* talked about everyday activities that resulted after performing an instruction and understanding language; however, they did not demand production of language as an essential component. By way of example, Long (as cited in Nunan, 1989, p. 5) defines task as “a piece of work undertaken for oneself or for others, freely or for some reward. Thus, by ‘Task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between”. Another definition that reflects this absence of language production is presented by Richards, Platt and Weber (as cited in Nunan, 1989) as follows:

An activity or action which is carried out as the result of processing or understanding language (i.e. as a response)... Task may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. (p. 6)

A third definition under the same perspective belongs to Breen (as cited in Nunan, 1989) which defines a task as a language learning aim structured through work plans to achieve a particular objective. In Breen’s definition of task, new elements appeared, such as an attempt to achieve a goal, the suitability and specificity about a process and content, as well as the obtained results; all of them focused on making the language learning process easier.

Finally, Ellis (2003) states that a task is an organization of work in which the understanding of language is necessary to reach the aim of getting communication in real contexts. Linguistic resources used by the reader him/herself are essential to get meaning.

This is the meaning that better describes the concept of task that this research study contemplated. The reason of this resides in the fact that this meaning of a task integrates a language process in which an outcome and a criterion that evaluates its achievement are evident which are related to set SMART goals theory. In the same way, it incorporates additional components, such as the use of *unique* linguistic resources to get meaning, which on the subject

of this research coincides with task analysis as a metacognitive procedure. Finally, it establishes that after doing a task, it is expected an outcome with a production or reception of language in the real world, whose correlation with this inquiry has to do with achieving reading comprehension.

SMART Goals Theory

Considering that a task is a work plan done in order to achieve a communicative outcome, it is necessary to provide learners with a strategy that allows them to reflect on the learning objective of that task. The definition of goal used in this research report is based on Rubin's (2009) theory of goal setting, which indicates how to set (S) Specific, (M) Measurable, (A) Achievable, (R) Relevant and (T) Time-based goals for a task. Formulating objectives with these features enables learners to have a better control of their own learning as it is done in self-directed learning strategies. Definitions of *goal* will be provided as follows.

Goal Setting. When approaching a reading task, readers require to set learning objectives to be motivated and understand better the activities proposed in the task. Campbell (2007) mentions that "a goal is defined when an individual is knowingly trying to complete an objective that is considered the main motivating force behind the behavior" (p. 54). According to Locke and Latham (as cited in Campbell, 2007, p. 55), two specific attributes of goal are 1) content and 2) intensity. In this respect, content is concerned with the objective or desired action being sought, while goal intensity is related to the effort needed to generate the goal.

Goal setting and reading comprehension skills were connected in this research in the way that, as McNamara (2007) argues, having goals is a logical starting point for readers to improve their reading comprehension skills. In this sense, he states that each reader may have a different goal when approaching the text:

The nature of the goal and the specificity of the goal will depend greatly on the nature of text being read but it will also be affected by the level of the readers pre-existing knowledge... as well as the reader's comprehension abilities. (McNamara, 2007, p. 474)

Likewise, Grabe (2009) adds that "goals can range from basic comprehension of text information such as carrying out simple task as part of functional literacy skills (e.g. finding simple information, checking facts, entertainment oneself) to advanced academic goals that may involve critically interpreting text" (p.51). However, Schunk, Pintrich, and Zimmerman (as cited in Woolley, 2011) find that:

Although readers may construct motivational goals and believe they are able to accomplish their goals, readers nevertheless require an appropriate repertoire of cognitive strategies for text comprehension. They must have sense of self-efficacy by believing that in using a particular strategy their performance will improve. (p. 156)

In this respect, Zimmerman (as cited in Squier, Nailor & Carey, 2014) reports that "goal setting reflects the specific skills associated with directing and maintaining effort toward the achievement of goals... Self-directed learners need to develop specific skills in self-regulating their learning behavior toward their self-chosen goals" (p. 28).

Considering this, during the implementation stage of this research study, task analysis was the metacognitive strategy selected. This strategy was presented through samples, activities and tasks to make students recognize each of its components: 1) Goal setting, 2) Task purpose, 3) Task classification, 4) Task demands and 5) Genre analysis. Thereby, they could have a sense of self-efficacy when reading to get comprehension since it was expected that students implemented the metacognitive strategy of task analysis when doing a post-test after the implementation. As a result, this metacognitive strategy was assessed to see how it helped for a better readers' performance.

Additionally, setting goals has an added value for pupils in terms of confidence gained through the establishment of learning objectives, since in addition to make learning easier, they find an internal motivation for completing the reading task. In this sense, Rubin (2009) declares that setting goals “helps learners direct their attention, reduces anxiety, lets them know when they accomplish their goals, can increase learner involvement, makes task more manageable, helps learners feel in control, helps learners feel more efficient” (p. 3).

Furthermore, it is essential setting the objectives according to SMART goals inasmuch as this theory guarantees their achievement by requiring explicit features that help them visualize and define what is expected. In this regard, goals must be Specific, which indicates who, and what and why the goal will be reached; Measurable, which means quantifiable; Achievable, which defines how to get success in the purpose and that is available for the student; Relevant, when learners provide detailed reasons about why the goal is important according to their interests, and Time-based, which means that the learner states a clear and realistic time for accomplishing the Goal (Rubin, 2015, p. 74).

After clarifying the theory about setting SMART goals, students had a practice stage to apply this theory and design their learning objectives for the reading tasks. Once this had been done, they implemented task analysis to plan the approach of the reading task and improve their reading skills.

Task analysis (TA). According to Rubin (2015), task analysis (TA) is the preliminary process that help learners plan how they will approach a task. TA is the previous analysis before beginning to develop a task, in the sense of this research, a reading task. The TA strategy that was used by the students aimed at identifying the aspects of time, background, unfamiliar knowledge and appropriate strategies to accomplish such task.

Rubin and McCoy (2008) state that:

In order to understand the role of task analysis, it is important to understand its place in the entire set of metacognitive procedures. Following Rubin, 2001 and Rubin 2005, there are five major procedures: planning, monitoring, evaluating, problem identification/problem-solution, and implementation of a problem-solution. (p. 1)

Wenden (as cited in Rubin & McCoy, 2008) also mentions that there are three parts to Task Analysis: Task Purpose, Task Classification, and Task Demands. Task Purpose provides the motivation for doing the task and must be related to life purposes. Task Classification answers the questions: What kind of task is this? What do I know about the task? How do I feel about the task? And Task Demands uses the results of Task Classification to consider what strategies and actions could I use? (p. 1). These components of the task analysis strategy will be described in terms of their relationship with reading tasks and the way in which students were able to implement this strategy in order to improve reading comprehension.

Task Purpose (TP). TP is the opportunity that learners have to ask themselves about the reason for doing every proposed reading task. Learners need to find their own motivations and importance to their own current or coming life. In Rubin's (2015) words Task Purpose (TP) asks the question: Why do I want to achieve a particular goal? As a result, learners find motivations which are their own compelling reasons in terms of their immediate academic needs or coming life purposes, all of this by noticing the applicability of the task.

With this in mind, students would be able to inquire themselves about the personal or subjective motivations they have for achieving the learning goal which they have already proposed before approaching the reading task. In other words, each learner needs to realize or discover by themselves the way in which such reading task will be relevant for their own life. Once determined these two aspects of the reading task (SMART goals and Task purpose), students were prepared to plan the next aspect of their reading strategy: Task classification.

Task Classification (TC). TC is the moment learners take to inquire about their current state of knowledge in relation to a) the organization of the text, b) the style in which it is written, c) the way language is used, and d) the implicit semantic field. Rubin (2015) describes it as the questioning done by the learners in terms of what do they already know about a particular kind of task.

For that matter, once pupils had set SMART learning goals and relate them to their life purposes through the task purpose strategy, they classified the reading task in steps to follow for better comprehending the information exposed in the text. In fact, they projected on the paper the behavior they adopted to approach the reading instead of starting to observe, look at it or read it randomly. It is important to realize that task classification and task demands are strongly associated since task demands requires setting out each one of the actions necessary to perform the steps planned from students in task classification.

Task Demands (TD). TD is the instant in which students reflect on the strategies and actions they will adopt to address their findings after doing TC. In the same way, learners can consider the emotions experienced while doing TC because the management of those emotions can be anticipated when facing the task. Rubin (2015) explains that:

Task Demand requires that once a learner completes a TC, he/she then asks him/herself:

Given the TC I developed, what can I do about these identified characteristics; what strategies (e.g., cognitive and socio-affective) can I use to complete the task? (p. 72)

Equally to SMART goals, students develop task purpose and task classification with a view to have a better understanding of the text. It was then the time to make students elaborate on the following actions to classify the task. In that way, they had anticipated possible difficulties and solutions when reading a text. Put in another way, they had a big advantage over the text.

Once students are able to plan the approach of a reading task through TC and TD, they also require an estimate of the language that will be found in the text. Thus, genre analysis is the complementary strategy that enables learners to situate the document in a societal framework and comprehend its purpose.

Genre Analysis Strategy

It makes reference to the awareness about the way in which a text is written. Learners can do it by analyzing the social purpose and context of the text. Swales (1990) affirms that genre analysis is useful to know:

How language is used within an important discourse community, and is a model of applied linguistics in its best sense - it draws on linguistic and sociolinguistic theory to clarify the nature of language use and language learning in an educational setting. (p. vii)

Accordingly, genre analysis strategy enriches the explanation the learner tries to construct about the purpose of the text and therefore about its structure. By genre analysis, pupils categorize the text in parts and get an outline of its organization. In this respect, Bhatia (1993) suggests that genre analysis provides information about purpose, meaning and cognitive structure of a text (p. 13).

For this research, the key aspect to define through genre analysis is sociolinguistic. It means, teaching learners how to reflect on how language is used in the text, by whom and for which purposes. It is also important to give them the opportunity to assess what they know about the type of language, the vocabulary used according to the style, the structure in which the reading will be presented and its purpose. In that way, they will be able to prepare in advance the way to approach the reading as related to such aspects when doing task classification and therefore task demands.

Self-directed Learning Strategies

Guiding students in the execution of planning activities to approach a reading task through task analysis and its components makes them become self-directed readers, since they will carry out goal setting, task classification, task demands and genre analysis by themselves and without receiving the guide or instruction of an external agent while dealing a task.

Coll (2008) defines self-directed learning as “a process where apprentices establish a goal in a period of time and they are prepared to plan, develop and regulate their own learning processes through their resources that they have at their disposal to reach their own objectives” (Coll, 2008, p. 179). In the same way, Gibbons (2002) argues that:

In student-directed learning, the teacher teaches students to set their own goals and eventually choose what they will study. It enlightens students to the skills and processes involved in setting goals, making plans and initiating action. Guides students through self-directed challenge activities and reviews students’ assessment of their work (p. 3).

Coll and Gibbons’ definitions mention in general terms key concepts for this research study: goal setting, planning, knowledge skill increase and strategies. However, Knowles (as cited in Våljataga & Fiedler, 2009) defines self-direction by deepening into all the mentioned key concepts, because he considers it:

As a process in which individuals take the initiative with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating outcomes. (p. 58)

Additionally, learners will have the opportunity to reflect on the development of their learning process after implementing each reading strategy in a journal. Regarding this aim, self-directed learning needs students’ discipline since they plan their individual strategies of study,

consult their partners and teachers about doubts, and explain to others their own advantages and problems in the learning process (Moust, Bouhuijs & Schmidt, 2007).

