Brain Teasers: Fifth Grader's Inferential Reading and Logical Thinking Development through TBL

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Abstract

English Language Teaching in Colombia may have been lacking innovation and consistent plans of education and formation. The preparation of future teachers has been recognized for fostering theoretical perspectives of English linguistics, as well as traditional approaches to EFL teaching (Amparo Clavijo, 2016, p. 7). Then, meaningful activities which may place knowledge in context are left aside. In the pursuit of tools that might contribute to the improvement of the situations described above, brain teasers appear as a means to boost mental agility and significant English learning as well. These teasers are actually problems or puzzles designed to be solved for amusement. This pedagogical proposal aims to develop mental flexibility in fifth graders beyond traditional linguistic skills. Reading comprehension is expected to be enhanced inductively while logical thinking remains as the main concern. The literature review is approached through investigations and articles based on English language learning in young learners. Indeed, this proposal seeks fifth grade students to develop both reading skills and logical thinking simultaneously through the task-based learning approach.

Key words: Inferential reading; logical thinking; brain teasers; task-based learning.

Resumen

La enseñanza del idioma inglés en Colombia puede haber carecido de innovación y planes consistentes de educación y formación. La preparación de los futuros profesores ha sido reconocida por fomentar perspectivas teóricas de la lingüística inglesa, así como enfoques tradicionales de la enseñanza del inglés como lengua extranjera (Amparo Clavijo, 2016, p. 7). Luego, se dejan de lado las actividades significativas que pueden poner el conocimiento en contexto. En la búsqueda de herramientas que puedan contribuir a mejorar las situaciones descritas anteriormente, los acertijos aparecen como un medio para impulsar la agilidad mental y también un aprendizaje significativo del inglés. Estas adivinanzas son en realidad problemas o acertijos diseñados para ser resueltos por diversión. Esta propuesta pedagógica tiene como objetivo desarrollar la flexibilidad mental en los alumnos de quinto grado más allá de las habilidades lingüísticas tradicionales. Se espera que la comprensión lectora se mejore de forma inductiva, mientras que el pensamiento lógico sigue siendo la principal preocupación. La revisión de la literatura se aborda a través de investigaciones y artículos basados en el aprendizaje del idioma inglés en estudiantes jóvenes. De hecho, esta propuesta busca que los estudiantes de quinto grado desarrollen habilidades de lectura y pensamiento lógico simultáneamente a través del enfoque de aprendizaje basado en tareas.

Palabras clave: lectura inferencial; pensamiento lógico; rompecabezas; aprendizaje basado en tareas.

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Chapter I

Contextualization and Approach of the Issue

The following chapter presents the approach to the problem from a general overview to the specific problem and the data collection tools to determine the instruments to analyze and compare existent information on each category.

Approach of the issue

There have been attempts to design plans and policies concerning foreign language learning. Nonetheless, there has been a remarkable issue regarding continuity and consistency (Gómez, 2017). Due to several changes in bilingualism plans, there is slow work pace and a feeling of low achievement as a result. For this reason, Colombia's system of education remains fragile with respect to fulfillment of English learning aims. In this regard, *Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés*, based on the Common European Framework of Reference for Languages, establishes that fifth graders ought to obtain an A2.1 proficiency level. Regarding reading comprehension, students are expected to both associate texts with contexts and to identify key elements concerning behavior and local culture elements such as common practices, proper names, and places in short texts. Indeed, students do not seem to make English knowledge important to their context and their culture either.

Certainly, students doing fifth grade are aimed to strengthen both mental and linguistic skills in this proposal. Fifth graders are between nine and eleven years old. According to Tassoni (2016), children around this age average are interested in solving problems as well as understanding responsibilities; hence, brain teasers remain as a suitable option to place a problem for students to solve including language and thinking skills.

Indeed, these mental exercises present small challenges for students to solve joyfully while they unconsciously develop their language skills. Therefore, these students are expected to widen and strengthen reading skills in English through raising logical thinking awareness, so their English proficiency level may improve with respect to the requirements the standards demand.

Population

Theory points that the subjects of the proposal carry on with deep mental and psychological processes regarding four specific categories: logic, difficulty, problem, and reasoning. Nevertheless, complex categories such as speculation, conception and theorization might be beyond their current development. In order to aim those connections to the most complex operations, brain teasers act as the connecting agent among the constructions offering a solid method to create new functional insights.

Considering the current situation of lockdown for students due to the pandemic, the student's profile for this proposal may suffer specific changes. Firstly, some average of the target population may not have access to a good internet connectivity. In case they count on internet connection, they still may have an inconvenient with internet bandwidth. Hence, learners could have delay and lag in synchronous meetings. In addition, websites, and software demand particular requirements that students' computers may not fulfill due to technical specifications.

Secondly, students are taking classes from home. Regarding the learning environment, children's learning process is affected. Indeed, they are only able to interact through smart devices and so are the teachers. This new learning atmosphere implies new constrains on students learning as well as problems in students' feelings, encouragement,

and disposition, for instance, there is no room for recess or lunch where students could share among themselves. Consequently, these learners encounter new learning circumstances that no one expected before, but ought to face onwards.

Justification

The purpose of this pedagogical proposal is to set forth a series of procedures with brain teasers as the main tool of learning. Ávila (2015) has admonished that educators should consider potential and creative teaching options to overcome students' learning challenges such as their lack of interest and attention in the subject. Nowadays these problems may be increased due to the current pandemic. Furthermore, according to an EF network analysis on English proficiency level, Colombia is qualified as a country with low proficiency; it is the seventeenth out of nineteen countries in Latin-America concerning English skills. In fact, Colombia does not manage yet to fulfill goals in English learning as expected. Few possibilities of overlapping this lack of competence remain in education, so this proposal is aimed to rise an interest in the English language from young learners in schools. Then, this proposal goes around procedures that seek to be both attractive for students and meaningful in content precisely.

The present proposal considers an ability aside from linguistic mainstream features. Nevertheless, reading comprehension takes place in the scope as the language domain to be improved. The target level to develop is inferential reading. At this stage of reading, students focus on hypotheses or understanding underlying meaning in texts. This scenario may make students put into practice more abilities beyond message decoding or word calling. Finding sense or hidden content in text demands thought management and thinking out of the box, this set of challenges and opportunities provide an ideal strategy for learners

to work on one of their English language skills and start discovering how to manage their reasoning in the meanwhile.

When English learning is mentioned, words such as grammar and vocabulary tend to appear frequently. It can be inferred that there have been perceptions based mainly on linguistic features through time. So, this proposal seeks not only to develop language skills as such but also abilities from beyond, logical thinking skills to be more accurate. Aiming at more complex features of language may boost students' English competences. In order to carry out this process, brain teasers serve as the tool on language skills fostering. This kind of games can provide both challenges and joy in the sense that amusement is over the problem. Problem-solving exercises demand students to exploit their logical reasoning skills beyond word calling and message decoding to be solved. Nonetheless, student's delight in learning may be needed to keep their attention in the activity. So, riddles and jigsaws might be one of the best brain teasers to consider as they produce satisfaction once completed.

All in all, in this proposal it is expected that students develop both logical thinking and inferential reading skills properly through the implementation of brain teasers. It is also expected that they foster reading habits in themselves as they match amusement with knowledge, not only in class but in their daily life. Henceforth, the proposal attempts to improve students' skills on reading and to develop logical thinking skills beyond the mechanics of the target language. The inclusion of brain teasers as a tool seeks to pique students' interest in the English language as a practice. So, learners are expected to find amusement whereas they interact among themselves and with the teacher. Then, students are not only called to apply learning strategies to better comprehend texts but also to

develop daily-life practices within the target language. Considering the current quarantine situation, both the teacher and students are expected to discover technological tools to work on their language skills and domains. In any given situation, the proposal is called to be adjusted to facilitate a good and fare learning on the presented concerns.

Data collection tools.

In order to collect information to develop this proposal, document review and survey analysis are presented as the main techniques. Hence, the current state -of -the- art can be clarified along with the main *concerns including both issues and strengths regarding* ELL in fifth grade students. Firstly, Document review is known as a collecting data technique that implies reviewing a wide variety of existing documents written on the same subject, so it provides the possibility to establish a suitable setting where the concerned phenomenon takes place. Moreover, it helps to gather and connect traits, characteristics, findings and claims among the narrowed files. Secondly, surveys such as questionnaires and online questions allow the teacher-researcher to compare research objects and their results to set hypotheses or statements onto them. What is more, those tools give an accurate quantitative overview on tendencies and disinclinations. Nevertheless, it is expected as well to keep track of particularities in students' performance by highlighting natural practices and learning disposition.

