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**TITLE OF PAPER**

**DIRECTED TASKS AS AN ALTERNATIVE ACADEMIC  
SUPPORT VEHICLE FOR EFL SECOND GRADERS AT  
COLEGIO AMERICANO DE GUAYAQUIL**

**AUTHOR:**

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**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR  
OBTAINING THE BACHELOR DEGREE IN ENGLISH  
LANGUAGE WITH A MINOR IN EDUCATIONAL  
MANAGEMENT**

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**JARRIN HUNTER XIMENA MARITA, MGS.**

**GUAYAQUIL, ECUADOR**

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## **CERTIFICATION**

We certify that this research project was presented by **Ana María Quintero Burgos** as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

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**Guayaquil, on the 20<sup>th</sup> day of September of 2017**



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I, **Ana María Quintero Burgos,**

**HEREBY DECLARE THAT:**

The Senior Project: **Directed tasks as an alternative academic support vehicle for EFL Second Graders at Colegio Americano de Guayaquil** prior to obtaining the **Bachelor Degree in English Language with a Minor in Educational Management**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

Under this statement, I am responsible for the content, truthfulness and scientific scope of the aforementioned paper.

**Guayaquil, on the 20<sup>th</sup> day of September of 2017**

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## **AUTORIZATION**

**I, Ana María Quintero Burgos,**

Authorize the Catholic University of Santiago de Guayaquil to **publish** this Senior Project: **Directed tasks as an alternative academic support vehicle for EFL Second Graders at Colegio Americano de Guayaquil** in the institutional repository. The contents, ideas and criteria in this paper are of my full responsibility and authorship.

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EDUCATIONAL MANAGEMENT  
PROJECT ADVISOR JARRIN HUNTER XIMENA

## **ACKNOWLEDGMENT**

I thank God for allowing me to reach my goals, give me strength and toughness and my parents, brother and boyfriend for being there when I needed them.

Special thanks to the academic program staff for having a high quality education and human knowledge that they transmit significantly to learners; for their contribution in my training as a teacher.

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I would like to express my gratitude to the principal, teachers, legal representatives and students of *Colegio Americano* of Guayaquil, who made it possible for me to do this educational project.

To all those who in one way or another helped me to culminate this project effectively.

## **DEDICATION**

I dedicate this work to my parents and brother who with their love, unconditional support and constant motivation, have managed to guide me through my plans and life projects to complete them successfully, achieve my goals, and be a professional in the field of education.

This chore of love and effort is the fruit of sacrifice and research after long and pleasant days during my college studies.

**Ana María Quintero Burgos**



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## ABSTRACT

This work was based on educational theories that state why it is important to address the tasks in children of the second grade of primary education, inside or outside the classroom. In the educational system it is necessary to help the child overcome this stage, due to the difficulties they present in the teaching-learning process.

These difficulties were studied at *Colegio Americano* de Guayaquil where results showed that second graders present difficulties doing their reading activities.

To tackle this issue, we introduced a directed task plan (DTP) educational strategy as a guide for English teachers of second grade of basic education to help them develop basic skills on reading and reading comprehension. The purpose of this plan is to strengthen the linguistic skills of the children and initiate the process of acquisition and construction of reading comprehension skills which will be reflected on specific aspects such as relating the previous knowledge with the new one. The beneficiaries will be teachers, parents and students of the institution.

In this document a stratified sample of the population as the proportionate allocation and surveys were drawn in the Likert scale of 4 points.

With the design of directed learning tasks intellectual activities could be developed such as academic assistance to children in the second grade and students that have difficulties in reading can improve their academic performance.

**Keywords:** learning, academic assistance, directed tasks, teaching, academic performance, linguistic skills

# INTRODUCTION

Through the completion of this work, it is intended to find out why the execution of reading tasks for children who are learning English as a Foreign Language (EFL) in the second year of basic education is difficult.

Teaching activities that the teachers use are inevitably linked to the learning process, and are carried out by students who follow their directions. The aim of teachers and students is always to achieve certain educational objectives and the key to success is that students learn properly with educational resources at their fingertips.

Active education is a conceptual change of formal education, which is often seen as the transition from an education based on teaching and learning, which allows the learner to acquire through teaching strategies, new knowledge or skills to solve the tasks at home and school. Students need to be allowed to acquire knowledge and skills according to their level and possibilities of individualization or in small groups in which certain requirements of the independent or creative work are necessary.

The children in the second grade have different needs from those who are in preschool, because they need a teaching guide when running tasks, the guidance and support in literacy and logical reasoning, to stimulate their capabilities and skills in the teaching-learning process. Pedagogical leveling in children is aimed at mainstream school learning unreached as a result of difficulties they have with reading activities. In these two scenarios the aim of this project is to provide teachers a guide to assist the students' daily tasks and encourage children to perform the tasks independently.

This academic assistance is aimed at students through a plan of directed tasks thereof consisting of planning activities that can be guided by the teacher in order to find out what the shortcomings or difficulties children have when they perform them.

As a creative and innovative strategy it was decided to develop a teaching plan of directed tasks in order to contribute to improve the teaching-

learning process at *Colegio Americano* de Guayaquil, to favor the development of activities of meaningful learning and give academic support to children.

The first part deals with the statement of the problem where it is explained its background, the research questions, the general and specific objectives that encouraged the author to propose the directed tasks, the techniques used to find out the information, the results of the research and the conclusions and recommendations to solve the problem.

The next part presents a description of the proposal, the objective, the action plan, the directed task plan and the expected results.

## **STATEMENT OF THE PROBLEM**

Tasks have always been considered a necessary tool to reinforce what students have learned in school. To determine how and how much of the content of the classes given by the teacher has been learned by students, and also to promote a sense of responsibility that will be refined throughout life.

At *Colegio Americano* of Guayaquil a group of children in the second grade are having problem with reading activities which are poorly developed or are simply copied in the classroom or ultimately not handed in, and this is leading to poor school performance.

Therefore, it can be seen the need to design a plan of directed tasks through which teachers can measure the results of the teaching-learning process because they indicate how well students have assimilated what has been taught.

## **Research Questions**

- How can a plan of directed tasks be a valid support vehicle to address academic deficiencies?

- How can a plan of directed tasks improve students' performance?

## **Objectives**

### **General Objective**

- To know at what extent a plan or Directed Tasks (DT) could be a valid support to address EFL academic deficiencies in second graders at Colegio Americano de Guayaquil.

### **Specific Objectives**

- To identify the problem that EFL students of second grade have in the development of targeted tasks.
- To strengthen reading through targeted tasks as a form of academic assistance to improve the academic performance of EFL students of second grade.
- To provide a directed tasks plan that will help the EFL teachers in the activities to continue strengthening the reading skills of second graders.

# THEORETICAL FRAMEWORK

## Defining reading and reading comprehension

Reading is an activity that is to interpret and decipher, by sight, the phonetic value of a series of written signs, either mentally (silently) or loud (oral). This activity is characterized by the translation of symbols or letters into words and sentences endowed with meaning once it deciphered the symbol is passed to play. Reading is to enable the interpretation and understanding of written materials, evaluate and use them for our needs.

*Good readers are...*

*Mentally engaged, motivated to read and to learn, socially active around reading tasking, strategic in monitoring the interactive processes that assist comprehension: Setting goals that shape their processes, Monitoring their emerging understanding of a text, and Coordinating a variety of comprehension strategies to control the reading process. (Baumann & Duffy, 1997)*

It is known as reading comprehension development of meaning through the acquisition of the main ideas of a text and the possibility of linking these and other ideas previously acquired. One can understand a text literally (focusing on those facts stated explicitly), critical (with informed judgments on the values of the text) or inferential (reading and understanding between lines), among others. The factors that influence reading comprehension are the reader, reading itself, the knowledge that the person has in advance and forms that you use to perform that action.

## Reading and reading comprehension skills acquisition in children

Reading is the ability to understand information presented orally or in writing mainly involves passive long-term memory, and therefore in orally or in writing it involves recognition strategies rather than recovery, because at stake is not speech production.



Previous experience of the learner in terms of strategies for obtaining information from a text in mother tongue facilitate understanding of a text in a foreign language, because you can transfer techniques and strategies, considering the cultural differences between them.

Recognition of the type of text, according to their function and features formal, facilitates the process of reading comprehension. Each type of text or structure presents information differently and thus, the processes and reading strategies to be used will be different.