As one would expect, if students follow the planning strategy in the way it has been presented (starting with goal setting and task purpose, continuing with task classification, task demands and ending with genre analysis), they can become self-directed readers. This is why they are following the process of setting learning goals, determining their abilities and weaknesses regarding the reading task, selecting the strategies and sources to overcome such weaknesses, and finally assessing results according to the set in the learning goals. Figure 1 below pictures this process in a graphic organizer that matches these strategies with the reading comprehension skills that they are expected to develop.

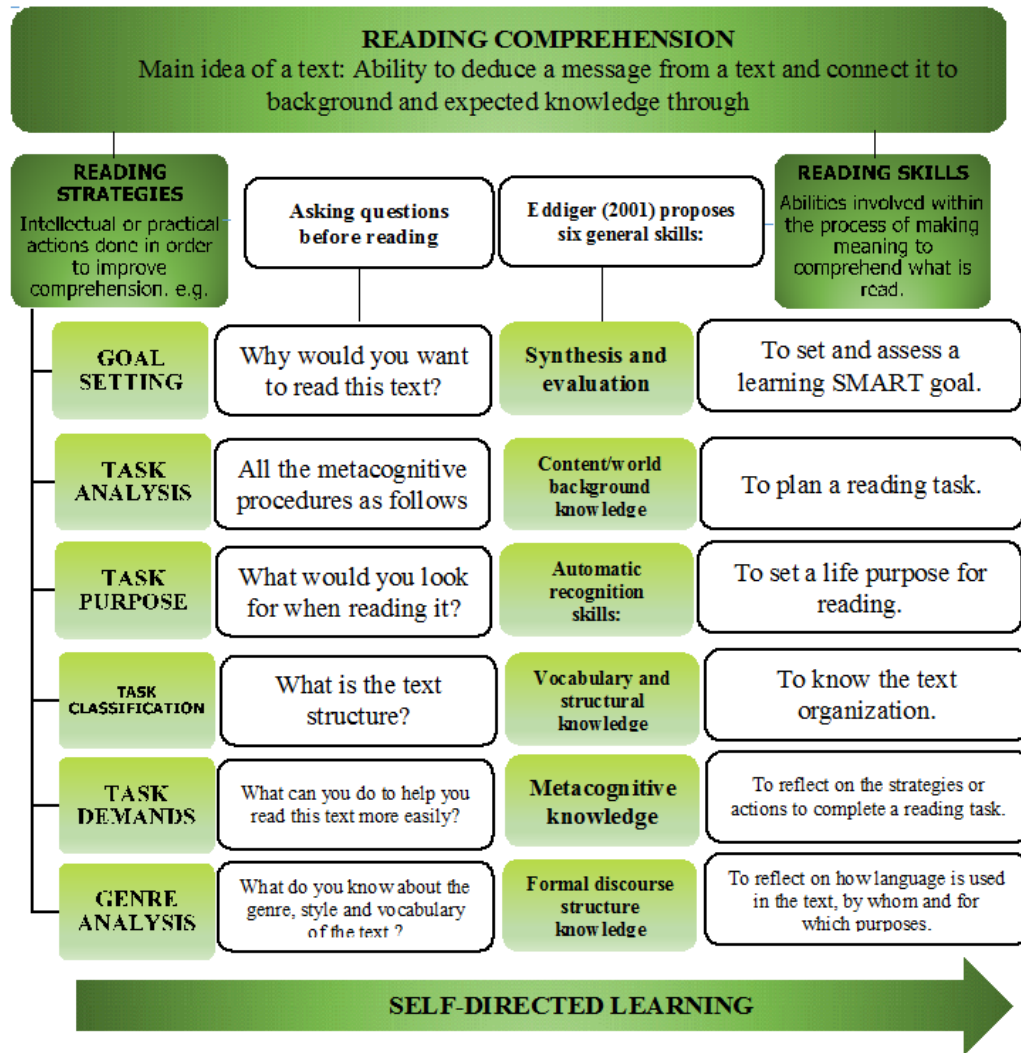


Figure 1. Reading strategies, reading skills and self-directed learning. Illustration of how task analysis, goal setting and genre analysis strategies make self-directed readers.

Altogether, the connection among the reading strategies previously described, reading skills, and self-directed learning are illustrated in the above figure. It summarizes how those concepts give foundation to goal setting, task analysis and genre analysis, the strategies used in this research study to guide students to be self-directed readers. Firstly, to identify the main idea in a text, being successful in reading comprehension is necessary. It can be done by connecting

the message from the text to background and expected knowledge. Reading strategies can be followed as practical actions in order to improve such comprehension. That practice consists of asking specific questions before reading, questions that are directly connected to reading skills (abilities involved within the process of making meaning to comprehend what is read). By following this process, every time students are intended to approach a text and to reflect on planning a task, setting life purposes, learning goals, as well as language and organization used in the text, they have a chance to become self-directed readers.

Research Design

This chapter describes the research methodology of the present study, the context where it took place, participants, researcher's role and data collection instruments and procedures.

Type of Study

This study follows the principles of an action research approach as an academic research that aims to identify a problem, plan strategies to solve it, take action, evaluate results and identify findings. The implementation of this research methodology in the present study strengthens educational practices in order to develop the participant students' reading skills and strategies.

Greenwood and Levin (2006) state that, "Action research aims to alter the initial situation of the group, organization or community in the direction of a more self-managing, liberated and sustainable state" (p. 11). In addition, Bailey and Nunan (2009) explain that:

This method consists of the same elements as regular research, that is, questions, data, and interpretation. What makes classroom action research unique is that it is conducted by classroom practitioners investigating some aspect of their own practice. In other words, it is carried out by those who are best placed to change and, as a result, improve what goes on in the classroom. (p. 17)

Because of this relation with educational settings is that action research has been selected for carrying out this research, as it is a process to study a situation in a school in order to comprehend and improve that educational process. In the same way, the present research study followed the action research stages proposed by Wallace (1998), which can be seen in Figure 2.

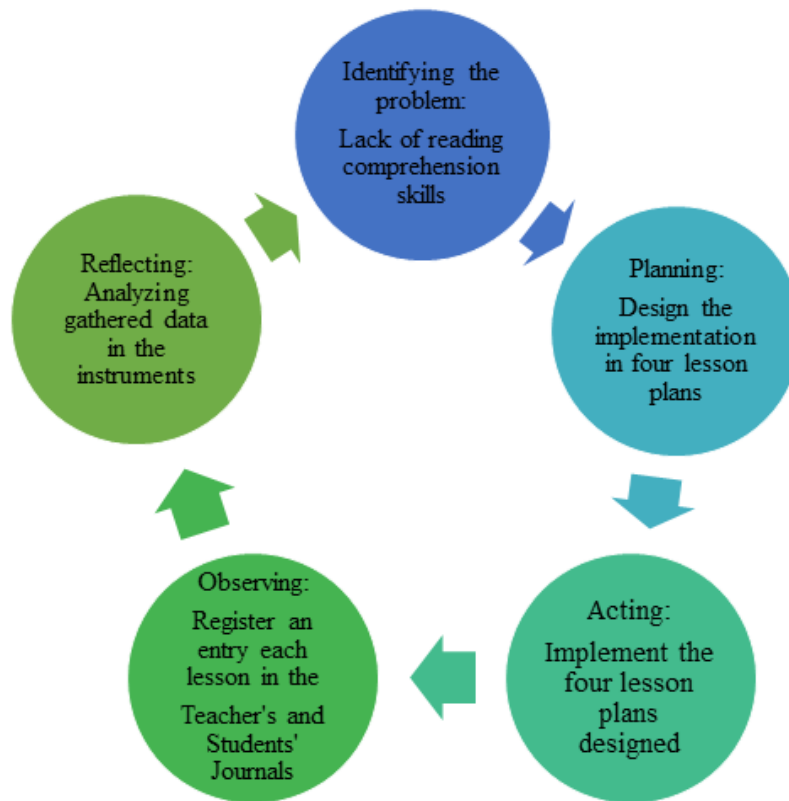


Figure 2. Action Research Model. Illustration of how action research phases were conducted in this research study.

The previous figure represents the five phases that the study followed within the action research model. The stages have been related to the actions done in this research study to reach a better understanding of the process:

1. A problem was identified: Tenth grade students need to strengthen their reading comprehension skills and become more self-directed readers.
2. A detailed diagnosis through a needs analysis survey was applied to configure the implementation.
3. The implementation focuses on the manner in which task analysis, goal setting and genre analysis strategies help tenth-grade students strengthen reading comprehension skills and become (more) self-directed readers.

4. Data were collected during the implementation by using students and teachers' journals, students' self-assessment checklists, and records and samples of students' works.
5. Data collected were interpreted. Statistics were used to evaluate quantifiable data. Non-quantifiable data were interpreted through tables of analysis.
6. Findings were explained considering the results of the action and determining the level of improvement.

As the present study uses statistics, those quantifiable data are understood as “those data that have been generated through a processes of counting or measuring” (Nunan & Bailey, 2009, p. 371), or the numerical information that has “to do with meanings” (p. 412). In the current research study, qualitative data give emphasis to the experiences and points of view of the participants (gathered through a survey and pre-test & post-test based on task analysis), while qualitative information was assembled by way of the teachers and students' journal. A triangulation design was used during the interpretation phase to integrate the results.

Context

This research was carried out in a public school in Colombia located in the south of Bogotá, Cundinamarca. This is a co-ed school, which offers preschool, elementary and secondary education with a total population of 2,800 students who belong to the socioeconomic strata levels 1, 2 and 3. The school has three computer science rooms, a computer room for purposes of study of English, two general audio-visual rooms, one audio-visual room assigned to each study area, as well as a large library with various authors and publications in Spanish and English.

The school is part of the eight public schools that have implemented the bilingual pedagogical model subsidized by *Secretaría de Educación del Distrito*. For this reason, elementary school science and mathematics are taught in English; students from sixth to ninth

grades have a higher hourly intensity (5 hours) in English as a foreign language than other schools do. Tenth and eleventh graders receive a secondary specialized education in one of the three programs (1. English for teaching purposes, 2. Arts, and 3. Technological Design). Students who need extra support in English are provided with a program of tutoring.

In spite of these courses of specialized education, the students who were part of this study were not enrolled in the elementary bilingual model taught in English, since the bilingual model started in 2008 with students of first grade.

Participants

The group of participants in this study was formed by 24 students who were in tenth grade, a group assigned to the teacher-researcher by the school whose age range was from 15 to 18. One of the advantages of this study concerning the population has to do with the fact that learners had a great readiness during the whole process. Forasmuch as this research was received with interest by the group. It was evinced in the punctuality with which learners arrived to the classes and the noticeable motivation they showed through questions, active participation and positive attitudes towards the instructions, proper development and eventual improvement of the proposed exercises. In the same way, each student filed the different documents and activities provided during the implementation in a folder. The material collected in those portfolios were useful to get the required evidences when doing the data analysis. This readiness was also supported by the fact that 1) learners had a high hourly intensity in English during secondary education and 2) they were part of the specialized education in English for teaching purposes offered by the school.

In terms of cognitive needs, students recalled and understood data after putting in practice the given strategies of task analysis, task classification and task demands. In the same way, they were able to apply that knowledge towards strengthening reading comprehension skills since they

took into account each one of the steps provided when approaching reading tasks. Besides, they were able to relate goal setting and task purpose strategies to their own life projects and current activities. Concerning affective needs, they were directly related to self-directed learning and their ability to analyze their emotions, feelings and problem solving skills on task analysis through a students' diary.