Chapter II

Theoretical framework, Literature review and Rationale

This chapter focuses on both the theoretical constructs and the literature review beheld in the present proposal. Theory and background on each key element in the proposal are considered so as to balance the construction in each area. The rationale envisions the theoretical framework and the literature review whereas connections and gaps are presented as well.

Theoretical framework

Inferential Reading Vision

Reading ought to be considered as an activity with plenty of sub-processes. Word calling and message decoding, for instance, belong to reading as such, but both work on different scopes. Additionally, reading presents as well different levels in terms of cognitive processes. In this proposal, inferential reading is beheld as the result of balancing both personal experiences and text content. “The core of the inference is the text content that sets reading between the lines in motion. Using that core, the reader integrates personal background knowledge and life experiences to make an inference” (Shea & Roberts, 2016, p. 54). Inferences, then, require not only text understanding but also life experience awareness using this last one feature to provide visions on the text content.

There are, indeed, endless possible inferences on a single reading because each student has a different background. “the text content is the same for all readers, but the background knowledge and life experiences they bring to the formula are personal.” (Shea & Roberts, 2016, p. 55). This enriches the formulation of hypotheses as they present a considerable variety of viewpoints. Despite it may resemble a disadvantage in interpretation

accuracy, this multiplicity naturally places more possibilities to widen inferential capacity as such. Uniqueness, so far, is recognized rather than excluded. “Uniqueness of inferences made is based on the individual nature of background knowledge and personal experience a reader has related to the topic of the text; inferences are also the product of interest and opportunity to learn” (Shea & Roberts, 2016, p. 55).

Nevertheless, there must be a sort of guideline that keeps track of the intended aim. Some claims might be unique, but illogical or incoherent. “Inferences that make sense and lead to deeper understanding are logically connected to information in the text; some are more text connected than others.” (Shea & Roberts, 2016, p. 55). To avoid falling in incoherent claims, students must keep the balance between their background knowledge and the text. Then, they would not go astray. “Readers need to be able to support each part of inferences made with sound reasons, clearly articulating (orally or in writing) their components to examine whether the thinking has merit” (Shea & Roberts, 2016, p. 55). Indeed, it is necessary to aim inferences at a merit to value how relevant they may be, so their thinking is directed in a proper way.

As a side effect of working with this vision of reading, reading appropriation from students is expected throughout time, as learners are called to match lived experiences and background knowledge to meet inferential reading minimum requirements. “Shared thinking and reasoning during class discussion enriches all” (Shea & Roberts, 2016, p. 55). So, different benefits of this practice can take place in the process. Additionally, it is worth mentioning that inferential reading consists of a process that is appealing only when reading, but it is also necessary in real life. “Making inferences is a life skill. It’s part of what we sometimes refer to as having common sense, reading a situation, and responding

appropriately" (Shea & Roberts, 2016, p. 55). In fact, inferential reading fosters both knowledge construction and general abilities awareness.

Logical Thinking Vision

Logical thinking in this proposal is placed upon two viewpoints. The first recognizes logical thinking as an intelligence that "involves the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically" (Gardner, 2000, p. 42). The second one is supported on Piaget's bases that envision logical thinking as part of the formal operations as they are "ways of transforming propositions about reality so that the relevant variables can be isolated and relations between them deduced (Piaget & Inhelder, 1958, Xviii). To be more accurate, logical thinking is seen as the ability to recognize hidden patterns or problems to be solved which may take place in different scenarios. So, the process goes to determine elements that build one stage and the way they are related to one another.

Thought awareness takes places in logical thinking processes as "thought proceeds from a combination of possibility, hypothesis., and deductive reasoning, instead of being limited to deductions from the actual immediate situation" (Piaget & Inhelder, 1958, p. 16). Being able to make connections regarding these elements is what people capable of thinking logically can do. So, balancing possibilities and reasoning may allow formulating statements recognized as logical. Additionally, reciprocity belongs to the features of logical thinking according to Piaget as there is a balance in reasoning and discovery. Reciprocal implications are bound to reasoning, so "the formal level (stage III) makes the reasoning process involved in the discovery of the equality between the angles of incidence and reflection so instructive" (Piaget & Inhelder, 1958, p. 3).

There are factors that stablish new complex processes in formal thinking. The requirement of necessity has to do with arguing on what or how things should be related "("the plunger *must* also, . . ." "it would *have to be* the same width here and there/' "you still would *have to take* the same distance again," etc.);" (Piaget & Inhelder, 1958, p. 12). These claims are clues to start picturing further hypotheses. Furthermore, another remarkable feature for this proposal is "the ability to formulate hypotheses or hypothetical constructions not given by direct observation" (Piaget & Inhelder, 1958, p. 12), so readers take into consideration other possibilities. Finally, logical thinking as a formal operation consists of organized systems. In those organizations each partial link is grouped in relation to the whole, so reasoning moves continually as a function of a "structured whole" (Piaget & Inhelder, 1958, p. 16).

What is more, "having a blend of linguistic and logical-mathematical intelligence is no doubt a blessing for students and for anyone else who must take tests regularly" (Gardner, 2000, p. 42). There are, indeed, advantages on logical thinking strengthening which can support any person in different scenarios. Then, this ability of reasoning is known as a key element in plenty of knowledge domains. That is why "most psychologists and most other academics exhibit a reasonable amalgam of linguistic and logical intelligence made it almost inevitable that those faculties would dominate tests of intelligence" (p. 42). In fact, this vision pictures qualities of reasoning and logical thinking that students are expected to discover and acquire progressively.

Brain Teasers Vision

A brain teaser is defined in the Cambridge Dictionary as "a problem for which it is hard to find the answer, especially one which people enjoy trying to solve as a game." In

this elementary definition, it is possible to see the basic elements that compound brain teasers. Firstly, problem is the first word that describes them as these teasers bring stages in conflict. Both difficulty and easiness are mentioned; however, they depend more on the reader's abilities rather than on the content. Joy takes place in the formula as the element that keeps readers motivated to find the answer to the teaser. Amusement, indeed, is a key factor while readers keep track of the elements at specific stages. Solving, then, is the goal and the final expectation on the procedures. Finally, the word 'game' is highlighted due to the fact that brain teasers are not problems as such, but simulations on possible real scenarios. With all details being said, brain teasers seek to challenge readers to solve a problem in hypothetical contexts; then, they can construct hypotheses, organize discussions, and place conclusions on the scenarios.

There is a wide variety of brain teasers that even appear to be endless. Narrowing down the spectrum, in this proposal there are three major types of brain teasers that are recognized: riddles, puzzles and mixed brain teasers. The three of them are suitable to work with the population once the procedure of the proposal is applied. A riddle is defined by the website Oxford Languages as a question or statement intentionally phrased so as to require ingenuity in ascertaining its answer or meaning, typically presented as a game. It is essentially a problem whose setting relies on words. Puzzles are known as well as a game, toy, or problem designed to test ingenuity or knowledge. The main difference is that puzzles are more related to images rather than words; for instance, jigsaw games. These teasers are made of small pieces for people to match and find the image the jigsaw contains. Brain teasers such as that are included here. Finally, mixed brain teasers are understood as a setting which includes features of the two previous types of brain teasers mentioned. In

terms of difficulty, brain teasers are distributed in ages as they demand specific levels of ability. For fifth graders, this proposal relies on brain teasers for early childhood kids as they are designed for native English speakers; its purpose is to balance both content and difficulty level. All in all, this is the vision on brain teasers that is considered in the present proposal.

Task-based Learning Vision

Task-based learning is seen as an approach that divides the planning of learning into tasks that are connected through a meaningful cycle along the stages. Furthermore, this proposal comprehends specific features on its principles as they follow on Willis' framework (1996). Language learning: creating the best environment, aspects of tasks, the pre-task phase, the task cycle, and the language focus, respectively.

Conditions for proper language learning were set by Willis (1996). Essentially three key elements are required; exposure to a rich built comprehensible input, the use of the language as such, and motivation to work with it. The other one that is classified as 'desirable' is giving the instructions in the target language. In fact, the instructions can be easily given in the mother tongue without damaging the required conditions, but the more use there is the better for the process.

Regarding the actual aspects of the task, they "are always activities where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome" (Willis, 1996, p. 23). Nevertheless, tasks must be selected whether they "motivate learners, engage their attention, present a suitable degree of intellectual and linguistic challenge and promote their language development as efficiently as possible" (Willis, 1996, p. 23). In fact, they ought to keep a balance between the real use of the target

language and students' motivation and willingness. Narrowing the possible types of task that might emerge, this proposal focuses on problem solving tasks. According to Willis (1996), "Problem-solving tasks make demands upon people's intellectual and reasoning powers, and, though challenging, they are engaging and often satisfying to solve" (p. 27). The actual tool that is meant to serve to this principle is brain teasers as they incorporate both challenges and satisfaction.