It is important to develop strategies to both understanding global or partial or full understanding of a text, covering different levels of analysis and context, sentence and word, in accordance with the level of understanding you want to achieve (Nuttal, 1982)

### **What is a task?**

According to Nunan (1988: 44-48) a “task” is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

Also we have two recent definitions of ‘task’ are provided below:

... a piece of work undertaken for oneself or for others, freely or for some reward. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation ... In other words, by “task” is meant the hundred and one things people do in everyday life. (Nunan, 1988: 44-48)

J. Willis (1996) said “tasks can be used as the central component of a three part framework: pre-task, task cycle, and language focus.” These components have been carefully designed to create four optimum conditions

for language acquisition, and thus provide rich learning opportunities to suit different types of learners.

Another useful definition provided by Bygate (2001), said that a task is an activity susceptible, to pedagogic intervention, which requires learners to use language, with emphasis on meaning, to attain an objective.

### **Characteristics of a Task.**

Carless (2003) gives us five distinct characteristics of a task:

1. A task has a purpose, involving more than the display of knowledge.
2. It requires a context, it could be real, imaginary or simulated.
3. It involves learners in a mode of thinking and doing, stimulated by the purpose and context.
4. It leads to a product, which can be tangible or intangible
5. It requires learners to draw upon their framework of knowledge and skills.

Below we can see a summary of the characteristics mentioned above:



### **Task based approach**

The task-based approach is the proposal of a program of language learning units whose activities consist of language use, not syntactic

structures or notions and functions. Its aim is to promote learning through actual use of language in the classroom and not just by manipulating units various levels of description; thus it hypothesizes that the learning process will necessarily include communication processes. (Nunan, 2004)

**Table 1. A framework for designing task-based lessons (Ellis, 2003)**

Pre-task (consciousness-raising activities)	Framing the activity (e.g. establishing the outcome of the task) Regulating planning time Doing a similar task
During task	Time pressure Regulating topic
Post-task (Focused communication activities)	Number of participants Learner report Repeat task Reflection

## **Task Based Learning**

The Task Based Learning (TBL) is focus on the authentic use of language and on asking students to do meaningful tasks using the target language. These kinds of activities place the student in daily and real world situations like visiting the doctor, going shopping (Ellis, 2003).

Below we can have a look at the components of the TBL Framework and the way the tasks are develop.

Components of a TBL Framework
PRE-TASK PHASE
<b>INTRODUCTION TO TOPIC AND TASK</b>
Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instructions and prepare. Learners may hear a recording of others doing a similar task, or read part of a text as a lead in to a task.

<b>TASK CYCLE</b>		
<b>TASK</b>	<b>PLANNING</b>	<b>REPORT</b>
Students do the task, in pairs or small groups. Teacher monitors from a distance, encouraging all attempts at communication, not correcting. Since this situation has a "private" feel, students feel free to experiment. Mistakes don't matter.	Students prepare to report to the whole class (orally or in writing) how they did the task, what they decided or discovered. Since the report stage is public, students will naturally want to be accurate, so the teacher stands by to give language advice.	Some groups present their reports to the class, or exchange written reports, and compare results. Teacher acts as a chairperson, and then comments on the content of the reports.

Learners may now hear a recording of others doing a similar task and compare how they all did it. Or they may read a text similar in some way to the one they have written themselves, or related in topic to the task they have done.

**LANGUAGE FOCUS**

<b>ANALYSIS</b>	<b>PRACTICE</b>
Students examine and then discuss specific features of the text or transcript of the recording. They can enter new words, phrases and patterns in vocabulary books.	Teacher conducts practice of new words, phrases, and patterns occurring in the data, either during or after the Analysis
Sometime after completing this sequence, learners may benefit from doing a similar task with a different partner	

Taken from: Willis, J. (1996: 39-65). A framework for task-based learning. Harlow, U.K.: Longman Addison- Wesley

Why to use a task based learning? Students will have a much more varied exposure to language. They will be exposed to a whole range of lexical phrases, collocations and patterns as well as language forms. It is

enjoyable and motivating. It aims to encourage the use of language and learning offers opportunities for students of all levels and abilities. It stimulates students to activate and use the structures and the language known both for Reading, Speaking and Writing. (Ellis, 2003)

An important consideration to take into account is how the learner acquires L2 knowledge. Saville-Troike (2012) points out that one of the ways is processing language input. He adds that “the critical need for L2 input in Second Language Acquisition is agreed on, although its roles in acquisition receive differential definition and weight in accounts from alternative perspectives and orientations. The processing of input in itself is a necessary factor in acquisition.” In this proposal to do the tasks the students receive worksheets as input to activate learning.

Saville-Troike (2012: 164-165) states that “For many learners, reading is the primary channel for L2 input and a major source of exposure to associated literature and other aspects of the L2 culture.” He quotes Grabe (1991) who proposes six component abilities and types of knowledge that are involved in reading, among which we find vocabulary and structural knowledge. “Fluent reading requires a large recognition vocabulary and a sound knowledge of grammatical structure.”

Regarding the selection of an appropriate reading task, Scrivener (2005: 185) comments, “You probably want tasks that encourage students to search for specific small sections of text which they then read more carefully to find a require piece of information. These might be factual, information questions such as ‘When does the Military Museum close?’ ‘Can I take my dog into Chapultepec Park?’ ‘What is a good souvenir to take back from this region?’ ‘How much would it cost for a family of four to go swimming at the lido?’ ‘What are the newest animals in the zoo?’” Regarding the use of visuals in the tasks, Frazer (2013: Vol. 45, No. 6, pp. 6-15) states that “incorporating visual supports into a student’s independent work provides students with an opportunity to practice previously mastered skills; it also promotes independence and task completion, and can increase response chain length.”

The teacher role here, in a task-based learning is not different from those of ordinary language teachers. The difference lies in the ordering of the activities and in the fact that there is a big amount of student activity, and less direct, up-from teaching.

Children attending primary school need to be motivated to learn and this will only be achieved if parents pay attention to their children, they should support and guide them to develop their activities to forge a positive attitude towards school. Inside the school, the teacher sometimes labeled a student as "donkey", when he/she did not work in any activity, or did not participate in classes, and others did not pay attention to the class and did not show desire to learn. But it would be important to identify the reason for this problem, since it would be easier to combat this situation. (Muller, 2006)

Today, with busy parents and children who do not have the attention they require from their parents, school performance is neglected. Households that lack a positive motivation to study and an adequate organization in the process of guidance to children, students grow disorganized or without interest in the study. (Laosa, 2013)

In elementary school, teachers need to work together with parents so that students have a more solid foundation training that will enable attitudes and skills to strengthen their interest in studies, therein lies the importance of parents focus their attention on their children's learning, As Muller (2009) states: *'Family-school and community partnerships are re-defining the boundaries and functions of education. They enlarge parental and community capacity; they create conditions in which children learn more effectively. In these ways they take education beyond the school gates'*.

## **METHODOLOGY**

### **ANTECEDENTS**

Colegio Americano de Guayaquil is a private bilingual school, for boys and girls, with 1780 students. It offers different levels: primary, secondary and International Baccalaureate. There are 3 teachers per class: the English teacher, the Spanish teacher and the teacher assistant. In every classroom there are 30 students. This institution is located at Juan Tanca Marengo Avenue, Km. 6 ½.

### **METHODOLOGY DESIGN**

From the perspective of this study, a mixed-method approach was chosen to present academic help for students. The problem is described and discovered, searching the interpretative understanding of the reality of the context investigated. It also allows to use the information (percentages) according to the reality and the environment in which this problem is to be studied and find its solution.

This research is based on the action research, which according to Ferrance (2000), refers to a disciplined inquiry done by a teacher with the intent that the research will inform and change his or her practices in the future. Another perception of this kind of research is presented by Hine (2013) who said that action research in education can be defined as the process of studying a school situation to understand and improve the quality of the educative process.

### **PARTICIPANTS**

The participants on this project are the English teachers of Second Grade of Colegio Americano de Guayaquil and the students of the same

grade. The group is made up by 32 students of approximately 5 and 6 years old who receive 16 hours of 40 minutes of class per week.

## **DATA GATHERING INSTRUMENTS**

In this paper interviews and a survey have been used as instruments of research.

### **INTERVIEW**

The interview technique was applied through a pleasant and friendly dialogue with the Principal of the primary section and English teachers to obtain further information about the possibility of applying a Directed Tasks Plan (DTP) to second graders who are having problems in reading skills.