Researcher's Role

Throughout this study, I, as the teacher-researcher, performed different roles. As a teacher, I designed the lesson plans in order to project the action plan to follow. Likewise, I guided students in their reading skills' development by providing them with metacognitive strategies. As a researcher, I observed students' progress all through the research and took field notes in a teacher's journal. I also designed the instruments: pre-test & post-test, survey for needs analysis on reading comprehension, rubrics to measure and interpret the gathered data. Finally, I analyzed data and drew conclusions on the research findings.

Data Collection Instruments and Procedures

Four instruments were applied to collect quantitative and qualitative data. At first, a survey for needs analysis on reading comprehension; afterward, a pre-test and post-test for task analysis; and the students and teacher's journal. Data collection instruments of the present research study are summarized in Figure 3 below. In this regard, quantitative and qualitative data collection instruments are presented and defined in terms of their purpose.

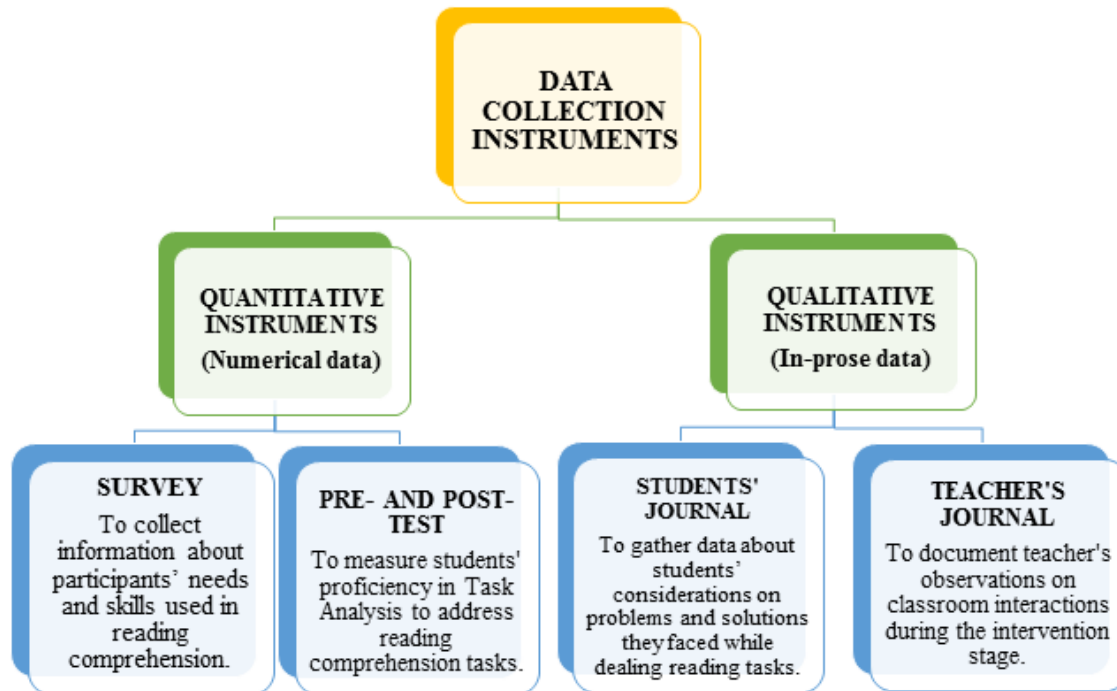


Figure 3. Data Collection Instruments employed to compile information in this research study.

Instrument 1: Survey for needs analysis in reading comprehension. The survey completed by the students previous to the interventions was a quantitative-type instrument employed to determine the particular language skills that the students needed to train with respect to reading comprehension. It was adapted from Needs Analysis questionnaire for non-English-background students designed by Richards (2001). With regards to needs analysis, he states that, “Needs analysis in language teaching may be used for a number of different purposes, for example: to collect information about a particular problem learners are experiencing” (p. 52).

This instrument had seven questions divided into three groups of items: a) skills and difficulties, b) general statements and c) reading skills. It was divided in this way for the purpose of identifying the students’ needs so that appropriate lessons would be planned specifically for them. The questions were oriented to ask about the frequent use of language skills in class

(reading, writing, speaking and listening), importance of these abilities in their English classes, levels of difficulty and the particular skills they needed to improve in reading (Appendix A).

Instrument 2: Pre-test and Post-test. According to Nunan and Bailey (2009), the one-group pre-test post-test design “is an improvement over the one-shot case study because you can at least tell if the students made progress by comparing their scores at the beginning of the class with their scores at the end” (p. 91). They explain that comparing the pre-test and post-test scores let know whether students had any progress during, but not necessarily because of the interventions. The pre-and post-test in this research study were the next quantitative instruments fulfilled by the students based on task analysis, aimed to measure how much they were able to do a reading task based on task purpose, goal setting, task classification and task demands. These two tests were composed of three types of texts: A recipe, an editorial, and a report on an experiment (in the post-test, the last text was changed by a cover letter in order to help students understand that task analysis is a strategy that can be useful to approach any kind of reading tasks, even difficult texts).

Each one of the texts were selected according to its content and vocabulary and syntax complexity: simple, more difficult and even more difficult (Appendix B and C). This selection of texts was done in order to show to the learners that goal setting, task purpose, task classification and task demands were four metacognitive strategies that could be applied for improving comprehension of any kind of texts no matter their difficulty level. The students had to answer four questions for each one of the readings in both the pre-test and post-test as follows: Why would you want to read this text? What would you look for when reading it? What is the organization or structure of this text? What can you do to help you read this text more easily? These questions were directly related to purpose of reading in terms of the implementation, task classification and task demands, respectively.

Two sets of rubrics were designed to analyze the students' answers in both tests, one set for the pre-test and another set for the post-test. In total, six rubrics were analyzed (two per type of reading in each test); in that way, answers could be compared to collect data and establish the outcomes (Appendix D).

Instrument 3: Students' Journal. It was the first qualitative instrument that gathered data about the students' observations. An entry was added just at the end of each lesson of the intervention. According to Alexandrache (2014), "The reflexive diary allows not only the expression of the feelings and the attitudes manifested, but it can also be considered a part of learning, self-evaluation/ self-knowledge processes" (p. 22).

In this sense, students were requested to write about the activities carried out during each of the sessions. They needed to focus on the problems and solutions they faced, as well as their feelings and clarifications about their learning process (). Tables were designed to analyze learners' entries. Tracy (2012) explains that this methodology "refers to a systematic inductive analysis of data that is made from the ground up. Rather than approaching the data with pre-existing theories and concepts and applying this theory to the data, the researcher begins instead by collecting data, engaging in open line-by-line analysis, creating larger themes from these data, and linking them together in a larger story" (p. 30).

Instrument 4: Teachers' Journal. This instrument was enriched through observation used as an introspective technique to better understand the research problem. Observations were registered during or after the interventions by the teacher-researcher through entries describing the happenings of each lesson. Teacher's journal was the second qualitative instrument that collected field notes about classroom observations, comments, students' behaviors, and general insights about the ongoing research in each lesson (Appendix F).

Nunan and Bailey (2009) define the introspective technique used in the data collection with this instrument as:

The process of observing and reporting on one's thoughts, feelings, motives, reasoning processes, and mental states, often with a view to determining the ways in which these processes and states shape behavior. Data collection happens at the same time as or very shortly after the events being investigated. (p. 285)

Validity

On the subject of validity, all the four instruments used to gather information in this investigation were designed with regard to getting the research objectives. Equally, they were based on the theories adequately selected to solve the problem. Briggs and Coleman (2007) explain that validity deduces if the research correctly illustrates the subject of study. (p. 97)

In this sense, quantitative instruments measured students' ability to approach a reading task based on task purpose, goal setting, task classification and task demands. In the same way, the qualitative instruments (teacher and students' journals) were filled during the classes by each one of the actors participating in the research at the same time or very shortly after each lesson. It was done in that way as to ensure that they recorded what they were really experiencing.

Reliability

Data gathered through the quantitative and qualitative instruments triangulated as they provided the teacher researcher with the required information to answer the stated research question. Likewise, such instruments were designed to collect the required information to know the students' conditions in each stage of the research process. With regards to this, Crocker and Algina (1986) state that the test developer must "identify the sources of measurement error that would be most detrimental to useful score interpretation and design a reliability study that

permits such errors to occur so that their effects can be assessed” (as cited in Kimberlin & Winterstein, 2008, p. 2277).

Ethical Considerations

This study also took into account ethical considerations. The researcher informed and asked for permission to the school principal about the research implementation through a consent letter in which the most important components of the research were described, such as name, objectives, stages, population and management that would be given to the results (Appendix J). In the same way, both parents and students signed a consent letter and were informed about the actions and instruments that would be followed during the study.

Objectivity was also considered in this research, personal biases and opinions did not intervene in the execution of this study in order to give fair considerations. In the same way, anonymity was guaranteed to students who participated like population. Results reported represent accurately the findings that emerged from the design, implementation and triangulation of data collected.

Pedagogical Implementation

This chapter describes the stages followed during the pedagogical intervention to strengthen tenth graders' reading comprehension skills and self-directed learning. The implementation took place from July to October 2014. In the first stage, the instructional design was planned; then, the selection of the strategies was carried out to finish with the pedagogical intervention stage executed during ten sessions. Figure 4 below plainly describes the implementation process that comprises a diagnosis stage, definition of the instructional design, procedures and materials.

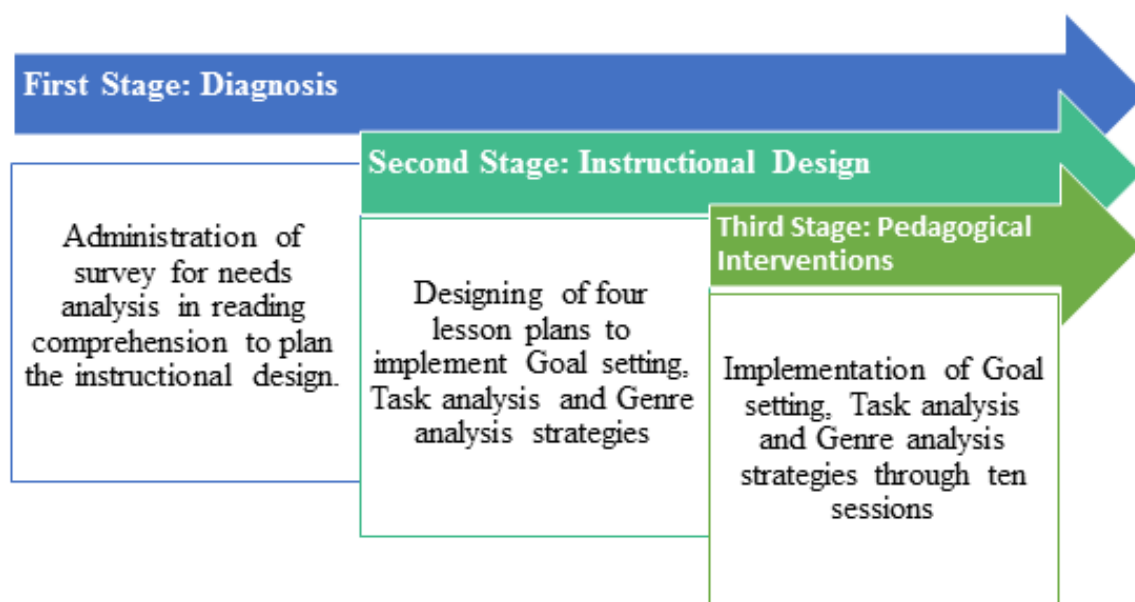


Figure 4. Pedagogical Intervention carried out in this study during three stages.