The pre task phase "introduces the class to the topic and the task, activating topic-related words and phrases" (Willis, 1996, p. 40). In that order, activities in the pre-task "should actively involve all learners, give them relevant exposure, and, above all, create interest in doing a task on this topic" (Willis, 1996, p. 43). This stage is quite important as it defines the upcoming process development. The pre-task phase is to set both expectations and reasons why doing a task on a specific subject. Going on with the task cycle, this stage "is therefore a vital opportunity for all learners to use whatever language they can muster, working simultaneously, in pairs or small groups, to achieve the goals of the task" (Willis, 1996, p. 53). This vision of the task cycle is valuable as it calls this phase as an opportunity for learners to apply knowledge on their own and to show what they are capable of achieving. On the language focus, there might be activities whose aim "is to get students to identify and think about particular features of language form and language use in their own time and at their own level" (Willis, 1996, p. 102). At this stage, there is a revision and a reflection on the formal aspects of language that appeared in the class. This stage is mostly guided by the teacher as he/she emphasizes on actual components of the target language for students to take advantage of them. This final phase "will help them to recognize these

features when they meet them again, both inside and outside class, and will lead to a deeper understanding of their meanings and uses" (Willis, 1996, p. 102).

The Task-based learning approach has focused on the learner more than on the teacher because the ones called to complete the task are students. Moreover, "Teaching techniques required for task-based learning are not very different from those of ordinary mainstream language teaching. The difference lies in the ordering and weighting of activities and in the fact that there is a greater amount of students activity, and less direct, up-front teaching" (Willis, 1996, p. 40). In that regard, the role of the teacher makes him become a 'facilitator'. "Facilitating learning involves balancing the amount of exposure and use of language, and ensuring they are both of suitable quality" (p. 40). As a matter of fact, TBL has been recognized for keeping in its principles a natural vision of language learning. "The components within each phase of the framework provide a naturally flowing sequence, each one preparing the ground for the next" (p. 40).

Language vision

The vision of language embodied in this proposal is closely related to the Task-based Learning approach principles, so that a straight connection between the approach and the language perception can be made. Then, language is seen as a practice since it takes place as the main means to fulfill tasks. To be more accurate, language in this TBL framework is seen as a natural practice because the ones who learn to speak a foreign language are self-motivated. "They are usually very motivated – they have a pressing desire to communicate and to get their meaning across" (Willis, 1996, p. 4). What is more, the approach recognizes that exposure and immersion are required; "they hear the language in use and pick up expressions they need." (p. 4). However, when it comes to reality "In

language schools all over the world the largest group of students consists of people who have studied English at school but who feel they know nothing and want to start again" (p. 4). Other tendencies show that students usually master a foreign language when they are preparing themselves for an exam or a test. But they fail when trying to express themselves freely.

All in all, as language is considered as a natural process, students are expected to show their language domain gradually. They see how both utterances and practices are applied in different scenarios and purposes. Being acquainted with a language environment may foster further interaction in the target language, so this is required to start general and individual development.

Literature review

Along the following review, insights from the numerous factors that take place in an EFL class, (from teachers' performance to students' cognitive processes) were considered. To begin with, some implications of the teacher's role are displayed. "Just as writers face writer's block and comedians "die" on stage, teachers can expect to confront moments when a crippling lack of classroom interest or general lack of attention threatens to throw the learning process off course" (Ávila, 2015, p. 92). Then, there have been attempts to boost students' language skills beyond basic linguistic features, so language teachers would not lose students' interest at the same time. There was an action research carried out by Echeverri and McNulty named *Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension* (2010). In this research, it was found that students felt attracted by activities related to thinking skills. To be more accurate, English skills such as reading, or writing may be enhanced whether thinking skills are considered. What is more, they

claimed that thinking skills may have an impact on language students. In their findings, performances on the reading worksheets were affected by the different types of questions associated with thinking skills (Echeverri & McNulty, 2010).

There have been remarked relations between learning and thinking skills. *Young English language learners making thinking and language visible* is a study which sought to rise a culture of thinking about the young child. In this study, it was found that since learning is a consequence of thinking, making thinking visible provides teachers with the venue to explore the inner workings of the minds of children. By making children's thinking visible, teachers can also see how their students reflect their teaching (Salmon, 2011). An impact of including thinking development in language classes is that thinking routines motivate children to make connections between their cultural linguistic background and the target culture (Salmon, 2011). When thinking is part of the routine, children become alert to situations that call for thinking, and they build positive attitudes toward thinking and learning as a result (Salmon, 2011).

The Relationship between Reading Strategies and Reading Achievement of the EFL Students was another study on reading comprehension. Here it was found that students felt attracted by strategies whose features refer to problem-solving. Findings claim that among the three reading categories (global, problem solving, and support strategies), the problem-solving categories are the most frequently used by the EFL students (Par, 2020). What is more, survey results in this research point that the more the EFL students employ problem-solving strategies in reading activities, the better the comprehension they get from the texts (Par, 2020). Finally, Par admonishes teachers as he highlighted that teachers should train the students to employ problem-solving strategies in constructing the meaning from the

reading materials. On the other hand, students ought to try to picture or visualize the information in the texts in order to comprehend the texts, stop and think about the information while reading (Par, 2020).

Transactional reading in EFL learning: A path to promoting critical thinking through urban legends was an investigation conducted by Luis Gómez and Mariela Hernández (2015). In this action-research study, learners were previously given grammar-oriented English classes, what produced among them a dislike towards reading. To overcome students' attitude, they were exposed to urban legends. Findings revealed that they rose good levels of critical thinking once they were called to produce criticisms. Gómez and Hernández' work provides this proposal with the connection of thinking skills to meaningful reading activities, so they present a way to follow to this proposal regarding thinking awareness and reading comprehension.

Perfetti and Stafura (2014) presented *Word Knowledge in a Theory of Reading Comprehension*, an analysis of highlighted claims on a reading systems framework based on premises in reading processes. First, three classes of knowledge sources are used in reading: linguistic knowledge, orthographic knowledge, and general knowledge. Second, the processes of reading use knowledge sources in both constrained ways and interactive ways. Third, these processes take place within a cognitive system that has pathways between perceptual and long-term memory systems and limited processing sources. In addition, they found that The Reading Systems Framework can be used to generate hypotheses about the sources of comprehension problems; nonetheless, the strategy did not work in higher level processes because these depended on receiving high-quality input.

The ELL Teacher's Toolbox written by Ferlazzo & Sypnieski provided specific features in reading comprehension. For instance, they remarked that the word comprehension comes from the Latin word *comprehendere*, meaning "to seize or take in the mind" (Comprehend, n.d.). Although the word seize may seem a bit dramatic when applied to reading, for many ELLs it feels like quite a victory when they have "seized" the meaning from a text in English (Ferlazzo & Sypnieski, 2018). Consequently, English language learners need an aim for themselves to fulfill as amusement is required to keep students connected to the class content joyfully. It is also helpful for ELL students to set a purpose for their reading. In other words, having a reason why they should read. Sometimes readers have multiple purposes to learn new vocabulary and new information or to figure out an author's claim and find the evidence used to support it (Ferlazzo & Sypnieski, 2018).

Developing critical thinking using brain teasers games was a case study that bore statements on brain teasers as a tool to boost thinking skills. It provided a vision of reading as well that goes as follows. Reading without comprehension is simply word calling and it does not meet the requirements to make students understand a text. Only students are able to think thoughtfully or deeply and to make personal connections whether they analyze and question what they are reading, hearing, and seeing (Hamilah, 2017). In that regard, comprehending a text concerns deep reasoning and appropriation from students as reading comprehension requires logic, empathy, contextual reasoning, and depth of analysis. It is the foundation on which education is built. (Hamilah, 2017). In fact, reading seems to be empty whether none of the thinking skills is developed. To fulfill reading comprehension gaps and expectations, properly, brain teasers have been used as a matter of tool to interact differently with students in this study. Brain teaser solving is the kind of activity that would

work well with small groups and could lead to interesting discussions. In deeper results, distinct points of view are developed by students as they interact with brain teasers because these types of activities can also provide examples of "thinking outside the box" and demonstrate that problems can be solved in more than one way (Hamilah, 2017).

Thinking skills: Critical Thinking and Problem Solving was a framework on thinking skills which was set forth by Cambridge in 2013. Brain teasers provide different scenarios to simulate problems for students to solve. This problem can be called a question or task. Moreover, in order to solve the problem, we must use the information in a certain way. It may for example be simply a matter of searching pieces of data that matches given conditions (Butterworth & Thwaites, 2013). In brain teasers, problem-solving questions often contain redundant information, so answers can be produced using given information (Butterworth & Thwaites, 2013). In any problem there will be presented some initial pieces of information; these may be in the form of words, a table of numbers, a graph, or a picture. The first thing to do is to identify which pieces of information are most likely to be useful in proceeding to the solution and to try to work out how these pieces of information may be used (Butterworth & Thwaites, 2013).