The questions of the interviews were designed by the researcher and validated by three teachers of the English Language School of the Catholic University of Guayaquil. The following questions were used in the interviews:

#### **INTERVIEW WITH THE PRINCIPAL**

1. Do you think it is important to have a plan of educational tasks directed at the Second Year Basic Education?
2. Are you agree with the implementation of tasks aimed to level the children of the second year of primary education as academic help?
3. Are you agree if we involve the legal representatives in this educational project?
4. Which is the role of the teacher when they detect a child with difficulties when performing tasks know?
5. Is it necessary for both teachers and the Legal Representatives support the development of directed tasks in the classroom home?



## **ANALYSIS OF THE INTERVIEW**

When presenting the interest to help this group of students through this project, she expresses that there will be full support from the school because it seems important that when performing tasks students can have a teaching guide that monitors the processes to follow to succeed in teaching second grade activities. These directed tasks must be applied according to the level of knowledge as not all the students have the same learning capabilities. To help academic work it is necessary to involve all the legal representatives so that they are aware of the academic activity to be held in the educational center to get an education of quality.

## **INTERVIEW WITH THE TEACHERS**

1. Is the school in which you work implementing the use of tasks to reinforce the knowledge acquired in the classes?
2. Do you develop a training plan to help teachers guide students to apply the necessary strategies involved in this process?
3. Do you consider that the parents should also be involved in the educational process to solve the many problems that affect children?
4. Not doing homework is the cause of poor school performance in children?
5. Is it necessary for students with learning difficulties to have an adult to lead homework development?
6. Do your children with learning difficulties have academic help from a tutor when doing homework?
7. Could you recognize a child who has difficulty when doing a task?
8. Do you use activities to develop literacy and logical thinking in second grade basic education children through tasks?

9. In your opinion, are teachers unaware of the difficulties faced by children in developing tasks?
10. Do you know any suitable strategies for the development of meaningful learning?

## **ANALYSIS OF THE INTERVIEW**

In the interview with the teachers, they said that implementing targeted tasks is necessary because most children have problems with the learning process. It would be helpful because it will contribute to the process of teaching and learning in children.

The training plan would be a guide for teachers when directing the tasks thus would contribute to the learning process. The development of a training plan is necessary as this would serve as a reference for all the teachers to develop targeted tasks, and the guide will be a resource to develop activities.

The parents should be involved in any educational process because children are their responsibility. As teachers, they find it easier to solve the many difficulties children encounter.

The difficulties, if they are faced in time and with professional help, can be overcome, so it would be desirable that a child with such problems has the help of a professional. Targeted tasks are a good strategy with which teachers can get a lot of progress in developing skills and intellectual abilities of students.

In their opinion, teachers know the family environment where children live. When the child does not meet the task, he/she is asked why he/she did not and depending on his/her response the difficulty can be detected. Teachers are constantly preparing and it is important that each teacher learns about the reality of children to be able to apply appropriate methods.

## SURVEY

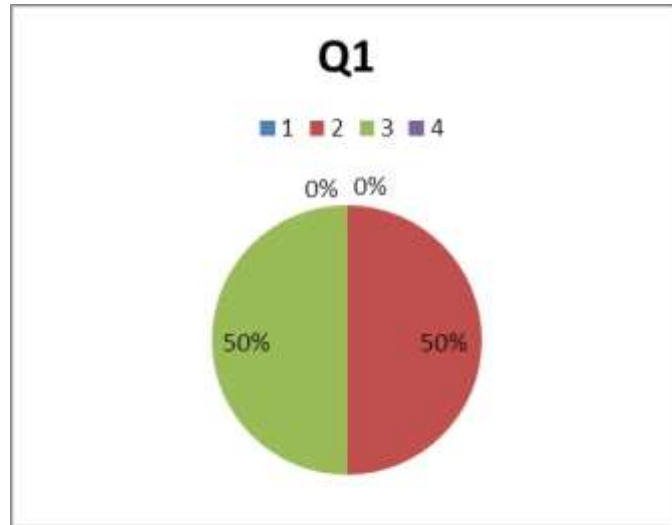
A survey was conducted through closed questions to teachers to find out the perceptions they have regarding the reading skills in the second graders. The survey with 14 statements using Likert scale was adapted and used to gather information about the students' achievement during reading activities. This survey was designed by The Education Resource Group (2010) and used in studies about the development of children skills.

This instrument contains the following elements:

	<b>Doesn't apply</b>	<b>Same frequency</b>	<b>Considerably more</b>	<b>Significantly more</b>
<b>1. Does not catch on to new things quickly</b>				
<b>2. Completes tasks slowly</b>				
<b>3. Gets tired soon</b>				
<b>4. Gets bored easily</b>				
<b>5. Easily distracted from task</b>				
<b>6. Following verbal directions is hard</b>				
<b>7. Often needs to have information repeated</b>				
<b>8. Slow and choppy when reading aloud</b>				
<b>9. Reading comprehension is poor</b>				
<b>10. Misses words or skips lines when Reading</b>				
<b>11. Has trouble reading unknown words</b>				
<b>12. Takes a lot of time when reading and spelling</b>				
<b>13. Slow reader</b>				
<b>14. Has difficulties "getting the gist" of things"</b>				

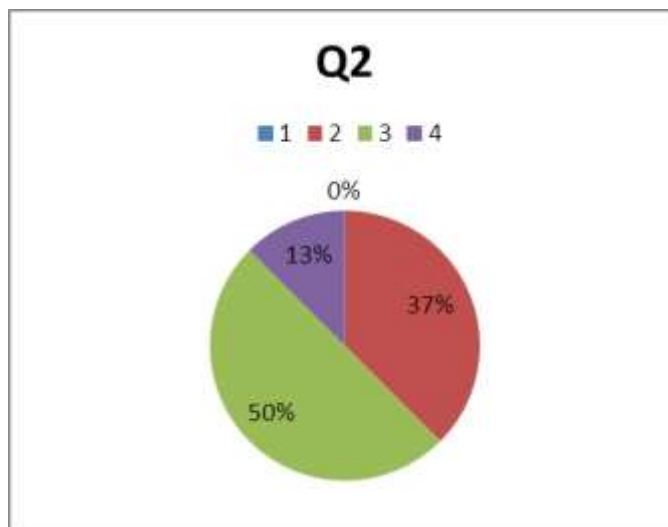
## SURVEY RESULTS

### 1. Does not catch on to new things quickly?



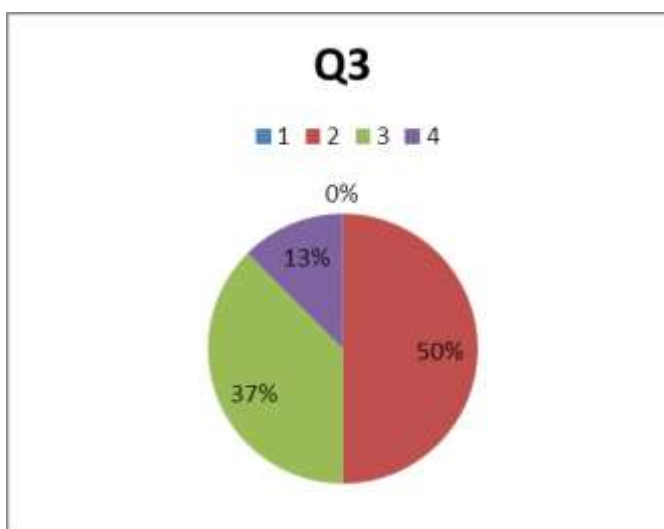
Four of the 8 teachers (50%) said that the students usually catch on to new things quickly at the same frequency and the other four teachers (50%) said that the students sometimes do not catch on to new things quickly. These results go according to what Dr. Hakala (2014) says: *“If class is interesting and there is activity, students can focus on those activities, catch the new information and work to remember that information for later use.”*

### 2. Completes tasks slowly



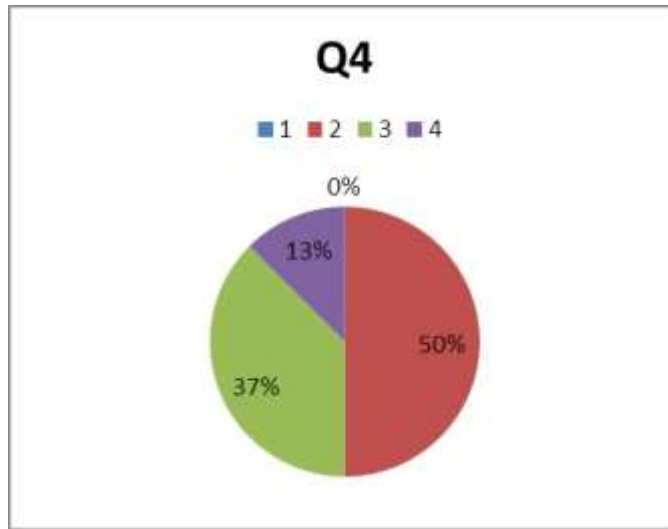
Three teachers (38%) said the students usually complete tasks slowly, four teachers (50%) said the students sometimes complete tasks slowly and one teacher (13%) said the students never completes tasks slowly. According to Integrated Learning Strategies (2016) sometimes inside the classroom we have *“kids with slow processing speed affects how fast they can complete a task, and how they use the information.”*