Diagnosis

During this stage, the needs analysis survey about reading comprehension was administered to the participants with the aim of collecting information about their needs and skills (Appendix A). Once the data collected was analyzed, the strategy to address the stated problem and the instructional design was outlined.

Instructional Design

Four lesson plans were designed in order to implement validly the strategy of goal setting, task analysis: task classification, task demands and genre analysis during a total of ten sessions of 90 minutes each. The template followed was the suggested by Universidad de La Sabana, adapted from Dr. Joan Rubin's (n.d.) lesson planner. It consisted of three parts: First, planning to set lesson goals in both language and reading, as well as the criteria or evidence to assess each one. Second, lesson planning, which followed these format: a) Preparation, b) Presentation, c) Practice, d) Expansion, e) Self-evaluation and f) Problem Identification - Problem Solution, this, in turn, constituted the students' journal. Third, Teacher Evaluation with checklists.

Pedagogical Intervention

For achieving the pedagogical intervention on goal setting, task analysis and genre analysis, a total of ten sessions were designed to implement the four lesson plans. The first lesson plan intended to teach students to set SMART Goals based on a song's story, shared through a video screening. It took three sessions of 90 minutes each one to accomplish this planning. The second lesson plan required of two sessions of 90 minutes each to achieve the goals set and was oriented to enlighten and train students to establish the goal and purpose of a reading task, what means to set task goal and task purpose, through a mind map and a scrambled activity, in which samples of task, task goal and task purpose had to be identified and classified. The third lesson plan was oriented to present and enable students to do task classification and task demands. It was done through a reading task concerning a biography. The application of this lesson plan required of five sessions of 90 minutes. Finally, the fourth lesson plan sought to identify the main idea of a text by developing all elements of task analysis: a) Task goal, b) Task purpose, c) Task classification and d) Task demands, through samples of main ideas and a narrative text.

All these lesson plans were designed for the students to identify the main idea of a text and set the SMART goals based on the mentioned task. In the same way, students should implement the task classification strategy to organize each one of the general steps necessary to recognize the main idea of a text. And the task demands should detail each one of the activities required to the fulfillment of the step described in the task classification (Appendix I).

Timeline of pedagogical interventions are better summarized as follows in Table 1, date, topic and objectives of each lesson are described.

Table 1.

Timeline of Pedagogical Interventions: Date, Topic and Objectives of Each Lesson

Date	Topic Lesson	Objective
July 28 /2014	Lesson Plan 1 Session 1 Goal Setting	To know how to formulate SMART goals.
August 11/ 2014	Lesson Plan 1 Session 2 Goal Setting	
August 25 / 2014	Lesson Plan 1 Session 3 Goal Setting	To know elements of genre analysis, task, task goal and task purpose.
September 1/ 2014	Lesson Plan 2 Session 2 Goal Setting	
September 15 /2014	Lesson Plan 3 Session 1 To know Task Classification and Task Demands	To provide students with examples of task classification and task demands for a listening task.
September 25 /2014	Lesson Plan 3 Session 2 To know and practice Task Classification and Task Demands	To ask students for doing the genre analysis and task demands for the recipe milk rice to share it with their partners.
September 29/2014	Lesson Plan 3 Session 3 To know and practice Task Classification and Task Demands	To encourage students to do the task analysis and task demands for a task.
September 30/ 2014	Lesson Plan 3 Session 4 To know and practice Task Classification and Task Demands	To solicit students unscramble genre, goal, tasks classification and task demands of a reading task in groups.
October 2 /2014	Lesson Plan 3 Session 5 To know and practice Task Classification and Task Demands	To propose students to do the genre analysis and task demands, about the task of the recipe or about a menu, based on the SMART goals and task purposes.

October 27/2014	Lesson Plan 4 Session 1 To identify main idea of a text by using Task Analysis Strategy	To identify main ideas of a text, after providing students with keys and examples.
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Data Analysis and Results

This section presents the data analysis based on data collected from learners and teacher's journals and pre-test and post-test about task analysis. Eventually, this chapter presents the results and findings obtained after triangulating such data in order to determine whether providing learners with three self-directed reading strategies (goal setting, task analysis and genre analysis) strengthened their reading comprehension skills.

Students' Journal Results

Results gathered from the students' journal were analyzed by tabulating the entries about weaknesses and problems that they faced during the pedagogical intervention into categories. The categories were the result of the application of the coding process of the grounded theory methodology.

In the first lesson plan, applied in three sessions, students learnt to set SMART goals based on Rubin's (2009) theory of goal setting, to help them improve comprehension in reading tasks. In the same way, they recognized how SMART goals theory can be useful for planning not only tasks, but also life decisions. The video of a song was presented to the students. At the end of the lesson, students wrote in their journals about the difficulties they had when developing the proposed activities.

The most common problems learners described were: Understanding the story (25 %), listening comprehension difficulties (25%), and understanding characters emotions (40%). However, they mentioned that visual aids and background knowledge helped them solve those problems. 90% of the students expressed that it was evident that the song characters had not set SMART goals for their life projects. Then, for the 60% of them, it was easy to establish SMART goals as if they were the characters of the story. When setting their own short term goal according to the theory of SMART goals, to be accomplished during the semester, 50% of the students

wrote they were able to do it without any difficulty. In contrast with this, 20% of the students argued to have had problems (they did not mention an indicator of measurement, neither a temporal length) when setting goals because they did it in an incomplete way. It means they did not establish the measurability, relevance or time-based of those goals.

Task, task goal and task purpose concepts were presented to the students during the implementation of the second lesson plan, which was in progress during two sessions. In the same way, practical exercises to find the difference between them were proposed to the learners. In this respect, 35% of the learners had difficulties to spot the difference among task, task goal and task purpose concepts. 45% referred vocabulary problems and 10% affirmed they did not have any problem. However, students evinced a progressive improvement (they were able to easily relate the purpose of the task to their own life) since when setting task goals and task purposes in the next proposed exercise, 40% of them did it without any difficulty, while the other 40% mentioned problems locating each characteristic regarding goals and purposes. A total of 25% argued vocabulary difficulties. During the following session, 60% of the population was able to successfully unscramble tasks, task goals and task purposes while working by groups. Which demonstrates that a lot of learners were able of accurately identify what a task, task goal and task purpose are, after being provided with their definitions during the first session in which these concepts were presented. Only 30% of the learners had difficulties differentiating some of the concepts. At the end, 65% of the students set the goal and purpose of a proposed reading task without any difficulty and only 35% mentioned a complication with at least one of the concepts (they were confused about the definitions task goals and task purposes and placed them in the wrong position).

Task analysis exercises were implemented during the application of the third lesson plan which took five sessions for completion. The five most common problems that the students

experienced were: Vocabulary problems (27%), organizing task demands (21%), formulating task demands (21%), organizing the structure of the text (students did not know how to apply task analysis strategy in a proposed text) (17%), and weaknesses in the comprehension of the main topic of a text (14%).

Figure 5 summarizes the results gathered from the task analysis intervention carried out during the application of the third lesson plan. The improvements during this session were related to set task purpose and SMART goals. The percentages describe below in Figure 5 showed improvement in task classification and task demands.

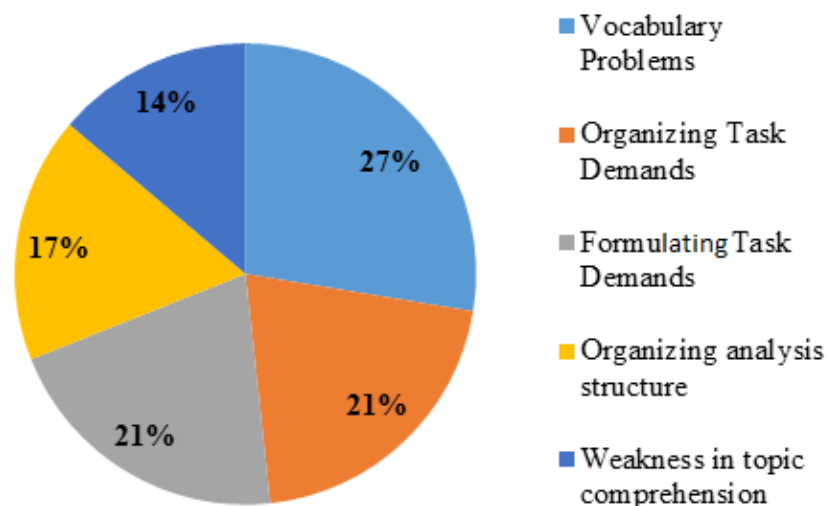


Figure 5. Weaknesses and problems identified in the students to perform third task analysis intervention.

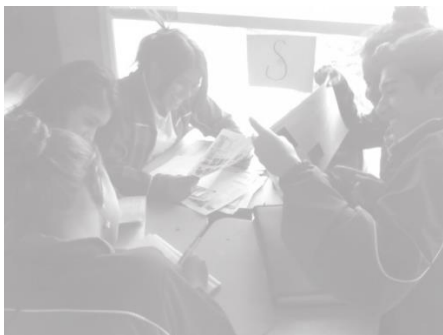
In consequence, these results show that most students had clear how to use task analysis as a reading strategy to plan a reading task. It means, that their reading comprehension skills were strengthen after being implemented task analysis strategy set in the third lesson plan, since learners reached the goal proposed for the lesson which targeted toward making students able to establish the task classification and task demands of a reading task.

Teacher's Journal Results

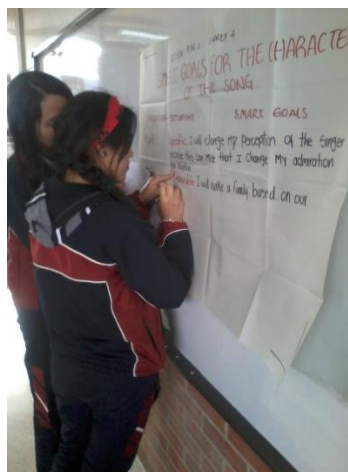
Results gathered from the teacher's journal registered all the teacher-researcher's entries aroused during the process of eleven lessons. For each session, the teacher-researcher took into account the main purpose of each lesson, the pedagogical tools and instruments that were applied during all the sessions and the way in which the process took place.

Insights Session 1. The main objective of the first session was to explain and make sure that students had clear what was the importance of the application of SMART Goals. In this session, I explained that *"the first topic to be presented to the students was Goal Setting"* (Journal entry 1, July 28th, 2014). The resource used to motivate the students to practice and establish their own SMART Goals was the video of a song *"used as an interesting and funny pedagogical tool"* (Journal entry 1, July 28, 2014).

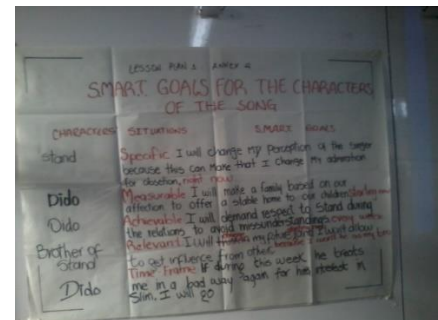
The entry of this session indicates that during the process *"students looked motivated and interested during the activity"* (Journal entry 1, July 28th, 2014). It can be observed in the pictures taken during the implementation of the first session.



Picture 1. Students work by groups during the first intervention. They set SMART goals as if they were the characters of the story presented through a song.



Picture 2. Students share the set goals in a poster during the first intervention.