Activities such as analysis, evaluation, solution, and decision present a higher order of challenge than simply knowing or recalling or understanding facts (Butterworth & Thwaites, 2013). This is what brain teasers are called to develop because they seek students to make connections in knowledge and language. In fact, what distinguishes higher orders of thinking is that they apply knowledge and adapt it to different purposes (Butterworth & Thwaites, 2013).

A framework for task-based learning was a series of procedures to work in class with language and learning brought by Willis (1996). To begin with, "Language learners need both variety and security. A wide range of topics, texts and task types gives learners variety" (p. 40). To fulfill these requirements, "the framework consists of three phases: pre-task, task cycle and language focus" (p. 40). There is, additionally, security in students as they know what is expected from them. That is why, "a framework such as this, with its three distinct phases also gives them security" (p. 40). These insights embody remarkable procedures for the present proposal.

Increasing critical thinking awareness through the use of task-based learning approach was a research whose objective was to emphasize on the effects of using TBL in IV levels of English at Universidad Santo Tomás concerning critical thinking. This analysis was carried out by a team of three researchers in 2014. It was found that, applying these elements

> brings positive outcomes given that it demands teachers to research different types of activities and review large scales of literature to raise competent learners with the purpose of helping them to give strong arguments and find a solution to a problem (Gladis et al., 2014, p. 203.)

These findings are suitable for this proposal as they show how students develop their thinking and intelligence in scenarios. What is more, it also evidences that teamwork provides different ways to solve problems.

Fourth Graders' Co-construction of Monologs through Task-Based Learning Approach was a thesis carried out by Leidy Muñoz in 2018. This study worked on students'

monolog skills within principles of task-based learning. Findings showed that splitting the contents of a lesson into tasks remains suitable and fruitful to enhance skills required in stages. In the same fashion, this study presented important results on language practice and domains. In fact, this thesis serves to recognize different areas where students may have language skills improved respectively, so this enlightens the present proposal on procedures and stage managements.

The thinking skills: logical and analog games of the truth in the pedagogical speech was another study conducted by Diana Gutiérrez (2018). This article conducted thinking skills on pedagogical practices and content of knowledge. Findings revealed that the *truth* made of knowledge was a simulation of the environment where it was created; in other words, knowledge was connected to the atmosphere where it was produced. Then, the context becomes part of the simulation as such. Logical procedures showed to be part of the constructions of viewpoints and possibilities of creation. These statements provide this proposal with a light on the importance of context and atmosphere in the process of learning.

The development of children's comprehension and appreciation of riddles was a study on humor appreciation and understanding with riddles. This investigation made connections with cognitive processing, riddle comprehension and laughter in children between four and eleven years old. Conclusions claimed that children, who are older than eight, showed humor comprehension. However, a separable role of language proficiency in humor was discovered. The function of humor in this study brings an outstanding insight of its role. "Humor provides a window on the interfaces of cognition, language, and social functioning…" (Harry et al., 2019). On one hand, this study provides this proposal with an

overview on how enjoyment might be beheld in language proficiency development; on the other hand, it remarks the fact that humor can be easily forsaken in this field.