### 3. Gets tired soon



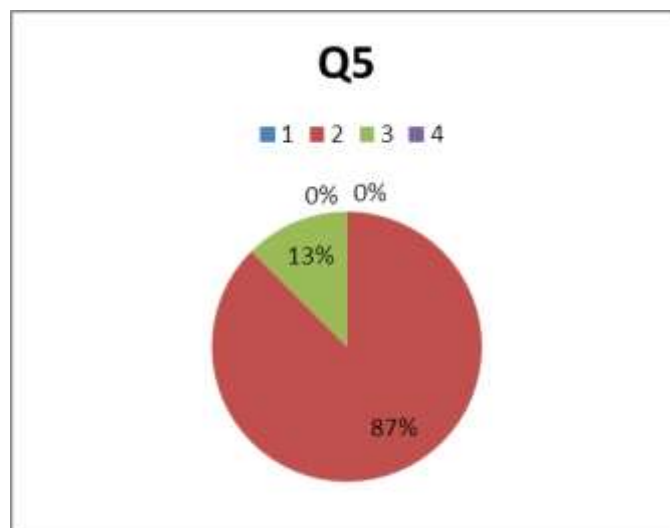
Three teachers (38%) said the students usually complete tasks slowly, four teachers (50%) said the students sometimes complete tasks slowly and one teacher (13%) said the students never completes tasks slowly. If teachers don't do fun activities, eventually the students will get tired easily. Making references about the topic and their daily life also help students to get their attention into the topic of the class.

#### 4. Gets bored easily



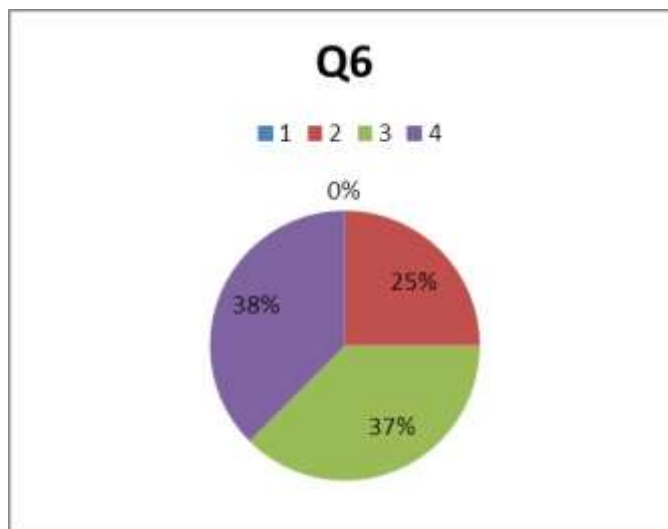
Four teachers (50%) said the students usually get tired soon, three teachers (38%) said the students sometimes get tired and one teacher (13%) said the students never get tired soon. As it was said before if teachers don't do fun activities, eventually the students will get bored easily. Also they should speak to the students about the topic and make the students interact between each other to get their attentions into the topics.

#### 5. Easily distracted from task



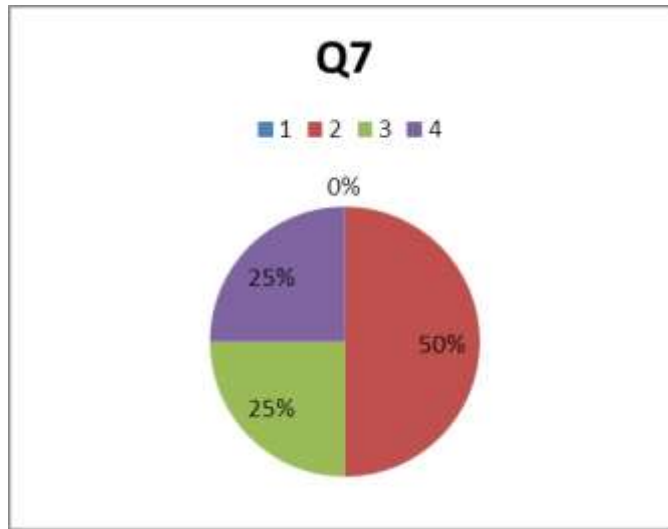
Seven teachers (88%) said the students get easily distracted from task and one teacher (13%) said the students sometimes get easily distracted from task. As it was said before, If teachers don't do fun and cheerful activities, eventually the students will get distracted easily form the task and much more when they are little kids from second basic.

## 6. Following verbal directions is hard



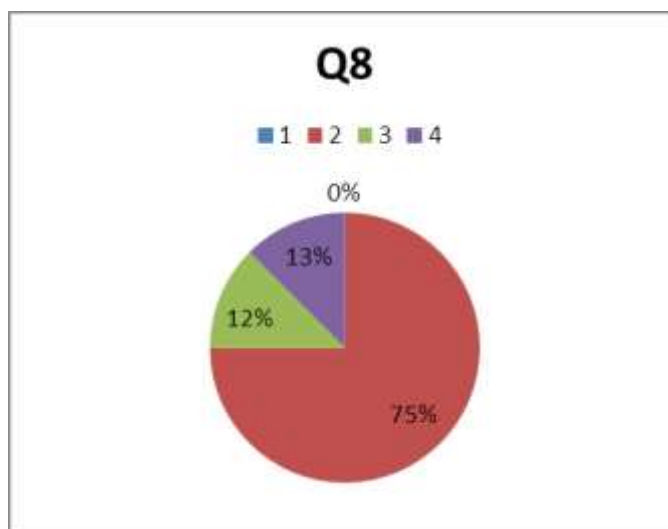
Two teachers (25%) said it is hard for the students to follow verbal directions, three teachers (38%) said it is sometimes hard for the students to follow verbal directions and three teachers (38%) said it is never hard for the students to follow verbal directions. According to the complexity of the instructions the students hear what teachers are saying but their brains have difficulty understanding what the words mean. In this case the verbal directions must be easy and simple to follow.

## 7. Often needs to have information repeated



Four teachers (50%) said the students often need to have information repeated at the same frequency, two teachers (25%) said the students often need to have information repeated considerably more and two teachers (25%) said the students often need to have information repeated significantly more. When kids get distracted or they don't understand what they have to do, they need to have the information or instructions repeated. So this is why teachers need to give age-appropriate instructions and keep them simple, clear and easy.

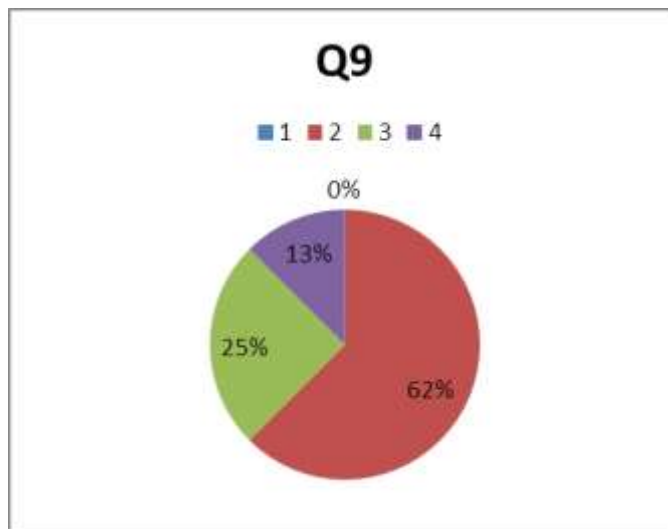
## 8. Slow and choppy when reading aloud





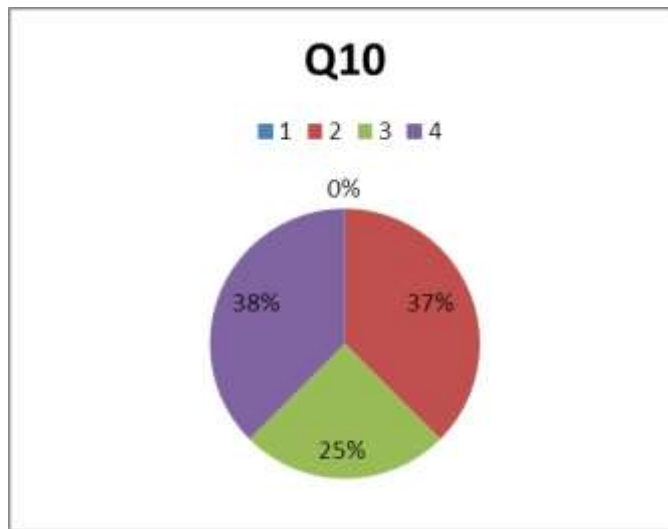
Six teachers (75%) said the students are slow and choppy when reading aloud at the same frequency, one teacher (13%) said the students are slow and choppy when reading aloud considerably more and one teacher (13%) said the students are slow and choppy when reading aloud significantly more. This happens when students have problems decoding words or poor phonetic awareness.