Picture 3. Students compare the goals set by each group and identify each component of SMART goals.

The pictures show that the teacher was able to focus the students' attention on the proposed activity. However, the entry indicates that there were some difficulties for the students to understand the vocabulary and contents of the song in English, when describing orally its characters' problems. It can be read in the following entry excerpts:

“It was necessary to project the video more than once to help students find the majority of details required for the activity. It took more time than expected... It resulted in difficulty for them to find the required vocabulary for describing the problems that the song talks about” (Journal entry 1, July 28th, 2014).

At the same time, teacher's assistance was important to guide the students to get the objective of the lesson: *“They were asking me for the words they did not know in English and it was necessary to provide them with dictionaries”* (Journal entry 1, July 28th, 2014).

In general, in this first session, students were engaged in the activity. That engagement was essential to succeed in the achievement of the lesson goal: *to explain and make students have clear what SMART goals are.*

Insights Session 2. Inasmuch as time was not enough to cover all the planned activities of lesson plan 1 in one session, in this session 2, the first lesson plan went on execution. The teacher then valued positively the students' participation as she implemented different pedagogical sources in the class, as letters, board and posters. For example, for the work with letters, students set goals by groups according to the SMART strategy. In the same way, for the work on the poster, a student from each group had to share one of the goals that they set on the billboard. Their positive attitude when doing these activities can also be appreciated in the previous pictures.

In this session, the researcher found that although students understood the definition of SMART Goals, they had problems with their formulation and writing process:

“...when they faced for the first time the challenge of writing their goals they could not remember the complete definition of the characteristics they were given” (Journal entry 2, August 11, 2014).

However, I, as a researcher, could positively appreciate the students’ efforts to accomplish the activity. In the same manner, I identified an English understanding problem presented by students in the writing process of their goals:

“To carry out this activity I had to translate the questions into Spanish because students mentioned it was difficult for them to understand. However, they made their best effort to answer in English” (Journal entry 2, August 11, 2014).

In the definition of Goals, students interpreted the topics in different ways: *“The major part of them defined goal as a specific project, purpose, objective to improve their future in a short or long time” (Journal entry 2, August 11, 2014).* The students followed the indications given according to the structure to formulate a goal: *“All of them mentioned the presented characteristics in the oral presentation: specific, measurable, achievable, realistic and time frame. Some of them tried to give definitions or used synonyms to define them” (Journal entry 2, August 11, 2014).*

At the end of this session, the teacher-researcher concluded that the expectations established to accomplish the lesson were fulfilled because the students could successfully reached the lesson goals (give a statement of one of the parts of an SMART goal and be able to tell which part it is). As a consequence, they got the goals proposed for the lesson with respect to the recognition of theory of SMART Goals (be able to define SMART and language goals, and define the parts of a SMART goal). Equally, they explained successfully SMART goals’ definition and their benefit on a poster. In the same way, students related characters’ problems to SMART goals concerning life projects. Teacher-researcher concluded: *“It can be said that*

students have clear the topics proposed for this lesson. It means the planned activities were effective” (sic) (Journal entry 2, August 11, 2014).

Insights Session 3. In this session, the researcher continued applying the first lesson plan. Further complications were found when students had to write their SMART goals to be accomplished during the semester: *“To start, students demonstrated their lack of vocabulary when starting to write their goals. In addition, it was difficult for them to follow all the steps which they had defined as necessary to set a SMART Goal” (Journal entry 3, August 14, 2014).* This situation indicates that students understood what SMART goals are for (got it in sessions 1 and 2) but they were unable to build objectives of this type on their own. Entries for this session show that pedagogical accompaniment was necessary for students to understand how to write their goals:

“They wrote the sentences of their goals as ideas came to their minds, so it was necessary to give students some key notions to follow and write their own goals such as to do it in simple future tense” (Journal entry 3, August 14, 2014).

All in all, three sessions were required to overcome the difficulties regarding time, vocabulary, grammar structures and practical application to understand and set SMART Goals. As a result of this three-session ongoing process, *“The majority of the students got the expected items listed in the checklist [indicated in the evaluation section of lesson plan 1]. Only two students had difficulties with respect to how to reach the goal they stated” (Journal entry 3, August 14, 2014).*

Insights Session 4. In this session, the teacher-researcher started applying the second lesson plan, whose main objective is to recognize goal setting elements and to establish task goals and task purposes for a reading task. The students had to learn the definitions of the elements of genre analysis, Task, Task Goal and Task purpose. The researcher organized the class in groups,

in which the students discussed the process they needed to follow to define the text genre, goal and purpose:

“Each group gave an argument about why they organized each set as they did; in that way those who had any mistakes could realize the arguments but this time provided by their peers” (Journal entry 4, August 25, 2014).

Once the definitions of Task, Goal, and Task Purpose presented in the mind map (as the first element of Task Analysis) were clear to students, they were ready to interpret their impressions by establishing the goal and purposes for five tasks. Each time they changed from one task to the other, they needed to confirm the concepts (Goal: what is desired to learn and how; Purpose: which is my purpose for life?). As they repeated those concepts, it became easier for them to design the next goals and purposes; however, the easiest one was the task purpose due to they found it “informal” to relate the topic to a real fact. In order to complete the activities proposed, it was necessary to continue working on the same lesson plan in the next session.

Insights Session 5. In this fifth session, students were asked to read the text “Salma Hayek’s Biography” and write the task, goal and purpose for that activity. The respective entries say that writing a simple reading purpose was easy for the students but difficult to write SMART Goals. In consequence, learners came up with goals firstly referred to what and why they wanted to reach by reading that text; secondly, they set the way in which they would get success in the purpose; thirdly, they provided detailed reasons about why the goal was important according to their interests; finally, learners stated a clear and realistic time for accomplishing the goal.

The students also presented vocabulary problems, since they were always asking the teacher about the meaning of some terms they required to complete the activity of writing the task goal for the reading task. Despite of these difficulties, the researcher observed students’ improvement in the task purpose formulation: *“I did not expect students would take the entire*

class just to write the task goal and purpose, but I can see they are improving day by day”

(Journal entry 5, September 1, 2014). These improvements related to task purpose formulation were evident on account of its relationship to life purpose. Thus, relating the reading task on “Salma Hayek’s Biography” to their life purposes was really easy for the students. The difficulties on SMART goals lie in the fact that they mention in their journals’ entries that this theory has many concepts to consider when writing a goal.

Insights Session 6. For this session the students were provided with examples of task classification and task demands for a listening resource; the objective was to do the genre analysis and task demands of a recipe. At the beginning of the lesson, the students reinforced the concepts of Task Goal and purpose, through examples, to continue with the explanation of Task Classification and Task Demands.

In this session, students also presented problems to say the steps to follow of the culinary activity (*Milk Rice* recipe). They had difficulties with text structure and the organization of the model of analysis. With the teacher’s guidance, they showed improvements:

“...students had problems making the structure of their thinking even with something different than an academic homework. As they were trying, they did it better and it was easier for them to organize their ideas, but time was not enough” (Journal entry 6, September 15, 2014).

In the same way, students’ showed improvements in reading comprehension towards self-directed learning. These improvements were evident in the accuracy with which they set the reading purpose by themselves and without teacher’s help during this insight. In the same way, there were advances in the establishment of SMART Goals but some students still need to receive teacher’s feedback to correct them.

Insights Session 7. Students continued with the genre analysis and task demands activities. The researcher had positive results about the students' performance regarding group work and the improvement of their skills in writing goals. Since learners helped each other when carrying out the work to do in groups: unscramble genre, goal, tasks classification and task demands of a reading task. All groups had the same elements to work with, but only at the end they shared their sets: *“After doing the exercise students understood that the last activity in task classification was related to their life purpose. It is evident they have shown an improvement in stating goals”*. (Journal entry 7, September 25, 2014).

In the same way, students' showed improvements in reading comprehension towards self-directed learning during the development of this session. These improvements were evident in the support some students gave to the others during the work by groups, based on the knowledge they had gained in previous lessons about Task classification structure and its content. Moreover, they were able to self-asses their task analysis exercise in terms of genre, SMART goal and task classification, referred to the general steps necessities to accomplish the stated goal. Moreover, students were able to self-asses the purpose of their reading task by using

Insights Session 8. In this session, the students were asked to retake the text of a biography. In that activity, the teacher explained that they could organize the task classification by checking the text structure, task demands, and by explaining the strategies to better understand every part of the text. The following problems were found by the teacher during the activity: *“Vocabulary is a difficulty they constantly mention, as well remembering the meaning of each part of the table for setting Task Classification”* (Journal entry 8, September 29, 2014). *“It was hard checking students' compositions and asking them for corrections, but it was interesting to see their interest in the proposed activities”* (Journal entry 8, September 29, 2014).

Students' improvements in reading comprehension towards self-directed learning were evident during the development of this session. These improvements had to do with the strategies learners used to solve the difficulties they found all along the process of Task classification and Task demands. Pupils mentioned they took as a guide the samples proposed in previous classes and explanations that the teacher had done before developing the exercises. (Journal entry 8, September 29, 2014).

Insights Sessions 9 to 11. During these sessions, the teacher initially proposed two activities: first, to retake the text "Salma Hayek's Biography" for doing the task analysis and task demands based on the goal and purpose that they had established in the lesson plan 2. Second, to give and receive peer suggestions about task analysis and task demands for working on the biographical text. Subsequently, they had to analyze tips and examples to identify main ideas of a text, to later apply them in the reading *Segway*. They had to identify the topic and the words that give the writer's opinion about it, all with the purpose of identifying the main idea of the text. At the end, the students had to share opinions with the rest of the class, and analyze the process done to get the selected answers.

In these last three sessions, the teacher-researcher found strengths in the students, such as structure identification and correction of language mistakes. Task classification and identification of main idea were well done. Evidence of this can be found in the way that students proposed text structure, strategies for carrying out actions described in task classification, and finding of a main idea of a text by implementing goal setting, task analysis and genre analysis strategies: "*Students' comments were positive with respect to the objective pursued, which was to improve identification of main idea in a text*" (Journal entry 11, October 27th, 2014).

To conclude, all this 11-session process lets evidence that goal setting, task analysis and genre analysis were very useful strategies to improve reading skills in the students. This was

shown in the affirmations of the researcher once the students ended the process. In the same way, results demonstrated that students showed improvements in reading comprehension towards self-directed learning during the development of these sessions. The checklists' results, which were carried out by the students, confirmed learners' strengths to self-assess their own process and evidenced that the strategy implemented: Task Analysis, was well understood by the students since the results of the self-assessment formats demonstrated that students achieved on the results of the process. Moreover, Post-test results indicated that after the implementation, learners would address their reading tasks by implementing task analysis, task goal and genre analysis strategies.

Pre-test and Post-test Results

Results gathered from the pre-test and post-test administered to the population were measured through rubrics to determine the effect of the pedagogical implementation over task analysis scores. Indeed, two sets of rubrics were designed to analyze the students' answers when approaching the proposed readings. One set was done for the pre-test and another for the post-test, so in total six rubrics were analyzed to establish the outcomes (Appendix C and E)

This is evidenced by the fact that when answering to the question about the reason why they wanted to read the text, results showed a great difference when comparing answers with each other. Although results gathered were of 39% for both the pre-test and the post-test, whose first pair of texts were a recipe and a menu respectively, for the second pair of texts provided, which were editorials in both type of tests, it was obtained a 4.1% in the pre-test and a 48% of assertiveness in the post-test. Considering editorials were more complex texts because of the structure, genre and language used, percentages of 4.1% versus 48% represent that there was a significant improvement when reading the editorial. It can be noted after providing students with the reading strategies presented during the implementation stage. In other words, it means that students' performance to establish objectives in their reading activities gradually improved, since

the major part of the students described what they can do with the text and how they can apply it in their personal life. It can be observed in the Post-test's rubric results (Appendix C and E)

In consequence, this success in students' results was because of the implementation of the pedagogical interventions derived from goal setting, task analysis and genre analysis strategies.