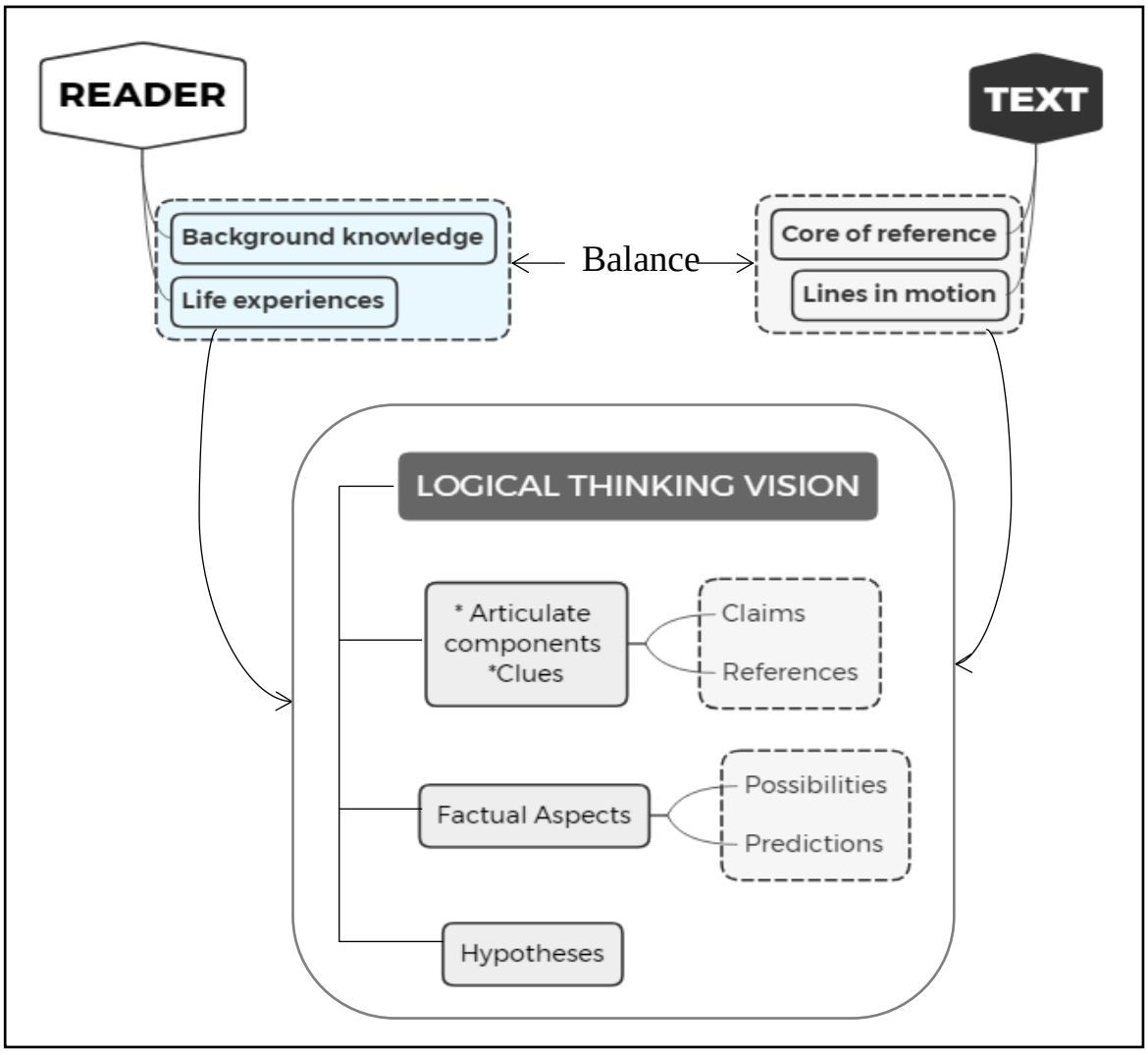
Rationale

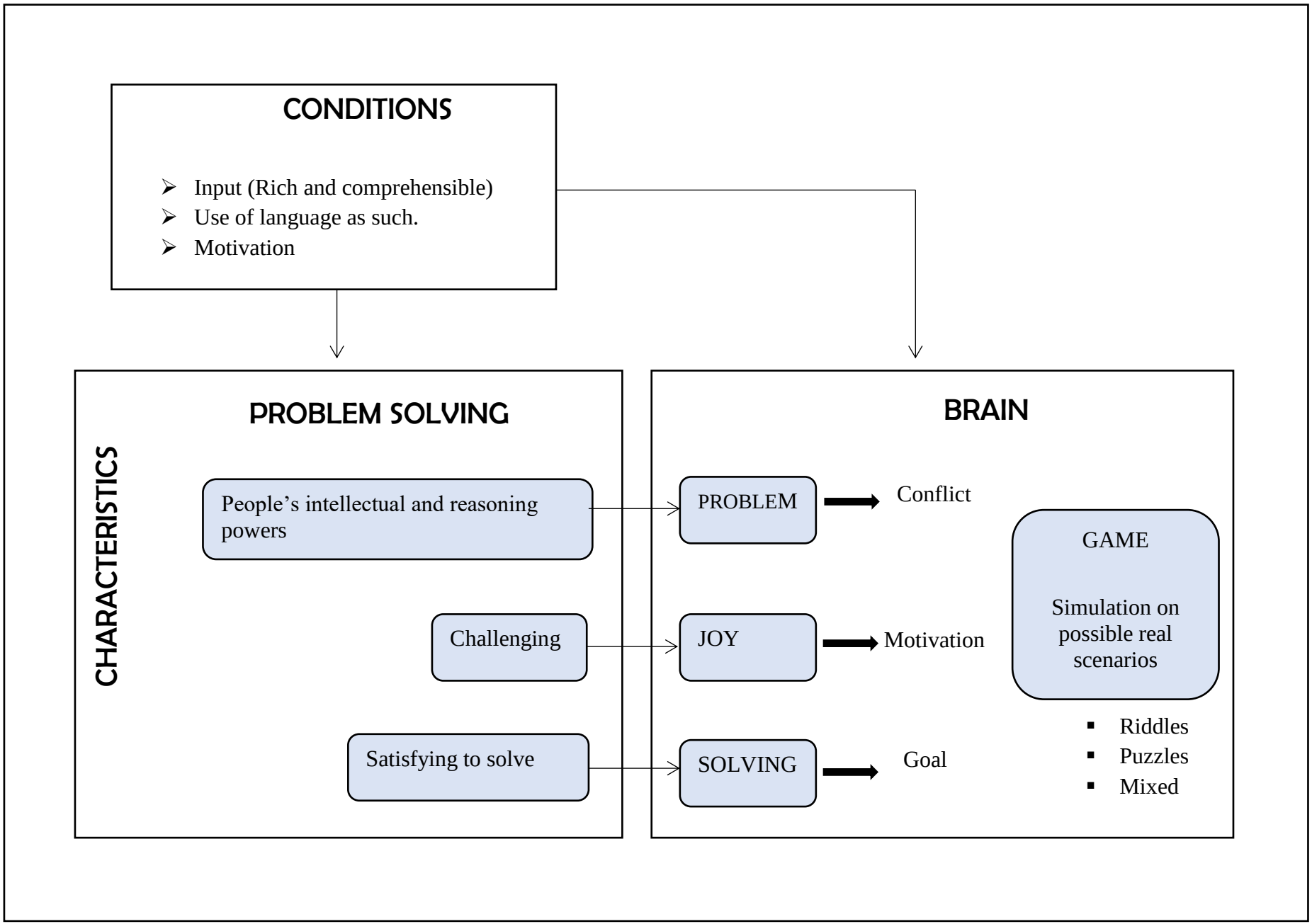
Regarding language content, procedures, and theory of EFL teaching, there have been attempts to develop learner's foreign language proficiency considering the matters of this proposal. A recognition of skills that are placed beyond basic linguistic elements has been raised among the features mentioned before. Recalling inferential reading, it has been highlighted the need of picturing in mind the scenario that is being analyzed. Indeed, readers have been straightly or obliquely called to consider their levels of thinking skills. In order to construct hypotheses accurately upon the content of the texts, readers are required to envision not only the main isolated components but to keep track of how they are connected to one another. In logical thinking, its role in language practices is evident as this thinking skill has made reasoning meaningful for learners in both language mechanics and pragmatics. What is more, its remarkable value on sequence has helped readers better understand texts with different levels of difficulty. In brain teasers, it has been remarked the fact that they easily mediate the challenge of reading upon complex scenarios and student's motivation and satisfaction. Then, this tool has allowed students to have fun while developing reasoning skills successfully. In task-based learning, the effects of dividing lessons into stages have been pointed out. TBL has been remarked for being manageable in EFL lessons as it brings flexible procedures. Additionally, the way TBL envisions language has allowed constructing on a variety of competences in the target language.

In short, these areas have contributed to English language learning on their own concerns. What can be drawn from this outlook is the fact that they have not been yet connected to the mentioned population. Fifth graders have not been approached the way this proposal claims. In detail, brain teasers used commonly by native speakers are intended to be used focusing on inferential reading while TBL may help tackling content and learners. Indeed, it is seen a chance to implement the proposal with the worked features as this population is its target. The following schemata present the core of theory and its respective connections. These schemes envision the achieved connections presented previously.

Scheme 1

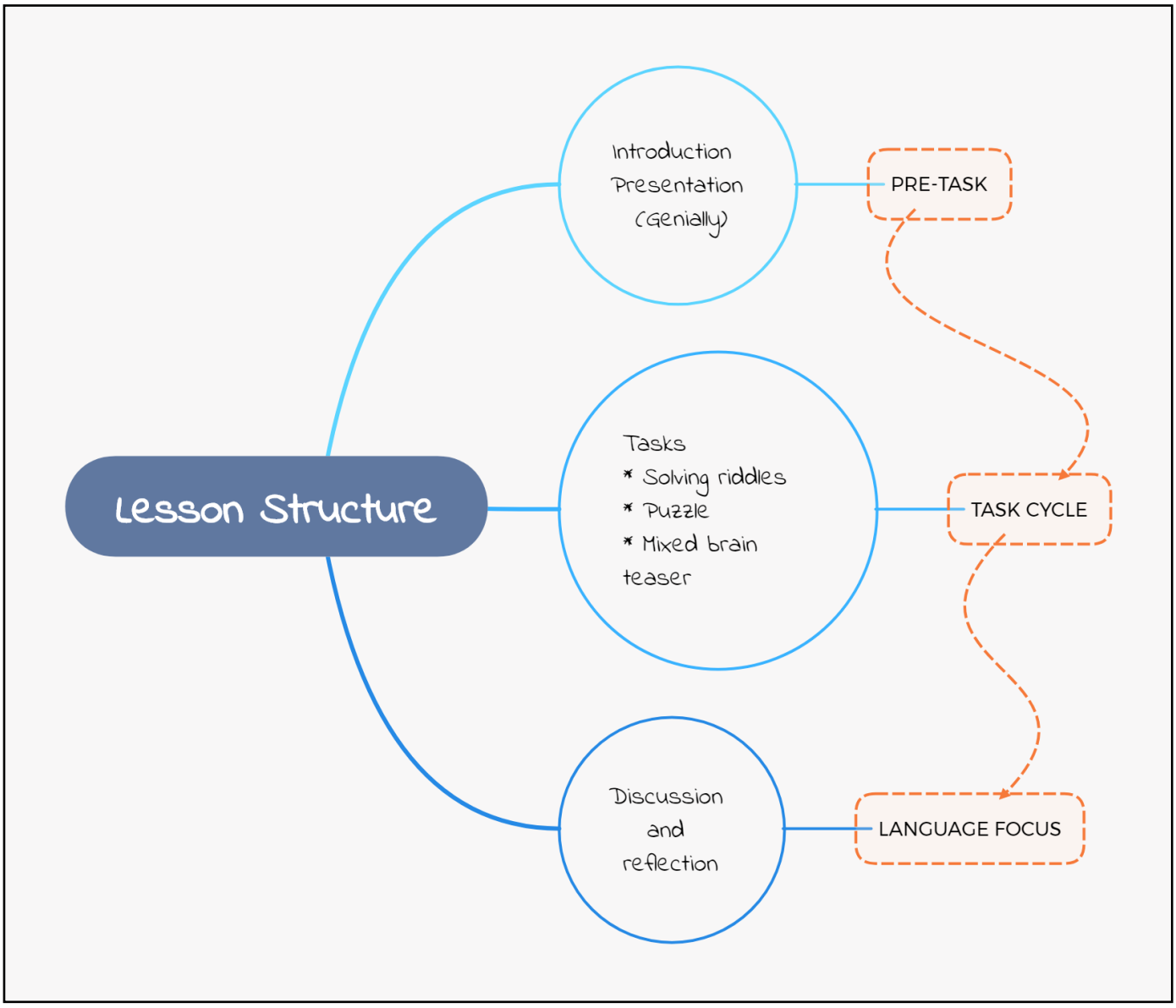
Correlation: Inferential reading/Logical thinking vision




CONDITIONS
Input (Rich and comprehensible)
Use of language as such.
Motivation
PROBLEM SOLVING
CHARACTERISTICS
People's intellectual and reasoning powers
Challenging
Satisfying to solve
BRAIN
PROBLEM
Conflict
JOY
Motivation
SOLVING
Goal
GAME
Simulation on possible real scenarios
Riddles
Puzzles
Mixed

Scheme 2

Task based learning and brain teasers correlation



Chapter III

Pedagogical Intervention and Chronogram

The following chapter envisions the instructional layout within the lesson planning organized for the pedagogical intervention. Both principles and procedures are presented as well as the tentative chronogram with each week's objectives.

General objective

To enhance inferential reading skills in fifth graders through brain teasers considering task-based learning principles.

Specific objective one:

To raise an awareness on the key elements in texts to produce hypotheses and claims.

Specific objective two:

To discover amusement and comfort when procedures to solve brain teasers are followed.