### 9. Reading comprehension is poor



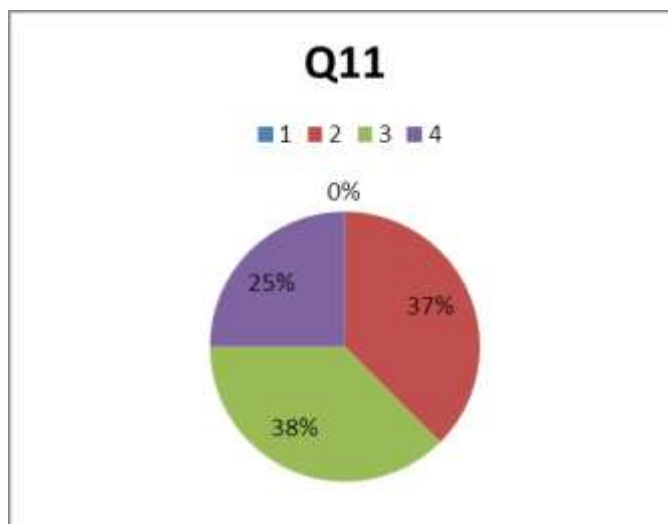
Five teachers (75%) said the students' Reading Comprehension is poor at the same frequency, two teachers (13%) said the students' Reading Comprehension is poor considerably more and one teacher (13%) said the students' Reading Comprehension is poor significantly more. Dr. Linda Silbert (2014) states that *“disinterest, struggling with decoding individual words, text is too difficult for a child’s reading level, limited vocabulary are some causes for poor reading comprehension.”*

### 10. Misses words or skips lines when Reading



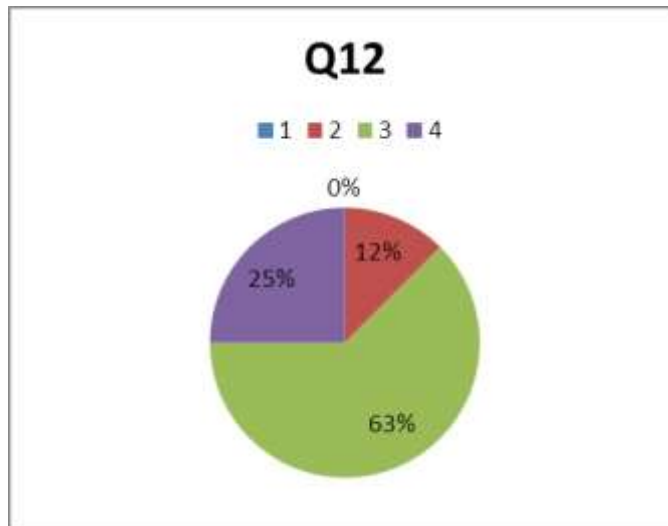
Three teachers (38%) said the students miss words or skips lines when Reading at the same frequency, two teachers (25%) said the students miss words or skips lines when Reading considerably more and three teachers (38%) said the students miss words or skips lines when Reading significantly more. Kids with jumpy eyes and poor eye tracking tend to skip lines and missed words; they tend to read the first 4 letters of a word and then guessing the rest.

### 11. Has trouble reading unknown words



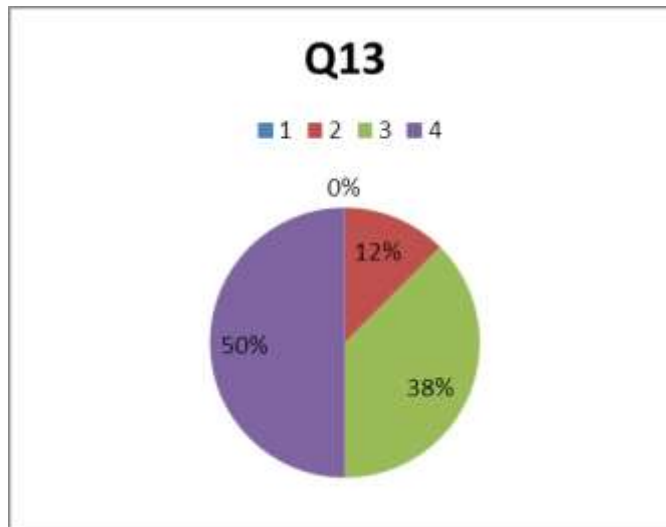
Three teachers (38%) said the students have trouble reading unknown words at the same frequency, three teachers (38%) said the students have trouble reading unknown words considerably more and two teachers (25%) said the students have trouble reading unknown words significantly more. Students have problems recognizing letters and matching letters to sounds and blending sounds into speech. Also some of them may have a smaller vocabulary than other kids from the same age and so they will take longer to master the letter sounds.

### 12. Takes a lot of time when reading and spelling



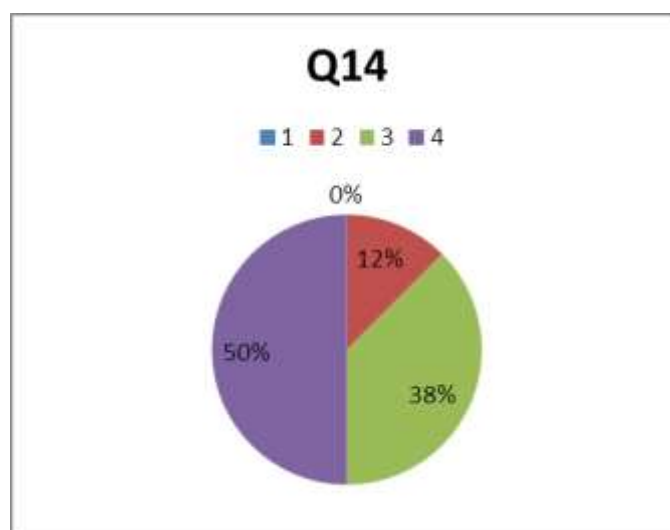
One teacher (13%) said the students take a lot of time when reading and spelling at the same frequency, five teachers (63%) said the students take a lot of time when reading and spelling considerably more and two teachers (25%) said the students take a lot of time when reading and spelling significantly more. When students take longer to master the letter sounds they take more time in reading and spelling.

### 13. Slow reader



One teacher (13%) said the students are slow readers at the same frequency, three teachers (38%) said the students are slow readers considerably more and four teachers (50%) said the students are slow readers significantly more. This happens when students have problems decoding words or poor phonetic awareness.

### 14. Has difficulties "getting the gist" of things"



One teachers (13%) said the students have difficulties "getting the gist" of things" at the same frequency, three teachers (38%) said the students

have difficulties "getting the gist" of things" considerably more and four teachers (50%) said the students have difficulties "getting the gist" of things" significantly more. As Dr. Silbert (2014) states that *"disinterest, struggling with decoding individual words, text is too difficult for a child's reading level, limited vocabulary are some causes for poor reading comprehension."*

## **Results**

The principal and teachers of Second Grade of Colegio Americano de Guayaquil consider important to implement the institution's educational plan directed tasks in order to detect and teach students with reading problems when running tasks.

According to the survey results the implementation of this training plan is considered necessary during the school year 2015 -2016, in order to overcome learning difficulties when developing reading tasks, improving the quality and warmth of learners in Institution preparing to face the challenges of education.

It was established as a fundamental pillar that the participation of the legal representatives must be total in the development of this educational plan of directed tasks.

## **Conclusions and recommendations**

Based on the analysis, it is considered vital the implementation of the directed tasks plan in each of the learning activities by involving students in full, comprehensive and integrated tasks. Renewing knowledge by teaching helps to improve the quality of teaching as a strategic way to carry out their daily activities.