Besides, in the Task Purpose descriptions provided by the students to the third text, which were even more difficult texts, the students' effectiveness was of 35% in the pre-test by reading a report on an experiment and it was improved through task analysis to 61% in the post-test by reading a cover letter for a job application.

Other results showed that students' abilities to identify text structure had an evident improvement after analyzing Task Classification results, which were gathered in the Post-test rubric results designed. This is evinced by the fact that the major part of learners gave a complete list of the text structure. Regarding the first reading in the pre-test, the effectiveness of the results were of 30, 4% while in the post-test they were of 54.2%. For the second text, in the pre-test, they were of 21% whereas in the post-test they were of 58%. Third text rose from 34% in the pre-test to 87% in the post-test.

Finally, Task Demands results showed that students had a great improvement especially when approaching the second and third type of texts, an editorial and a cover letter respectively. The best evidence is that in the pre-test they got 18% compared to a 91.6% in the post-test and a 10% in the pre-test compared with a high percentage of 95.8% in the post-test, respectively. However, for the first type of texts: the recipe, which was approached in the pre-test and the menu, which was approached in the post-test, results were of 87% in the first test and a 91.6% in the post-test. The improvement resulted from the fact that in the pre-test the major part of students mentioned at least one strategy they would use for better understanding of the text and in the post-test the major part of them named at least two. Table 2 below presents a comparison

between results gathered from the pre-test and post-test with regard to students' effectiveness when carrying out task analysis.

Table 2.

Comparative Table of Pre-test and Post-test Results Concerning Students' Effectiveness when Carrying out Task Analysis

Students' effectiveness in the Pre-test	Students' effectiveness in the Post-test
Why would you want to read this text (Task purpose)	
Type of text: Recipe 39%	Type of text: Menu 39%
Type of text: Editorial 4,1%	Type of text: Editorial 48%
Type of text: Report on an experiment 35%	Type of text: Cover letter for a job application 61%
What is the organization of this text? What is its structure? (Task classification)	
Type of text: Recipe 30,4%	Type of text: Menu 54,2%
Type of text: Editorial 21%	Type of text: Editorial 58%
Type of text: Report on an experiment 34%	Type of text: Cover letter for a job application 87%
What can you do to help you read this text more easily? (Task demands)	
Type of text: Recipe 87%	Type of text: Recipe 91,6%
Type of text: Editorial 18%	Type of text: Editorial 91%
Type of text: Report on an experiment 10%	Type of text: Cover letter for a job application 95,8%

By taking into account the comparison described in Table 2 between the initial results of the pre-test and the final ones in the post-test in terms of the students' skills development of task purpose, classification and demands, the results show that, after the implementation, the students are more able to approach different types of texts. Equally, it can be seen that the post-test results give evidence that students can identify the text organization and structure with more facility. More development is also noticeable in the manner in which students use reading comprehension strategies to better understand what type of text they are reading.

Conclusions and Pedagogical implications

The preliminary survey applied with the objective of identifying students' weaknesses and strengths regarding reading comprehension skills, showed that among 40% and 45% of students had experienced problems establishing reading objectives, while 50% of the students had had problems identifying the author's purpose in a text. Thus, this research study aimed at improving tenth graders reading skills and ability to identify the main idea of a text through the implementation of Task Analysis. In such a way, an action research approach was used to analyze the data from quantitative (pre-post-tests) and qualitative (teachers and students' journals) perspectives.

In this way, results give evidence that task analysis, as a text planning strategy, was a valuable process because it led the students to know and put into practice a strategy of identifying, classifying, and proposing text structure with different types of reading activities, as Rubin (2009) states when proposing task analysis strategy. Results also show that, with the application of the task analysis strategy to plan reading tasks, students could not only identify and recognize their strengths and weaknesses in the identification of main ideas of a text while doing a reading process. This implementation also reveals an improvement in students' performance in self-directed learning processes in a foreign language, as Coll (2008) and Gibbons (2002) imply for students to set goals when studying (in case of this research developing reading comprehension skills).

Mentionable results are the progress in setting SMART goals; establishing the text structure; identifying main ideas of a text and developing strategies to improve reading skills. Teacher's support was important in this growth, as she became a pedagogical actor who guided and addressed the students' self-directed learning processes and facilitated activities that help

them improve their skills in reading and tasks planning. These results are coherent with what Rubin (2009) proposes at implementing the task analysis strategy.

In this study, the teacher-researcher could verify that task analysis was a strategy that led the students to write their motivations to read a text, to establish their own goals, and to write how to learn and what they wanted to learn. In such a case, Task Classification was a strategy that enabled students to acquire abilities and skills to identify text structure. With Task Demands they could formulate their strategies to read more easily a text and they also could develop reading schemes to identify its main idea. These reading comprehension skills involved the process of making meaning that Eddiger (2001) explained in the implementation of pedagogical designs.

Other findings in this research reveal that the students' personal experiences are linked to the establishment of goals in the class activities planned for each session. When students were setting their goals, reading purposes and writing their journals, they often described personal situations related to their experiences, habits, customs, preferences and pleasures. This connection facilitated their writing process and the formulation of SMART goals. This was a very rewarding process in the pedagogical context because students associated their personal experiences with achieving reading challenges proposed by the different types of reading activities and levels of academic texts suggested by the teacher in the pedagogical intervention.

In addition, this research provides some suggestions which could be applied in the context of task analysis as a reading strategy to identify the main ideas of a text and also it could complement the inquiry with respect to the improvement of reading skills in self-directed learning strategies, as Coll (2008) and Gibbons (2002) recommend. These suggestions consists of using surveys to know students' needs, preferences and difficulties with regard to their skills in reading comprehension. Based on those results, it is worth to plan the implementation of the

reading strategy and then implement it according to the design. But definitely what is most important is to make students find a real personal connection with the process, by making them relate the learning objectives to their life experiences, as Rubin (2009) implies.

The impact of these results are evident in three aspects 1) Learning process, 2) Reading comprehension skills and 3) Self-directed learning. In terms of the learning process throughout the implementation the students were progressively able to plan how to approach the development of a reading task and anticipate text components, as for example unknown vocabulary, text structure and general understanding of language. In reading comprehension, the students developed skills of synthesis and evaluation, content/world background knowledge, automatic recognition skills and formal discourse structure. Finally, self-directed learning has progression in metacognitive knowledge to reflect on the strategies or actions to complete reading tasks. The results shown in the previous chapter give evidence of the manner in which these skills were developed throughout the implementation.

Limitations

The pedagogical intervention presented different situations that made its implementation very difficult while collecting the required information. These situations can be mentioned: unsatisfactory attendance, (not all the students showed up to the 11 sessions of the implementation on a regular basis), uncompleted/abandoned activities (students started the activities but they did not finish them completely because of time or distraction), and misinterpretations of some activities due to text difficulty (incomprehension of the language, instructions or procedures).

In such a way, of all the texts proposed for this research, the editorial was one of the most difficult ones for students to read. Only 8.6% of learners who read it could identify more than three possible strategies for the improvement of their reading skills, which means that students

did not have a methodology to read a text of this kind, complexity or extension independently. Similarly, when students had to put their writing skills in practice, they usually wanted to write their impressions such as they would normally talk, they did not have any clarity about a suitable writing process; other students showed poor performance in connecting vocabulary to different situations and contexts, and others showed weaknesses in the construction of ideas, even in their native language.

Nevertheless, the teacher was indispensable there to explain the tasks and to guide the students in the problem-solving presented during the development of the interventions. Therefore, it is necessary that Mid-level Education teachers develop strategies as task analysis in order to prepare students to use effective reading skills and other methods according to their academic level.

Further Research

This study presents the effectiveness of implementing task analysis as a strategy to guide students to be self-directed readers. Nonetheless, bearing in mind students' such difficulties as writing composition, it would be interesting to accomplish task analysis strategy with a view to improving pupils' writing skills, due to promote text analysis strategies in a foreign language would contribute to the scientific and productive development of our country.

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Appendixes

Appendix A

Survey for needs analysis in reading comprehension.

1 out 3

NEEDS ANALYSIS QUESTIONNAIRE A1/A2 ENGLISH LEVEL

Please circle the appropriate response of this questionnaire as truthfully as possible, with regard to your classes and use of English.

SKILLS AND DIFFICULTIES

1. In your English classes, how often are you expected to use the following skills?

SKILL	Very Often	Often	Sometimes	Rarely	Never
Reading	10	7	3	0	0
Writing	14	5	1	0	0
Speaking	4	9	4	2	1
Listening	12	5	2	1	0

2. How often do you have difficulty with each of this skills?

SKILL	Very Often	Often	Sometimes	Rarely	Never
Reading	4	11	4	0	1
Writing	2	9	7	2	0
Speaking	5	5	6	3	1
Listening	2	7	8	3	0

A. GENERAL STATEMENTS

3. How important to success in your English classes are the following abilities?

SKILL	High	Moderate	Low
Listening to English	16	3	1
Speaking in English	16	4	0
Writing in English	18	2	0
Reading in English	15	4	1

4. How important to success in your state exam (mandatory to be submitted by students who are completing secondary education as a requirement for admission to higher education) are the following abilities?

SKILL	High	Moderate	Low
Listening to English	1	0	19
Speaking in English	0	1	19
Writing in English	4	6	10
Reading in English	20	0	0

Appendix A

2 out 2

Survey for needs analysis in reading comprehension.

READING SKILLS

5. Which of the following material you are expected to read in your English classes, and which of them you would like to read:

Material	Expected to red?	Would you like to read?
Journal/Newspaper/ Internet Articles	Yes: 20 No: 0	Yes: 16 No: 4
Fiction stories, songs	Yes: 19 No: 1	Yes: 18 No: 2
Recipes, Directions	Yes: 20 No: 0	Yes: 12 No: 8
Biographies	Yes: 12 No: 8	Yes: 9 No: 10
Menu	Yes: 12 No: 8	Yes: 17 No: 3
Advertisements	Yes: 18 No: 2	Yes: 19 No: 1
Letters, Reports	Yes: 19 No: 1	Yes: 16 No: 4
Other	Yes: 17 No: 3	Yes: 15 No: 5

6. Indicate how often you have difficulty with each of the following:

Kind of difficulty	Very Often	Often	Sometimes	Rarely	Never
Determining your reasons to read it.	2	3	9	5	1
Setting a goal to read it.	2	4	8	5	1
Understanding text organization.	2	9	5	3	1
Using a reading strategy to understand better the text.	2	7	7	3	1
Identifying the main ideas of a text.	3	2	11	3	1
Locating specific information.	3	11	5	1	0
Guessing unknown words in a text.	6	3	6	5	0
Understanding technical vocabulary in a text.	6	6	6	2	0
Understanding the author's purpose.	1	7	10	1	1
Other (Specify) Understanding an activity, redacting.	1	0	0	0	0

Appendix A

3 out 3

Survey for needs analysis in reading comprehension.