Pedagogical Strategy

Didactic units belong to the pedagogical intervention as they allow programming stages for learning with time, procedures, and strategies. In this proposal, one didactic unit is applied per week so as to embody the corresponding objectives. In the same fashion, stages are always split into three sections in order to follow the task-based learning structure. To be more accurate, each didactic unit is meant to work on one specific sort of brain teaser. Objectives are designed to follow properly identification, understanding, analysis and application, respectively. This pattern is found in all tentative weeks to keep a solid and consistent process to know the type of brain teasers concerned for this proposal. Furthermore, this organization considers the three

stages from the task-based learning approach, so every single lesson is divided into pre-task, task cycle, and language focus.

Popular brain teasers are conceived in culture. As an example, they include implicitly verbal expressions, common demeanors, and inherited manners. Nevertheless, the teasers considered for the intervention are created so as to avoid any straight commitment with cultural and educational backgrounds endemic from foreign culture. Whence, factual components, which can be beheld within any given context, are key for the creation of independent brain teasers. This factor seeks to accomplish the requirements on the pedagogical intervention and its foundation. Indeed, the frequent surroundings in which any person is commonly exposed in a daily basis remain vital; ergo, learners are expected to gather insights from those recurring environments to encounter these puzzles.

Finally, the last didactic units are planned to both highlight the main concerns from all lessons and to put in practice those concerns in the analysis of a fairy tale. In the fairy tale analysis students are expected to apply learned strategies. This last units will show the results of the whole process allowing the connection between findings and expectations.

Activities description

As every lesson is divided into the three stages of the task-based learning approach, activities are connected to the aim of each stage. In the first stage, the pre-task, students are provided with input and insights on the class topic; what is more, the students see the teacher develop a similar task to the one they are called to face later on: A brain teaser in this case. In this section, the teacher is called to set an introduction to the task, then students will be prepared

to solve the task efficiently. Finally, students are told what expectations are planned for the cycle, so they have a trace to follow in the task development.

In the second stage, the task cycle, students are presented the activity they will develop. As they were given insights and input, they are called to solve the brain teaser by following the given explanations. Students are allowed to interact with the teacher as well as with their classmates; nonetheless, each student will write down in a little agenda their own answers hypotheses and findings.

In the third stage, the language focus, both students and the teacher are starring. The objective of this section is to point out language practices and concerns viewed in the development of the tasks. Here, students report what they found important in the exercises and the teacher makes remarks on the important elements to consider in further lessons and practices.

Table 1

Chronogram

Cycle	Month	Lesson	Objectives	Stages	Activities Description	Pedagogical Resources
1. Brain teasers (Riddles)	**Week 1**	***'I dare you to discover riddles.'***	> To identify what brain teasers are and how they work. > To understand what riddles are and how they are designed.	**Pre-task**	Input on brain teasers and riddles is given and procedures to tackle them.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Task cycle	Students read given riddles in groups and individually make a drawing of them to find the answer.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Language focus	Discussion on procedures, chunks of language, utterances, and practices.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
	Week 2	***'I dare you to solve these riddles.'***	> To analyze procedures to give answers to riddles. > To comprehend strategies to find answers to riddles.	**Pre-task**	Students are provided with different strategies to find clues in riddles. They see in detail how to find relations among key elements in riddles.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Task cycle	Students apply given strategies to solve riddles. General questions are answered. Possible answers are written.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
					Discussion on procedures, chunks of	Created brain teasers: Riddles and puzzles.

				Language focus	language, utterances, and practices.	Virtual platforms: Google meets, Google classrooms and Padlet.
2. Brain teasers (Visual puzzles)	**Week 3**	***'Vision or illusion?'***	> To identify what visual brain teasers are and how they work. > To understand the components in visual puzzles and how they are designed.	**Pre-task**	Input on visual puzzles is given and procedures to approach them.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Task cycle	Students analyze visual puzzles in groups and individually write hypothetical statements on them.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Language focus	Discussion on procedures, chunks of language, utterances, and practices.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
	Week 4	***'The image in mind is only mine.'***	> To analyze procedures to understand patterns and relations in visual puzzles. > To comprehend strategies to envision possibilities and answers.	**Pre-task**	Students are provided with different strategies to find relations in different visual puzzles. They see in detail how to understand elements in contexts.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Task cycle	Students apply given strategies to picture possibilities. General questions are answered. Possible answers are written.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.

				Language focus	Discussion on procedures, chunks of language, utterances, and practices.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
3.Brain teasers (Mix brain teaser)	**Week 5**	***'Get them all, know them all.'***	> To identify what mix brain teasers are and how they work. > To understand the components of mix brain teasers and how they are designed.	**Pre-task**	Input on mix brain teasers is given and procedures to tackle them.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Task cycle	Students analyze visual puzzles in groups and individually write hypothetical statements on them.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Language focus	Discussion on procedures, chunks of language, utterances, and practices.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
	Week 6	***'Harder better faster stronger.'***	> To analyze procedures to understand patterns and relations in mix brain teasers. > To apply strategies to envision both possibilities and answers.	**Pre-task**	Students are provided with different strategies to find relations in different mix brain teasers. They see in detail how to understand elements in contexts.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Task cycle	Students apply given strategies to picture possibilities. General questions are answered. Possible	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.

					answers are written.	
				Language focus	Discussion on procedures, chunks of language, utterances, and practices.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
4. Review, closure and reckoning.	**Week 7**	***'Getting back on track.'***	> To trace both differences and similarities when understanding texts and images. > To raise awareness on how meaningful feature in both images and texts work together.	**Pre-task**	General remarks on all brain teasers and logical thinking description.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Task cycle	Students analyze discuss procedures and report on the findings and claims raised from different carried out exercise.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Language focus	Discussion on chunks of language, utterances, and practices.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
	Week 8	***'Elephants never forget.'***	> To point out learned strategies applicable to any reading comprehension process. > To foster language practices among students through this	**Pre-task**	Students are shown how learned strategies can be applied to better understand any given text.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.
				Task cycle	Students read a fairy tale and write hypotheses foretelling	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.

			kind of problem-solving exercises.		facts in the story.	
				Language focus	Students are called to report on their general experience with the whole process. They are expected share feelings.	Created brain teasers: Riddles and puzzles. Virtual platforms: Google meets, Google classrooms and Padlet.

As a potential schedule of intervention, the previous layout was designed to complete the lessons within eight weeks. As there was no space for any scheduled stage, the whole calendar shall be adjusted and fixed according to institutions' availability. The three parts of the Task-based learning approach have to keep the sequence as they follow throughout the chronogram. Institutions readjust their calendars regularly to complete academic goals, then chronogram can be modified as long as it carries on with the material and the procedures of the proposal. This material shall be described in the following chapter.

Chapter IV

Proposal material design and theory correlations

Along the creation of the material, there have been considerations to lead the content on the accurate aims. To begin with, the material of the proposal is meant to be available for every learner in both synchronous and asynchronous periods. That is the main purpose of using Google Classroom as the website where the content is located. Google Classroom is a free web service made mainly for schools. In fact, this tool allows real-time material management, students assessment, and process tracing through email accounts. According to the DANE, only 68% of the school population in Bogotá has had internet access, and the figures increased to 75%. However, its quality may not be the required for students to attend synchronous classes. So, Classroom allows the proposal's material to be stored for students who are able to attend and students who cannot connect simultaneously. Then, every member of the class has access to the service whenever they may need it.

Regarding the content, the whole plan consists of eight lessons whose layout takes place in Classroom. Each lesson is divided into three moments so as to carry on with the structure of the Task-based approach along remote meetings synchronously. To counter any potential constraint, the implementation of this procedure offers clarity and simplicity; then, there are minimum chances for students to go astray as the pattern is repeated throughout all the unit. What is more, this consideration seeks to help learners who may have technical difficulties in synchronous meetings. According to the previous data and its percentages, there is a real probability for this problem to happen. However, the availability of the material reaches a point where having internet loss affects the process nearly nothing. In case any member of the target

population does not have access to a stable internet bandwidth or any type, the material can be easily downloaded and reproduced in any smart device. The type of file each lesson contains remains to be one of the most common software in the current operating systems, they are as follows: animated slides in .ppt format compatible with apps and software such as Slides by Google or Microsoft PowerPoint. Audio files in .mp3 format that can be reproduced by any mp3 player. Texts in .docx format compatible with software like Microsoft word or any other text reader program. Video files in .mp4 format that can be open by any mp4 player. Finally, external websites with a friendly HTLM (Hypertext Markup Language.) The following schema contains in detail every single file of the proposal with its corresponding format.