It is recommended the implementation of directed tasks plan (DTP) to overcome the difficulties of learning-teaching second grade students and thus achieve their level of intellectual development. It is important to implement step by step each of the blocks of learning of the teaching plans of

directed tasks as a tool for developing linguistic skills and improve students' performance.

## PROPOSAL

### DESCRIPTION

The proposal of this paper is to develop a DTP to improve the EFL skills of second graders at Colegio Americano de Guayaquil. You will find reading comprehension tasks according to the age and level of the students, where they can improve their reading comprehension abilities and search for specific piece of information using some extra material to make the comprehension easier.

We plan to introduce a small reading, with pictures in it so students can understand it better. Then help the students understand the reading through pictures on the board, some gestures or mimics. And by the end answer a few questions to see if they understood the short reading.

### OBJECTIVE

- To implement alternative directed tasks to improve linguistic skills in EFL as academic support for second graders at *Colegio Americano de Guayaquil*.

### ACTION PLAN

STATEMENTS	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p style="text-align: center;"><b>End</b></p> <p>Academic help to students who do not have a teaching guide for the execution of tasks</p>	<p>Reaching 90% in improving school performance of children in the second grade</p>	<p>Development of homework</p>	<p>Will there be support from teachers responsible for the second grade of education?</p>
<p style="text-align: center;"><b>Purpose</b></p>	<p>Get 95% of students with good academic</p>	<p>Participatory processes of learning</p>	<p>What teachers do not consider the active</p>

Guide and encourage the process of learning through targeted tasks	performance	students	participation of students with poor school performance?
<b>Classroom</b> Physical space	Achieving 90% attendance by the student	Registration checklist of the students	What impediments arise in the development of activities if the classrooms are occupied?
<b>Activities</b> Development of teaching plans through tasks	Finish 100% with the proposed activities	Implementation of activities in the development of targeted tasks	Consider the teachers responsible for adopting this teaching - learning?



## Directed Task Plan

### DIRECTED TASK PLAN No. 1

**Informative data:** Colegio Americano de Guayaquil

**Month:** November

**Location:** Guayas - Guayaquil

**Objective:** Get an interest in reading and reading comprehension

**Teacher:** Ana Maria Quintero

AREA	SKILLS WITH PERFORMANCE CRITERIA	TASKS TO LEAD	RESOURCES
READING	* Identify new vocabulary and explicit elements in various texts, according to distinguish information and relate it to their previous knowledge.	*Reading easy and simple stories explaining vocabulary words students don't understand	*Board * Bookmarks * Sheets with tasks.
READING COMPREHESION	* Planning collective texts on topics and make students participate.		*Pencil, eraser, color pencils

## DIRECTED TASK PLAN No. 2

**Informative data:** Colegio Americano de Guayaquil

**Month:** December

**Location:** Guayas - Guayaquil

**Objective:** Demonstrate knowledge gained in the study and learning of the vocabulary through the proper use of it

**Teacher:** Ana Maria Quintero

AREA	SKILLS WITH PERFORMANCE CRITERIA	TASKS TO LEAD	RESOURCES
READING	* Identify new vocabulary and explicit elements in various texts, according to distinguish information and relate it to their previous knowledge.	*Reading easy and simple stories explaining vocabulary words students don't understand	*Board
READING COMPREHESION	* Planning collective texts on topics and make students participate.		* Books  * Sheets with tasks. *Pencil, eraser, color pencils

### DIRECTED TASK PLAN No. 3

**Informative data:** Colegio Americano de Guayaquil

**Month:** December

**Location:** Guayas - Guayaquil

**Objective:** Help students understand and produce descriptions expressing what they see

**Teacher:** Ana Maria Quintero

AREA	SKILLS WITH PERFORMANCE CRITERIA	TASKS TO LEAD	RESOURCES
READING  READING COMPREHESION	<p>*Narrate stories, experiences, anecdotes and situations of daily life in a clear, considering the what, why, who and how to talk.</p> <p>•Understand and produce written accounts scheme.</p>	<p>* Encourage through songs games memorizing days</p> <p>*Make tasks reading</p>	<p>*Board</p> <p>* Books</p> <p>* Sheets with tasks.</p> <p>*Pencil, eraser, color pencils</p>

### DIRECTED TASK PLAN No. 4

**Informative data:** Colegio Americano de Guayaquil

**Month:** December

**Location:** Guayas - Guayaquil

**Objective:** Produce interest for readings containing teaching values as part of the learning process for students to help people who need them.

**Teacher:** Ana Maria Quintero

AREA	SKILLS WITH PERFORMANCE CRITERIA	TASKS TO LEAD	RESOURCES
READING	<ul style="list-style-type: none"> <li>• State oral animal issues in order to extract relevant information.</li> </ul>	<ul style="list-style-type: none"> <li>*Develops readings images in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>*Board</li> </ul>
READING COMPREHESION	<ul style="list-style-type: none"> <li>• State clearly expository oral texts using graphic schemes and other types of resources.</li> </ul>	<ul style="list-style-type: none"> <li>* Make the reading tasks</li> </ul>	<ul style="list-style-type: none"> <li>* Books</li> <li>* Sheets with tasks.</li> <li>*Pencil, eraser, color pencils</li> </ul>

## DIRECTED TASK PLAN No. 5

**Informative data:** Colegio Americano de Guayaquil

**Location:** Guayas - Guayaquil

**Teacher:** Ana Maria Quintero

**Month:** January

**Objective:** Produce interest readings containing teaching values as part of the learning process for students to help people who need them.

AREA	SKILLS WITH PERFORMANCE CRITERIA	TASKS TO LEAD	RESOURCES
READING  READING COMPREHESION	* State clearly expository oral texts using graphic schemes and other types of resources.	*Acknowledge after each reading the explicit and implicit elements and sequences  * Make the reading tasks	*Board  * Books  * Sheets with tasks. *Pencil, eraser, color pencils

## DIRECTED TASK PLAN No. 6

**Informative data:** Colegio Americano de Guayaquil

**Month:** January

**Location:** Guayas - Guayaquil

**Objective:** Use new vocabulary in dialogues as a sign of my learning.

**Teacher:** Ana Maria Quintero

AREA	SKILLS WITH PERFORMANCE CRITERIA	TASKS TO LEAD	RESOURCES
READING  READING COMPREHESION	<ul style="list-style-type: none"> <li>* Recognize and order the significant events.</li> <li>* Identify a logical sequence of images from temporal notions.</li> </ul>	<ul style="list-style-type: none"> <li>* Acknowledge after each reading the explicit and implicit elements and sequences</li> </ul>	<ul style="list-style-type: none"> <li>*Board</li> <li>* Books</li> <li>* Sheets with tasks.</li> <li>*Pencil, eraser, color pencils</li> </ul>

## DIRECTED TASK PLAN No. 7

**Informative data:** Colegio Americano de Guayaquil

**Month:** January

**Location:** Guayas - Guayaquil

**Objective:** Strengthen the knowledge students have acquired in their daily life as part of this society

**Teacher:** Ana Maria Quintero

AREA	SKILLS WITH PERFORMANCE CRITERIA	TASKS TO LEAD	RESOURCES
READING  READING COMPREHESION	*Listen carefully and follow directions precisely and autonomy from certain life situations	*Accurate scanning of images and identifies the explicit and implicit elements and sequences	*Board  * Books  * Sheets with tasks. *Pencil, eraser, color pencils

## **Expected results**

If directed tasks as academic assistance through the lesson plans are not considered essential for teachers to improve the academic performance of students in the second year of basic education, this will become a learning difficulty for their future.

A good reading comprehension activates parts of the brain. Stimulating the brain through reading helps keep it strong and active and also improve concentration and memory. Reading is also a valuable learning tool that helps expand knowledge, skills and vocabulary, which in turn give readers more confidence to deal with a variety of situations and discuss a wider variety of topics.

Considering the changes in education today, these tasks will be implemented at the educational institution and will help train students to work on their own. It would directly and indirectly benefit the director, teachers, legal representatives and students.



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## APPENDIXES

### APPENDIX #1

#### DIRECTED TASKS AS AN ALTERNATIVE ACADEMIC SUPPORT VEHICLE FOR EFL SECOND GRADERS BASIC AT COLEGIO AMERICANO DE GUAYAQUIL

**Setting:** Colegio Americano de Guayaquil

**Principal:** Mgs. Silvia Cordova de Moreno

**Interviewer:** Ana María Quintero

#### Questions

1. Do you think it is important to have a plan of educational tasks directed at the Second Year Basic Education?
2. Are you agree with the implementation of tasks aimed to level the children of the second year of primary education as academic help?
3. Are you agree if we involve the legal representatives in this educational project?
4. Which is the role of the teacher when they detect a child with difficulties when performing tasks know?
5. Is it necessary for both teachers and the Legal Representatives support the development of directed tasks in the classroom?