7. Circle Yes or No according to in which of the following reading skills you would like to improve:

Reading skill	Would you like to improve?
Determining your reasons to read it.	Yes: 19 / No: 1
Setting a goal to read it.	Yes: 17/ No: 3
Understanding text organization.	Yes: 20/ No: 0
Using a reading strategy to understand better the text.	Yes: 20/ No: 1
Identifying the main ideas of a text.	Yes: 19/ No: 1
Locating specific information.	Yes: 18/ No: 2
Guessing unknown words in a text.	Yes: 20/ No: 0
Understanding technical vocabulary in a text.	Yes: 19/ No: 1
Understanding the author's purpose.	Yes: 19/ No: 0 * One student did not answer
Other (Specify)	Pronounce words correctly.

Adapted from Richards, J. (2001). Curriculum Development in Language Teaching. United States of America: Cambridge University Press

Appendix B

Pre-test for Task Analysis.

1 out 3

TASK ANALYSIS PRE-TEST

NAME: _____ CLASS: _____ DATE: _____

Ice-cream sandwiches with berries and fudge**Ingredients:**

200g frozen mixed berries
 1 tablespoon icing sugar mixture
 1 tablespoon orange juice
 16 butternut snap biscuits
 8 scoops raspberry swirl ice-cream

White chocolate and pistachio fudge

275g white chocolate, chopped
 2/3 cup sweetened condensed milk
 60g butter, chopped
 2 tablespoons finely chopped pistachio kernels

Directions:

Make fudge: Grease a 6cm-deep, 9cm x 19cm (base) loaf pan. Line with baking paper, allowing a 2cm overhang at long ends. Place chocolate, condensed milk and butter in a saucepan over low heat. Cook, stirring, for 3 to 4 minutes or until melted and smooth. Remove from heat. Stir in pistachios. Spread mixture into prepared pan. Refrigerate for 3 hours or until set. Cut fudge into squares (see note).

Meanwhile, combine berries, sugar and orange juice in a small bowl. Cover. Refrigerate for 1 hour.

Arrange half the biscuits on a plate. Top each with a scoop of ice-cream. Sandwich with remaining biscuits. Serve with fudge and berry mixture.

ANSWER THESE QUESTIONS	
Why would you want to read this text?	
What would you look for when reading it?	
What would you pay attention to?	
What is the organization of this text? What is its structure?	
What can you do to help you read this text more easily?	

* Retrieved from: <http://www.taste.com.au/recipes/21721/ice-cream-sandwiches-with-berries-and-fudge?ref=collections,ice-cream-recipes>

Appendix B

2 out 3

Pre-test for Task Analysis.

Free-for-All in the Cafeteria
By the editorial board april 9, 2014
The New York Times

More than a million children attend public schools in New York City. About 780,000 of them are poor enough to qualify for a free or reduced-price lunch. Getting into the program requires some paperwork, which is a burden but not a terrible one; the application is just one page. So why do so many eligible children — about 250,000 — not participate? The problem, advocates for schoolchildren say, isn't so much aversion to the menu — today across the city, it's roast turkey, stewed beans, sweet plantains and an oatmeal raisin cookie (plus chickpea salad, for high schoolers) — as it is the embarrassment and bullying that come from being identified as poor, from being seen taking the “free-free,” the derisive nickname New York schoolchildren give to subsidized lunches.

A stigma is an anecdotal phenomenon, but advocates say it's real, pervasive and borne out by school-lunch participation rates, which plummet as children get older. It's 81 percent in elementary school, 61 percent in middle school and 38 percent in high school. Many teenagers, it seems safe to assume, would rather go hungry or eat junk from vending machines than get caught in the wrong line for turkey and beans. Here is where you would expect to hear a conservative's bootstrap lecture telling poor kids to brown-bag it or suck it up. But the more realistic and understanding response would be to find other ways to encourage children to take the food they're eligible for.

Here's one we like: Make lunches free. For everyone. The city should stop collecting lunch money and pay what it takes to eliminate the “free-free” stigma. A coalition of advocacy groups and elected officials in the city is pushing this idea. They argue that for a minuscule investment in universal free lunches — about \$20 million in a \$25 billion annual schools budget — the city would increase participation by 20 percent, or 120,000 meals a day. The payoffs are obvious because it's easier to teach children who aren't hungry, irritable and unable to concentrate. The advocates also say the plan would actually bring in \$59 million in federal and state reimbursements if participation increased by 20 percent. Working-class families whose incomes are too high to qualify for free or reduced-price lunches under the current federal formula (\$43,568 for a family of four) would also benefit. Free lunches would help many struggling families make ends meet.

The city's public advocate, Letitia James, has gotten behind this worthwhile campaign for universal free lunch. Similar logic propels a separate campaign urging the city to serve school breakfasts, which are currently free for everyone, in classrooms at first period when students are at their desks instead of in the cafeteria before the bell. Mayor Bill de Blasio and the schools chancellor, Carmen Fariña, should embrace these ideas because a school population that's better nourished is more ready to learn.

ANSWER THESE QUESTIONS	
Why would you want to read this text?	
What would you look for when reading it?	
What would you pay attention to?	
What is the organization of this text? What is its structure?	
What can you do to help you read this text more easily?	

Retrieved from: http://www.nytimes.com/2014/04/10/opinion/free-for-all-in-the-cafeteria.html?ref=opinion&_r=0

Appendix B

3 out 3

Pre-test for Task Analysis.

What Is the Best Way to Clean Your Toothbrush?

My objective was to determine the best way to clean your toothbrush. My investigative question was whether or not washing your toothbrush in water would get rid of all the germs. My hypothesis was that the toothbrush cleaner would work better at cleaning a toothbrush and eliminating germs than plain water.

I had my family take turns spitting in a cup until there was about 1-½ inches of spit in the cup. I dipped 12 toothbrushes into the cup and let them sit in plastic bags for 2 days. I divided the toothbrushes into four groups: control group (doing nothing), water group (rinsing the toothbrush in hot tap water for 10 seconds), Aqua Blast group (soaking a toothbrush in Aqua Blast for 10 minutes) and dishwasher group (placing toothbrush in top rack of dishwasher using Cascade soap). I pressed each toothbrush into a petri dish with nutrient agar solution. I repeated the experiment 2 more times. My Dad supervised me during the experiment and I wore protective gloves.

I took pictures of the petri dishes at 30 hours and 75 hours. Using a scale of 1 to 10, I rated the amount of bacteria where 1 had no bacteria and 10 had a lot of bacteria. I completed tables and charts and computed the average amount of bacteria for each group. By assigning numerical values, I was able to determine which method worked best at cleaning a toothbrush and eliminating germs.

The Aqua Blast did work better at cleaning a toothbrush and eliminating germs than plain water; however, I was surprised that the dishwasher method worked best. I was also surprised that rinsing your toothbrush off with water was not much better than doing nothing at all to your toothbrush after brushing. Most people simply rinse their toothbrushes off with water; I think they would change their habits if they saw the results of my experiment. I concluded that the dishwasher method was best, was more cost effective and may be safer for you and the environment.

This project was to determine the best way to clean your toothbrush.

* Retrieved from: <http://www.1000sciencefairprojects.com/Biology/What-Is-the-Best-Way-to-Clean-Your-Toothbrush.php>

ANSWER THESE QUESTIONS	
Why would you want to read this text?	
What would you look for when reading it?	
What would you pay attention to?	
What is the organization of this text? What is its structure?	
What can you do to help you read this text more easily?	

Appendix C

Post-test for Task Analysis.

1 out 3

TASK ANALYSIS POST-TEST

NAME: _____ CLASS: _____ DATE: _____



All-Day Breakfast

Favourites

House Breakfast	7.99	<i>Two eggs any style, with three bacon or sausages. Served with toast & hash browns.</i>
Two Eggs & Maple Ham	8.99	<i>Two eggs, any style with our maple ham, toast & hash browns.</i>
Steak & Eggs	12.99	<i>A six ounce steak with three eggs prepared to your liking. Served with toast & hash browns.</i>
Double-Up Breakfast	8.49	<i>Two eggs any style, with two bacon, two sausage, two pancakes & two toast.</i>
Ultimate Breakfast	10.99	<i>Two eggs, four sausages, four bacon, toast & hash browns.</i>
Rise & Shine Breakfast	7.29	<i>Two eggs any style, two pancakes, two bacon or two sausages with freshly sliced banana.</i>
Basic Breakfast	6.49	<i>Two eggs any style, with hash browns & toast.</i>
Hamburger Steak & Eggs	10.99	<i>Hamburger steak smothered in fried onions & two eggs served any style. Served with toast & hash browns.</i>
Eggs Benedict	9.99	<i>English muffin, poached eggs, back bacon & hollandaise sauce. Served with hash browns.</i>
Cheese Scram	8.99	<i>Eggs scrambled with green onions, mushrooms, tomato & mozza & cheddar. Served with bacon or sausage, toast & hash browns.</i>
Open Denver	8.49	<i>Green peppers, ham, diced tomatoes & onions. Served with toast & hash browns.</i>
Continental Breakfast	7.49	<i>Two eggs prepared to your liking, a fruit cup & your choice of bagel. Includes a glass of juice.</i>
Oatmeal Combo (Morning Warm Up)	7.49	<i>Fresh, hot oatmeal, served with brown sugar, toast & a seasonal fruit cup. Includes a glass of juice.</i>

Pancakes & more

French Toast	7.99	<i>Thick bread dipped in egg & grilled golden brown. Served with butter & syrup.</i> • Add a topping of strawberries, blueberries or peaches or bananas & whipped cream 2.99
Pancakes (5)	7.99	<i>Served with butter & syrup.</i> • Add a topping of strawberries, blueberries or peaches or bananas & whipped cream 2.99
Belgian Waffle	7.99	<i>Served with butter & syrup.</i> • Add a topping of strawberries, blueberries or peaches or bananas & whipped cream 2.99

Substitute fruit cup, tomato slices or banana cup for hash browns, no extra charge.

ANSWER THESE QUESTIONS

Why would you want to read this text?	
What would you look for when reading it?	
What would you pay attention to?	
What is the organization of this text? What is its structure?	
What can you do to help you read this text more easily?	

Appendix C

2 out 3

Post-test for Task Analysis.

SOFTWARE Letting made easy

A Brighton-based letting agent has come up with a simple idea for a new letting software product-keep it simple!

Jo-Blaise Martin (pictured) who has designed the software says, “Any agent choosing a software package may find themselves a little baffled by the complexity and price of many of the options available. Many contain gimmick features that sound attractive but will you really use them on a day to day basis?”

I2let software has been written specifically to incorporate an agent’s daily needs without, what i2let describes as ‘unnecessary bells and whistles’. “Simplicity has been our driving factor and has proved time and time again to suit agents,” says Jo-Blaise. “I2let has been designed by a letting agent and therefore someone who is in the position of the actual person dealing with an average day in a letting agency, allowing them to move from a current maintenance list to a negotiator letting list very easily, making notes in easy to use notes boxes so that even with limited communication a colleague can know exactly what the situation is with a maintenance issue or a late rent.”

www.i2let.com

ANSWER THESE QUESTIONS	
Why would you want to read this text?	
What would you look for when reading it?	
What would you pay attention to?	
What is the organization of this text? What is its structure?	
What can you do to help you read this text more easily?	

Appendix C

3 out 3

Post-test for Task Analysis.

Example Cover Letter for Application to Argos

Dear...

Store Colleague advertised on Learnist.org

Please find enclosed my completed application form in response to the Store Colleague position I saw advertised in the Birmingham Union Street store.

I know that Argos is committed to delivering excellent customer service for every customer as well as ensuring each and every customer receives their goods in the quickest possible time. With the organizational skills I have developed throughout my time in administration, and the passion I have for delivering excellent customer service I am sure I would be a valuable member to the team.