Table 2

Files format description

Lesson	Stage	Format
One *'I dare you to discover riddles'*	I dare you to discover riddles	.ppt
	Riddles one quiz	HTML
	Podcast riddles one	.mp3
	Riddles one transcription	.docx
Two *'Shall we riddle together?'*	Shall we riddle together?	.ppt
	Riddles two quiz	HTML
	Video riddles two	.mp4
	Shall we riddle together trans.	.docx
Three *'A riddle is what you've got'*	A riddle is what you've got	.ppt
	Riddle three quiz	HTML

	Playable slides	.ppt
Four *'The image in mind is only mine'*	Image in mind is only mine	.ppt
	Task cycle: the image is mine	HTML, external webs
	Language focus: the image…	.ppt
Five *'Get them all, know them all'*	Get them all know them all	.ppt
	Task cycle: Get them all…	.ppt, external webs
	Language focus: Get them…	.ppt
Six *'The joke at the spot'*	The joke at the spot	.ppt
	Task cycle: the joke at the…	.ppt, external webs
	Language focus: the joke…	.ppt
Seven *'Getting back on track'*	Getting back on track	.ppt
	Task cycle: getting back on…	.ppt, docx, HTML
	Language focus: getting…	.ppt
Eight *'Elephants never forget!'*	Elephants never forget	.ppt
	Task cycle: elephants never…	.ppt, docx, HTML
	Language focus: elephants…	.ppt

As said, the core of the proposal is riddles with the purpose of improving inferential reading skills. Nevertheless, this type of text remains to be mainly produced for English native speakers to consume. Ergo, riddles in English retain a style and content that concerns inside culture references from single countries or regions such as word games, place allusions, and manner remarks. Presenting those riddles to non-natives in an EFL class may weaken

amusement, understanding and satisfaction. To eliminate this constraint, the riddles for this proposal were created instead of being collected, these can be known as ‘Eddriddles.’ The principles each of these riddles follow allow any person around the world to understand their premises, so there is only a unique reliance on the English language. Eddriddles deal with daily basis situations, common objects, frequented professions around the whole world, hence, culturally speaking, everyone on earth should be able to play with them as long as they are in possessions of basic English language skills.

The following theory remarks helped conducting the creation of these riddles. According to theory, inferential reading demands readers to balance personal experiences and text content. The content is amicable with readers and their backgrounds, especially among children with different life experiences. Another theoretical point claims that background knowledge tends to be unique among readers, this leads the process to two potential cases: Multiplicity of possibilities than can enrich inferences or formulation of incoherent claims to solve riddles. Along the unit, there is a controlled curve of difficulty that provides learners with guidance at the beginning and leaves space for full creativity management as the lessons go on. All the riddles consist of four lines and contain a rhythmical pattern to make reading attractive and easy to decipher. In the first lessons, riddles count on multiple option responses, so the answer is already available for readers to spot it. Then, the process requires students to make accurate connections along with the answers. At the end of the lessons, according to TBL principles, there is room for a language reflection: this space is suitable for shared thinking and class discussions. This enrichment boosts inferential reading development in general.

Into the bargain, each brain teaser contains differentiated and concrete content that can be split into ‘variables.’ According to theoretical insights on logical thinking, there is a chance in the text to play with combinations and possibilities. Subsequently, learners carry out processes that go on cognition and reasoning. They encounter a text with a mystery that they decipher with clues and potential answers. Following theory, students are demanded to use logic and come up with a structured whole analysis. They may not reach an expected point whether they close their experience to riddles or they read unconsciously. Any given interpretation ought to be brought within consciousness and not given by direct or static observation. Besides, riddles portray benefits for those who take tests regularly as theory showed. The constant recognition of patterns in these teasers ends up enhancing a progressive development of knowledge upon the target language. In essence, these riddles meet the requirements to develop logical thinking skills and inferential reading abilities.

Riddles are conceived in culture, so Eddriddles seek to be placed beyond the classroom itself. Learners are called to play and share to amuse others within class insights. This is another aim that is related to the language vision. As theory claims, language should be seen as a natural practice among different scenarios, so riddles are set in common places that may recall students’ background knowledge on riddles to finally develop a solid sense of ownership. Motivation emerges from each learner as they develop their own knowledge on teasers. Students around ten show a special desire to express themselves, then factual riddles are the main tool of language practice students may end up mastering. Henceforth, the target population is exposed to meaningful content; as a result, they might reproduce some chunks of language and utterances.

All in all, factual riddles were thought as significant pieces of knowledge instead of isolated and non-familiar content.

The first lesson is known as ‘I dare you to discover riddles.’ This is thought to be the beginning of the unity as it sets the first insights and visions of the intended targets. To introduce brain teasers as a tool to embody logical thinking skills and to awaken amusement among students through riddles are the aims that guide the stages as they follow: The pre-task of this lesson shows riddles that the student-teacher will solve for students. The intention is to show briefly how to approach a riddle. The task cycle evaluates learners’ performance to solve three riddles with simple premises and multiple option responses to avoid an exhausting experience. In addition, specific questions are set in the pursuit of discovering the way students felt and learned the lesson. After having a first language focus with encouraging insights, students find a podcast with its transcription on the previous two stages, ideal for students having connectivity issues or learners willing to determine learned insights.

Image 1

Pre-task 1

Image 2

Pre-task 1

Image 3

Task cycle 1

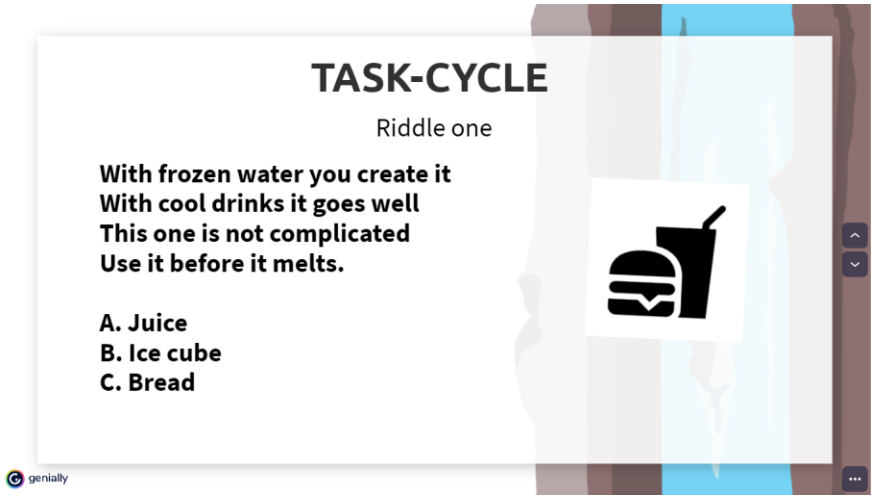


Image 4

Language focus 1

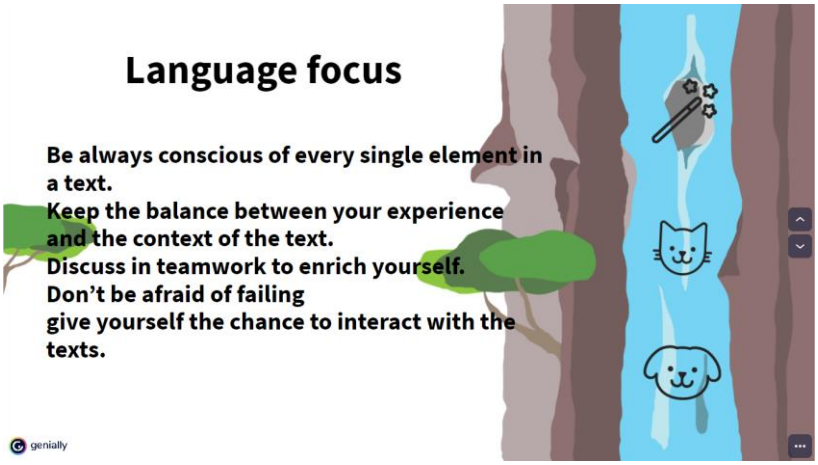
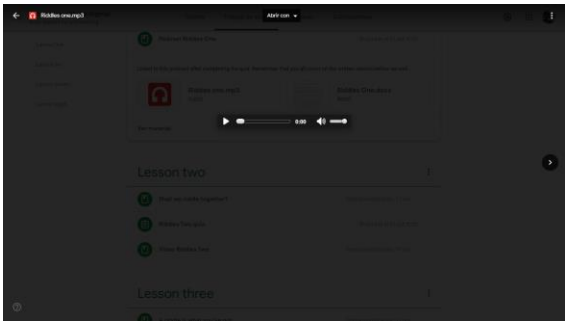


Image 5

Recording



Lesson number two is called 'Shall we riddle together?' This activity devotes its stages to give students room for reinforcement and improvement with riddles. To recall what brain teasers are, how they work, and solve doubts on what riddles are allow the principles to conduct the process to the next components: The pre-task starts with a light reflection on how students found riddles during the previous class, then both the student-teacher and learners discuss and set expectations for this part of the unit. Besides, another riddle was designed with the clues it

contains highlighted in the text. Again, clues are matched with potential answers to end the process. This procedure seeks to achieve the reinforcement students need. As the previous class, the second stage assesses students' performance on other three riddles with the same condition shown before. The language focus has the same insights given in the previous session with the purpose of recalling them and making solid connections in the class. These are the only principles that are formally treated twice as they are meant to build the foundations. As additional content, students count on a video where the student-teacher explains in real time how to solve riddles using images and his own voice. This material seeks to guide students who cannot connect and those who are willing to enrich their understanding with a reliable material individually.