#### VALIDATION CONSENT FORM

I have read and proceed to give the corresponding feedback about the content of this instrument.

Signed: ..... (Teacher)

Date: .....

Thank you for your help in my study.

**DIRECTED TASKS AS AN ALTERNATIVE ACADEMIC SUPPORT  
VEHICLE FOR EFL SECOND GRADERS AT COLEGIO AMERICANO DE  
GUAYAQUIL**

**Questions**

- 1. Do you think it is important to have a plan of educational tasks directed at the Second Year Basic Education?**

Depending of what the topics are going to be about, this will help to overcome the difficulties in the children's learning

- 2. Are you agree with the implementation of tasks aimed to level the children of the second year of primary education as academic help?**

Yes, it could be a successful plan and maybe in the future we can apply it.

- 3. Are you agree if we involve the legal representatives in this educational project?**

Yes, to avoid any kind of problem it is a MUST to tell parents what you are going to do inside the classroom.

- 4. Which is the role of the teacher when they detect a child with difficulties when performing tasks know?**

They are facilitators in every aspect and they go by the hand with the DECE Department to overcome the difficulties.

- 5. Is it necessary for both teachers and the Legal Representatives support the development of directed tasks in the classroom?**

Of course, everything that involve the children's education program should be supported by both persons (teacher and parents)

## APPENDIX #2

### DIRECTED TASKS AS AN ALTERNATIVE ACADEMIC SUPPORT VEHICLE FOR EFL SECOND GRADERS BASIC AT COLEGIO AMERICANO DE GUAYAQUIL

**Setting:** Colegio Americano de Guayaquil

**Interviewees:** Teachers of second grade

**Interviewer:** Ana María Quintero

#### Questions

1. Is the school in which you work implementing the use of tasks to reinforce the knowledge acquired in the classes?
2. Do you develop a training plan to help teachers guide students to apply the necessary strategies involved in this process?
3. Do you consider that the parents should also be involved in the educational process to solve the many problems that affect children?
4. Not doing homework is the cause of poor school performance in children?
5. Is it necessary for students with learning difficulties to have an adult to lead homework development?
6. Do your children with learning difficulties have academic help from a tutor when doing homework?
7. Could you recognize a child who has difficulty when doing a task?
8. Do you use activities to develop literacy and logical thinking in second grade basic education children through tasks?
9. In your opinion, are teachers unaware of the difficulties faced by children in developing tasks?
10. Do you know any suitable strategies for the development of meaningful learning?

#### VALIDATION CONSENT FORM

I have read and proceed to give the corresponding feedback about the content of this instrument.

Signed: ..... (Teacher)

Date: .....

Thank you for your help.

**DIRECTED TASKS AS AN ALTERNATIVE ACADEMIC SUPPORT  
VEHICLE FOR EFL SECOND GRADERS AT COLEGIO AMERICANO DE  
GUAYAQUIL**

**1. Is the school in which you work implementing the use of tasks to reinforce the knowledge acquired in the classes?**

- Yes, but the tasks are the same for everybody without taking into account their needs or weaknesses. It would be advisable to have reinforcement tasks as this would contribute to children's learning and achieve a faster development of skills with breakthrough performance criterion.
- Implementing targeted tasks is necessary because most children do not have support at home and this would help the learning process.
- It would be helpful because it will contribute to the process of teaching and learning in children.

**2. Do you develop a training plan to help teachers guide students to apply the necessary strategies involved in this process?**

- No, but a training plan would be like planning what will be done with the children. Nowadays the teacher needs to justify any process or activity. Therefore, it would be helpful to make this educational plan as this would specify the skill that is developed with the tasks.
- The training plan would be a guide for teachers when directing the tasks thus would contribute to the learning process.
- The development of a training plan is necessary as this would serve as a reference for all the teachers to develop targeted tasks, and the guide will be a resource to develop activities.

**3. Do you consider that the parents should also be involved in the educational process to solve the many problems that affect children?**

- The parents should be involved in any educational process because children are their responsibility. As a teacher I find it easier to solve the many difficulties children encounter if I have the assistance of parents or legal representatives.

- They should be involved since at the time of enrolling their children in educational institutions, they are committed to contribute to children's learning even more if we refer to the basic first year.
- In the educational process we all committed but those who bear the greatest responsibility are the parents as they are the ones who spend more time with children.

**4. Not doing homework is the cause of poor school performance in children?**

- The homework is sent to reinforce the knowledge acquired in the classroom; not doing it causes delays and causes poor academic performance.
- The homework is considered children's work. His/her irresponsibility causes poor school performance.
- The homework can show that the student has a learning disability. If this is not corrected, it can lead to poor school performance.

**5. Is it necessary for students with learning difficulties to have an adult to lead homework development?**

- It would help to ensure that education would become personalized (Professional - Student) and this would contribute to the advancement and development of skills.
- The difficulties if they are faced in time and with professional help can be overcome, so it would be desirable that a child with such problems has the help of a professional.
- School homework may become difficult if there are learning problems. To have a professional help in the execution of the task if there are any kinds of learning problems would be very productive to prevent delays in the learning process.

**6. Do your children with learning difficulties have academic help from a tutor when doing homework?**

- Upon reviewing homework assignments, according to their parents, you can be aware if students had problems or not.
- The poorly done task shows that there was a problem in understanding, which is reflected in the task execution.



- The student says when he/she cannot execute the task, which means he/she has difficulty in doing the homework because parents or tutors did not work with them.

**7. Could you recognize a child who has difficulty when doing a task?**

- Yes, it would be very important because if children learn the first phonemes they will have a good basis to read and write properly through logical reasoning
- The teacher is innovative and suggests activities that will benefit their education, especially if they do reading and writing. They will help to have a great cognitive and intellectual development in the pupil.
- Targeted tasks are a good strategy with which we can get a lot of progress in developing skills and intellectual abilities of students.

**8. Do you use activities to develop literacy and logical thinking in second grade basic education children through tasks?**

- Homework sometimes carries a degree of complexity and therefore need someone to help to develop them.
- If the student has a doubt, the guide will help the teacher to implement this.
- With the supervision of a trained adult this can clarify any doubts that might hinder its development.

**9. In your opinion, are teachers unaware of the difficulties faced by children in developing tasks?**

- Teachers know the family environment where children live.
- When the child does not meet the task is asked why he did not and depending on his/her response the difficulty he/she had is clear.
- Teachers suitable for the development of meaningful learning methodologies.

**10. Do you know any suitable strategies for the development of meaningful learning?**

- Teachers are constantly preparing and it is important that each teacher learns about the reality of children and thus apply appropriate methods.
- In some methodologies the child is the creator of their own learning.
- The term that is in vogue is the significant learning which involves a child in learning from his/her own experience.

### APPENDIX # 3

#### SURVEY ON COGNITIVE SKILLS

	Doesn't apply	Same frequency	Considerab ly more	Significantl y more
1. Cannot focus for long periods of time				
2. Cannot remember telephone numbers				
3. Does not catch on to new things quickly				
4. Has difficulty multi-tasking				
5. Has trouble remembering jokes and stories				
6. Dislikes cards or board games				
7. Completes tasks slowly				
8. Gets tired soon				
9. Gets bored easily				
10. Easily distracted from task				
11. Following verbal directions is hard				
12. Has poor drawing skills				
13. Avoids games that require strategic thinking				
14. Acts impulsively				
15. Finds video games frustrating				
16. Often needs to have information repeated				
17. Has a hard time remembering names				
18. Finds math word problems challenging				
19. Slow and choppy when reading aloud				
20. Reading comprehension is poor				
21. Misses words or skips lines when Reading				
22. Has trouble reading unknown words				
23. Takes a lot of time when reading and spelling				
24. Slow reader				
25. Has difficulties "getting the gist" of things				
26. Speech is slow and deliberate				
27. Writing assignments contain spelling errors				
28. Needs to look several times when copying				

The Educational Resource Group (<http://www.theerg.net/quiz.aspx>)

APPENDIX # 4 MODELS OF DIRECTED TASKS

Name \_\_\_\_\_

## A Big Cake

ake

Wake up, Jake! Let's bake a cake. We make a cake. The cake is big. We take the cake to the lake. Jake and I like cake.