I hope that you are able to consider me favorably for this Store Colleague position, and look forward to hearing from you soon.

Yours sincerely,

ANSWER THESE QUESTIONS	
Why would you want to read this text?	
What would you look for when reading it?	
What would you pay attention to?	
What is the organization of this text? What is its structure?	
What can you do to help you read this text more easily?	

GOAL SETTING, TASK & GENRE ANALYSIS

Appendix D

Rubric for Analyzing Pre-test Results.

1 out 1

QUESTION Why would you want to read this text?	1 Student gives reasons for reading the text related to his/her life. For example in order to do something with the information that is related to their lives.	2 Student gives reasons for reading the text that is only pedagogical.	3 Student's reasons for reading the text are not related to the topic of the text.	4 Student mentions elements that do not appear in the text or gives no reasons.
NUMBER OF STUDENTS	9	5	5	4
QUESTION What is the organization of this text? What is its structure?	1 Student gives a complete list of the structures of the text that he/she would pay attention to.	2 Student gives some structure of the text.	3 Students give just one structure of the text.	4 Student doesn't mention any aspects of the structures or doesn't answer the question.
NUMBER OF STUDENTS	7	10		6
QUESTION What can you do to help you read this text more easily?	1 Student explains at least three strategies he/she would use related to the structure of the text.	2 Student mentions at least two strategies he/she would use related to the structure of the text.	3 Student mentions one strategy he/she would use related to the structure of the text.	4 Student mentions confused information or doesn't mention any strategies he/she would use related to the structure of the text.
NUMBER OF STUDENTS			20	3

Appendix E

Students' Journal.

1 out 1

LESSON PLAN 2**TO KNOW ELEMENTS OF TASK ANALYSIS: TASK, TASK GOAL AND TASK PURPOSE****STUDENT'S JOURNAL**

Nombre: _____ Fecha: _____

E. Problem-Identification/Problem-Solution

Describa qué tipo de problemas y soluciones usted tuvo:

- (1) Analizando los ejemplos dados de *tasks*, *task goals* y *task purposes*.

- (2) Estableciendo el *objetivo* y *propósito* para las *tareas* asignadas.

- (3) Organizando las *tasks*, *task goals* and *task purposes* en los grupos de cinco personas y explicando por qué fueron estas organizadas así.

- (4) Explicando si sus propios *objetivos* y *propósitos* y los de sus compañeros estuvieron bien organizados.

- (5) Estableciendo el *objetivo* y el *propósito* para la lectura del texto "Salma Hayek"

- (6) Auto-evaluando los *objetivos* y *propósitos* establecidos por usted mismo para la lectura del texto "Salma Hayek", empleando la lista de chequeo.

Appendix F

Teacher's Journal.

1 out 1

Recording: 1**Journal Lesson Plan 1 – Session 1****Research Project Title:** Goal setting, task analysis and genre analysis**Research study:** To what extent the use of goal setting, task analysis and genre analysis improve the English language learners' strategy of identifying important ideas of a text?**Lesson Plan Title:** Goal Setting**Date:** July 28th, 2014

Line	Observation	Comments
1	The principal goal for this first lesson was to explain and make students have clear what S.M.A.R.T. goals are.	I decided the first element to be presented to the students in this research is Goal Setting because to get this objective, it was necessary to look for a way that students found funny and interesting, for that reason I decided to work with the video and lyrics of a song that I consider reflects some of the problems that adolescents face.
2	Screening the video.	It was necessary to project the video more than once to help students find the major part of details required for the activity. It took more time of the expected.
3	Students had to analyze the story presented in the song by describing at least three of the characters' problems and its causes and after receiving the explanation of S.M.A.R.T. goals' definition and their benefits, they had to analyze if the characters had set S.M.A.R.T. goals.	Students looked motivated and interested doing the activity; although it was easy for them to put themselves in the characters' shoes, it resulted difficult for them to find the required vocabulary for describing the problems. They were asking me for the words they did not know in English and it was necessary to provide them with dictionaries.
4	The expected time for developing this lesson plan was of 150 minutes.	I realized that it was not the enough time to carry out all the proposed activities. I understood that more than one session would be necessary to accomplish all the lesson plan.
5	End of the class.	I concluded it was a good beginning for the research due to students expressed they liked the song a lot and tried to do their best to do the activity.

Appendix G

Checklist of Assessment and Self-Assessment.

1 out 1

CHECK LIST TO ASSESS SHORT TERM SMART GOALS

Student's name: _____ Date: _____

Student's Self-assessment

Mark with a tick according to your goal characteristics.

GOAL CHARACTERISTICS	YES	NO	PARTIALLY	COMMENTS
1. The goal states precisely what, why and how the goal is going to be reached.				
2. There is a statement of what constitutes evidence that a goal has been reached.				
3. There is a statement of why the goal's requirements are within the student's reach.				
4. There is a statement of how this goal is significant for the student's life.				
5. The goal has a time period clearly stated.				

Appendix H

Lesson Plan Template for Intervention

1 out 2

Adapted from Dr. Joan Rubin's Lesson Planner, ICELT lesson plan template and Weekly Planner 2012-02 Department of Languages and Cultures, Universidad de La Sabana

Lesson Plan 1

Dates: July 28, August 11, August 14 2014

Topic:

LESSON PLAN FOR GOAL SETTING

Genre: Song

Task: To analyze the story of life of a couple presented in a song.

Purpose for lesson: To learn to set SMART goals to help you improve comprehension in reading tasks. Setting them can help you approach and understand better written texts.

Purpose for Reading: To demonstrate how to setting goals can be useful for planning life decisions and tasks

Lesson Goal: To be able to define SMART

Language Goal: To define the parts of an SMART goal.

Assessment: Criteria/evidence:

Given a statement of one of the parts of an SMART goal, students will be able to tell which part it is.

Reading learning Goal:

Given a task students will state SMART goals for a song.

Assessment: Criteria/evidence:

Students will create SMART goals for five specific situations of the characters.

Resources: Tape recorder, video beam, computer, song, copies of lyrics of the song, poster of SMART goals theory, poster of the activity in a chart.

Activities:

A. Preparation:

- (1) Provide the students with the lyrics and show the video of the song: Stan.
- (2) Analyze the story by describing at least three of the characters' problems and its causes. Classify the information in a chart.
- (3) Explain SMART goals' definition and their benefit on a chart. The poster will be shown to the students during all the classes until finished all the interventions.
- (4) Give ideas about how the characters of the story could avoid those problems and analyze if they set SMART goals.
- (5) Group work: Students will set SMART goals in five groups by five people, as if they were the characters of the story, each group must set a characteristic and will receive the correspondent letter, for example: One group is going to work on Specific, another is going to work on Measurable, another on Achievable, etc.; as if they were the principal characters of the story.
- (6) Compare their goals with the rest of the class, after writing a goal according to the correspondent characteristic in a poster. All the class is going to decide if the SMART goals are well defined and in case they are not, they will rewrite them.

B. Presentation

Students will read the SMART goals for the characters of the story, proposed by the teacher and they will compare them with those done by them.

Appendix H

2 out 2

Lesson Plan Template for Intervention

S: Stan will enjoy his favorite artist music as a free time activity.

M: Stan will write just a maximum of two letters per year to his favorite artist to tell him about how much he admires him.

A: Stan will go to a concert of his favorite artist to enjoy his music live, without being too sad if the singer does not greet him after the concert.

R: Stan will be satisfied living his own life and not trying to live his favorite artist's life.

T: Stan will decide if he continues living with his girlfriend after living one year together and evaluating their relationship in terms of pros and cons.

C. Practice

(1) Students will answer the following questions in a questionnaire:

Could you define what a goal is?

Could you mention characteristics of SMART goals?

Have you ever set unrealistic goals for yourself? How did you realize that?

Do you think is it an intelligent attitude to set SMART goals for your life plans? Why?

(2) Ask learners to decide if the list of goals were set according to SMART goals theory, by using a Check list.

D. Expansion

(1) Ask students to write one short term goal according to the theory of SMART goals that can be accomplished during the semester.

(2) Students will present them to the class and will give and receive suggestions from their partners according to what they know about SMART goals.

D. Self-Evaluation

Students will assess their own short term goals by using a check list.

E. Problem-Identification/Problem-Solution.

The information of this section was collected at the end of each lesson plan and used in the Students' Journal.

For Lesson plan 1 Students' Journal was used as follows:

Ask learners what problems they had:

(1) Analyzing the story of the song and the characters' problems.

(2) Determining the possible reasons that caused those situations.

(3) Providing ideas about how the characters of the story could avoid those problems.

(4) Deciding if they set SMART goals in their projects of life.

(5) Setting SMART goals in groups by five people, as if they were the characters of the story,

(6) Deciding if the SMART goals are well defined.

(7) Answering the questionnaire about SMART goals.

(8) Setting their own short term goal according to the theory of SMART goals, to be accomplished during the semester.

(9) Assessing their own short term SMART goals with the checklist.

GOAL SETTING, TASK & GENRE ANALYSIS

Appendix I

Final task and Task Analysis structure.

1 out 1

Date: Monday 27th October, 2014. JESSICA 3010 verano...

Task analysis...

Task: Read the text, "segway" to check the most appropriate main idea

Goal: I will identify the main idea by doing Task Analysis during English class, to improve my reading comprehension.

Purpose: because I want to get a good score Examination, to win a scholarship.

Genre	Task classification	Task demands
Directive Text	Read the text	1. Read the title
	"Key Reading skills"	2. Read everything the text 3. Understand the text
	Read everything first	1. Read the title 2. Read everything the text 3. Know the vocabulary
	Identify the topic	1. Read the title 2. Understand texts 3. Identify the main idea
	Look for words that give the writer's opinion...	1. Look the key words 2. Identify the author's opinion 3. Know her opinion
	check the beginning and the end - the main idea after there	1. Search the main idea 2. Find the main idea
	underline key words	1. Find the key words 2. underline key words
	To write the principal ideas as a sentence	1. connecting all the words.

Appendix J

Consent Letter.

1 out 1

Bogotá D.C., 6 de junio de 2014.

Señora
Ana Virginia Rodríguez
Rectora I.E.D. Débora Arango Pérez
Ciudad

Reciba un cordial saludo.

Por medio de la presente me dirijo a usted con el fin de darle a conocer la etapa en la que actualmente me encuentro con respecto a mis estudios de Post-grado, para optar al título de Magister en Didáctica del Inglés para el Aprendizaje Autodirigido en la Universidad de La Sabana, en convenio con la Universidad de Anaheim de Estados Unidos.

Dicho proceso consiste en el registro de la recolección, análisis y conclusiones de la labor realizada con los estudiantes de grado décimo jornada tarde, con fines netamente académicos. En consecuencia, solicito amablemente su autorización para la elaboración de dicho reporte de investigación denominado Task Analysis: A strategy to guide students to be self-directed readers.

El objetivo fundamental de este reporte es indagar sobre el mejoramiento de los estudiantes en las habilidades de comprensión de lectura en el idioma inglés, a través del método del Task Analysis y basados en su autoaprendizaje.

Es de resaltar, que toda la información concerniente a ese reporte es de carácter confidencial y que por tanto se asegurará la privacidad de sus participantes.

Sin otro particular me despido agradeciendo de antemano la atención prestada.

Atentamente,

Marisol Lozano Ñustes
C.C. 52.820.679
Docente Inglés
I.E.D. Débora Arango Pérez