We make a \_\_\_\_\_.

- lake
- cake
- rake

The cake is \_\_\_\_\_.

- big
- little
- bad



Name \_\_\_\_\_



## At The Movie

The kids went to a movie.  
The girls loved the movie!  
The boy did not like the movie.  
He was sad.

1. The \_\_\_\_\_ loved the movie.  
A. boys  
B. boy  
C. girls

2. The \_\_\_\_\_ did not like the movie.  
A. girls  
B. girl  
C. boy

3. The \_\_\_\_\_ was sad.  
A. boy  
B. girl  
C. toy

Made by: Kaitlin Albani

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### My Cat

My cat went outside. My cat saw a dog.  
My cat saw a rat. My cat had fun outside.

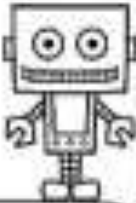


1. Where did the story take place?
  - a) In a house
  - b) Outside
  - c) At the store
  
2. Who was the story all about?
  - a) My Cat
  - b) A dog
  - c) A rat
  
3. What is one thing the cat saw?
  - a) A fish
  - b) A rabbit
  - c) A dog
  
4. Draw a picture of something the cat saw.

of \_\_\_\_\_ Name \_\_\_\_\_

### Rob's Bot

Rob has a \_\_\_\_\_ he likes his bot a lot.  
He got the bot in a box. He did not  
get his bot in a pot. The bot is  
not hot. The bot can not run.  
The bot has a dot. Rob likes  
his bot a lot.



Rob has a \_\_\_\_\_.

bot     dog     pig

Rob got the bot in a \_\_\_\_\_.

pit     pot     box

Rob likes his bot a \_\_\_\_\_.

bit     lot     ten

Name \_\_\_\_\_

et

## The Vet

Jen is my pet. I let Jen get wet. Jen fell in a net. I bet the vet can help! I met the vet. The vet will get the net off. We pet Jen. I like the vet!

Jen fell in a \_\_\_\_\_.

- pen
- jet
- net



Jen went to the \_\_\_\_\_.

- den
- vet
- pen

Name \_\_\_\_\_

ike

## A Hike with Spike

I like to hike. I hike with my dog Spike. We like to hike. We see Mike. Mike is on his bike. Mike pets Spike. Mike gets on his bike. We hike!

Spike is a \_\_\_\_\_.

- bike
- dog
- cat

We see \_\_\_\_\_.

- a van
- a hive
- Mike



Made by Anne Garber

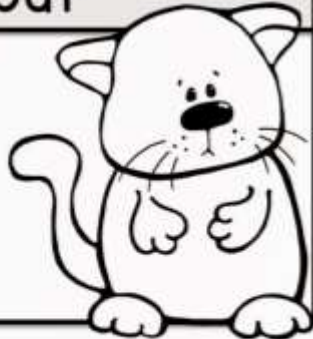
Name \_\_\_\_\_

# Reading Comprehension

Read the short passage and answer the questions.

## Fluffy the Cat

Fluffy is a cat. She likes to play. Fluffy can jump very high.



1. What kind of animal is Fluffy?	<input type="radio"/> dog <input type="radio"/> cat
2. What does she like to do?	<input type="radio"/> play <input type="radio"/> jump
3. What can Fluffy do?	<input type="radio"/> jump high <input type="radio"/> walk

Name \_\_\_\_\_

sh

## A Wish for Fish

Josh has a wish. He wants to swim with the fish.

"Let's shop," says Mom. She grabs a mask off the shelf.

Mom and Josh rush to the ship.

They hop on. The ship stops.

Splash! Josh hops off. Josh sees a lot of fish! He pets the fins. Josh got his wish! He swam with the fish.

**Josh's wish is to**

\_\_\_\_\_.

- Shop
- Go on a ship
- Swim with fish

**Mom and Josh**

**hop on a** \_\_\_\_\_.

- Log
- Ship
- Fish

Made by: Brittney Anderson Kloesel-Brittain



Name \_\_\_\_\_

# Painting

The boy likes to paint.  
He can paint the sun.



The girl likes to paint too.  
She can paint a flower.



1. The boy can paint the \_\_\_\_\_.  
A. dog  
B. sun  
C. flower

2. The girl can paint the \_\_\_\_\_.  
A. flower  
B. cat  
C. sun

3. The boy and girl like to \_\_\_\_\_.  
A. run  
B. hide  
C. paint

Made by Anne Garber

-ap

Name \_\_\_\_\_

# Rap the Dog



Rap is a dog. I can see Rap.  
Rap can tap me. Rap can yap  
and yap. I get Rap on my lap.  
Rap has a nap on my lap.  
Rap will not yap. Rap will not  
tap. Rap will nap and nap.



Rap is a \_\_\_\_\_.

pig       man       dog

Rap can \_\_\_\_\_ me.

hug       tap       nip

Rap will nap on my \_\_\_\_\_.

lap       bed       rug

Name \_\_\_\_\_

## The Boy and His Jeep

This little boy is in a jeep. His jeep is green. The little boy loves his jeep. He rides and rides.



1. The boy has a \_\_\_\_\_ jeep.  
A. red  
B. pink  
C. green

2. The boy \_\_\_\_\_.  
A. rides and rides  
B. runs and plays  
C. sees the sun

3. The boy is \_\_\_\_\_.  
A. little  
B. big  
C. mad

Name \_\_\_\_\_

## The Bunny

The bunny likes to hop. He hops by the flower.



He hops by the tree. He hops on the grass.



He has eggs for me!



1. The bunny has \_\_\_\_\_ for me.  
A. flowers  
B. grass  
C. eggs

2. The bunny hops on the \_\_\_\_\_.  
A. eggs  
B. grass  
C. flowers

3. The bunny likes to \_\_\_\_\_.  
A. hop  
B. run  
C. swim

Made by Anne Garber



## DECLARACIÓN Y AUTORIZACIÓN

Yo, **Quintero Burgos, Ana María**, con C.C: # **0924323892** autor/a del trabajo de titulación: **DIRECTED TASKS AS AN ALTERNATIVE ACADEMIC SUPPORT VEHICLE FOR EFL SECOND GRADERS AT COLEGIO AMERICANO DE GUAYAQUIL**, previo a la obtención del título de **Licenciado en Lengua Inglesa** en la Universidad Católica de Santiago de Guayaquil.

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f. \_\_\_\_\_

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## **REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

### **FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN**

<b>TÍTULO Y SUBTÍTULO:</b>	Directed tasks as an alternative academic support vehicle for EFL second graders at Colegio Americano de Guayaquil		
<b>AUTOR(ES)</b>	Quintero Burgos, Ana María		
<b>REVISOR(ES)/TUTOR(ES)</b>	Jarrín Hunter, Ximena Marita		
<b>INSTITUCIÓN:</b>	Universidad Católica de Santiago de Guayaquil		
<b>FACULTAD:</b>	Artes y Humanidades		
<b>CARRERA:</b>	Lengua Inglesa		
<b>TITULO OBTENIDO:</b>	Licenciada en Lengua Inglesa		
<b>FECHA DE PUBLICACIÓN:</b>	20 de septiembre de 2017	<b>No. PÁGINAS:</b>	DE 52
<b>ÁREAS TEMÁTICAS:</b>	Reading skills, tasks, EFL.		
<b>PALABRAS CLAVES/ KEYWORDS:</b>	learning, academic assistance, directed tasks, teaching, academic performance, linguistic skills		
<b>RESUMEN/ABSTRACT</b> (150-250 palabras): This work was based on educational theories that state why it is important to address the tasks in children of the second grade of primary education, inside or outside the classroom. In the educational system it is necessary to help the child overcome this stage, due to the difficulties they present in the teaching-learning process. These difficulties were studied at <i>Colegio Americano</i> de Guayaquil where results showed that second graders present difficulties doing their reading activities. To tackle this issue, we introduced a directed task plan (DTP) educational strategy as a guide for English teachers of second grade of basic education to help them develop basic skills on reading and reading comprehension. The purpose of this plan is to strengthen the linguistic skills of the children and initiate the process of acquisition and construction of reading comprehension skills which will be reflected on specific aspects such as relating the previous knowledge with the new one. The beneficiaries will be teachers, parents and students of the institution. In this document a stratified sample of the population as the proportionate allocation and surveys were drawn in the Likert scale of 5 points. With the design of directed learning tasks intellectual activities could be developed such as academic assistance to children in the second grade and students that have developmental difficulties in homework can improve their academic performance.			
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