Image 6

Pre-task: 2

Image 7

Pre-task 2

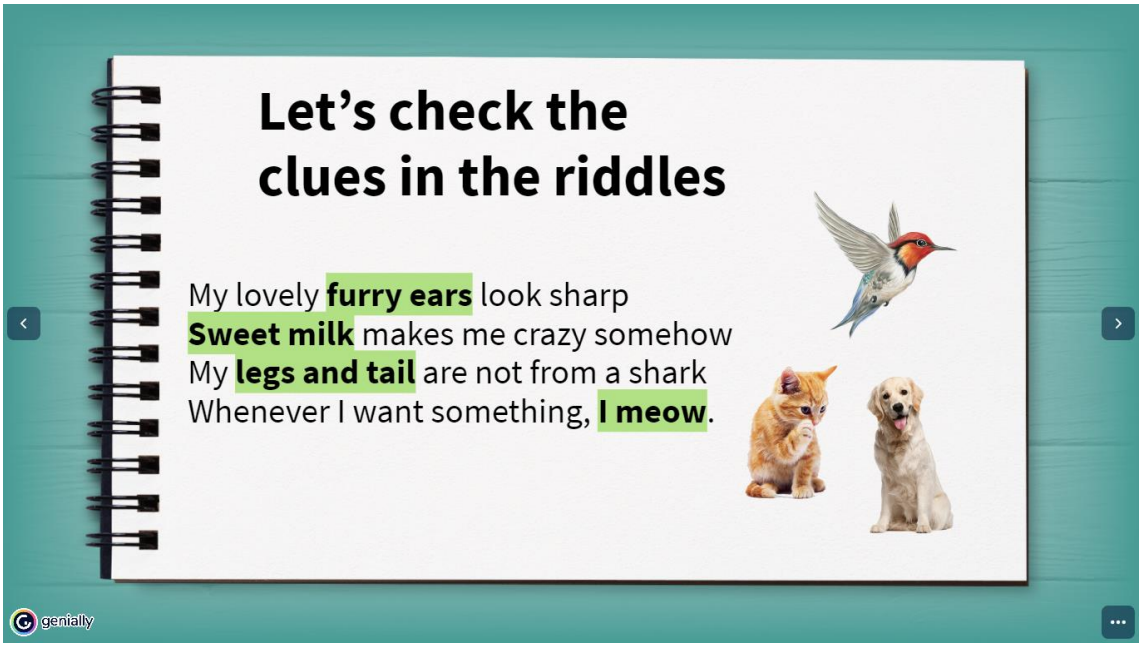


Image 8

Task-cycle 2

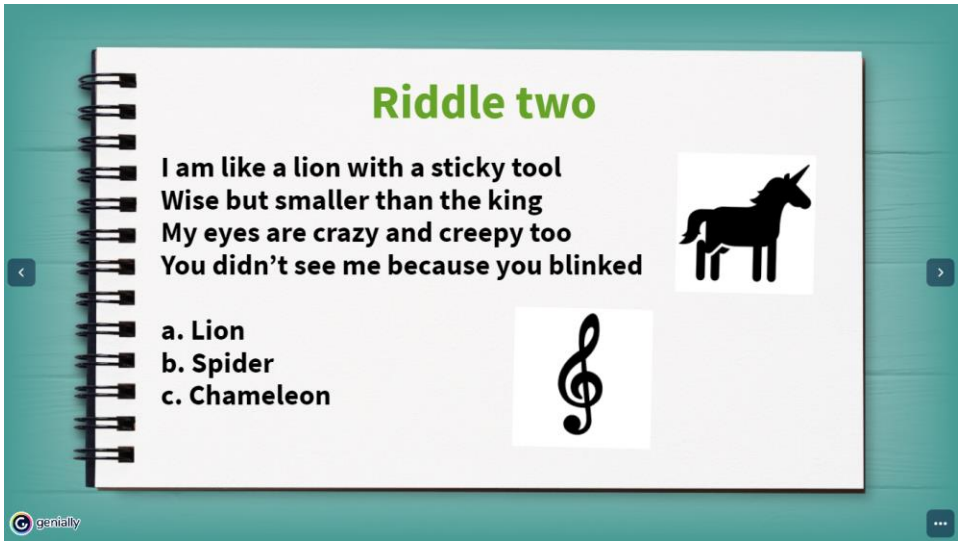


Image 9

Language focus 2

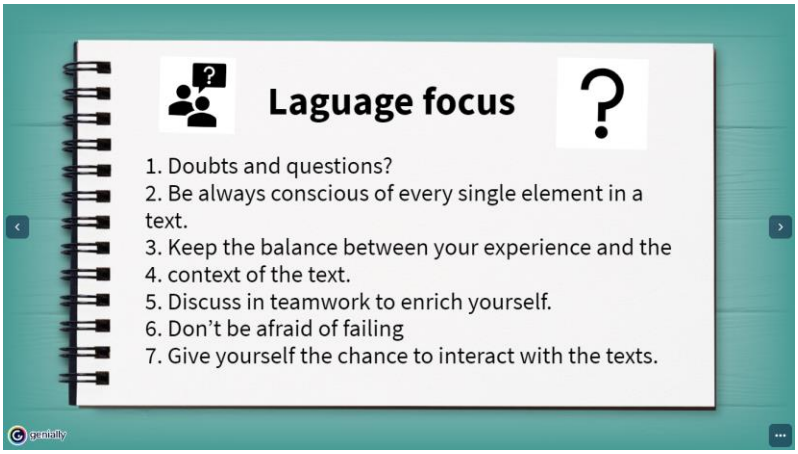
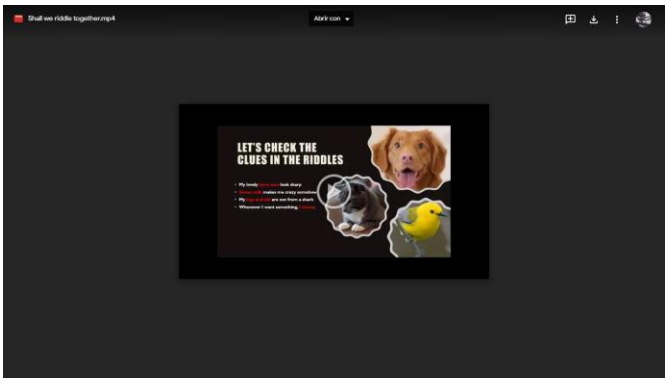


Image 10

Video



The lesson that continues is 'A riddle is what you've got.' Deciphering mysteries is usually hard, and even more through a foreign language. So, this stage aimed at doing the last reinforcement to help students set their basis for further lessons as it goes: The pre-task seeks to create a space for discussion, introducing both previous insights and new questions to answer. Throughout the discussion, other two different riddles are shown while students see how principles make sense once again; for example, the importance of images and what complexity

is. During the task-cycle students solve riddles with multiple response for the last time. This pattern of repetition helps to stablish the approach for riddles among students. So far, riddles keep being focused on content for children. Students, at this point, have to master an experience enough to start being independent from the multiple response system. In the language focus, premises on the key theory through a discussion and the hypothesis is officially shared. The extra content of this lesson relies on playable slides with animations to simulate a game. This was thought to offer an extra experience with a different focus, so students' view is widened.

Image 11

Pre-task 3

Image 12

Pre-task 3

Image 13

Task-cycle 2

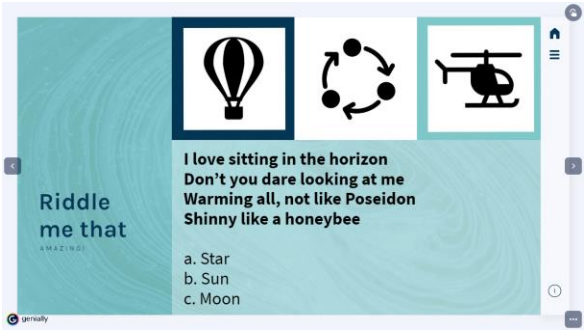


Image 14

Language focus 3

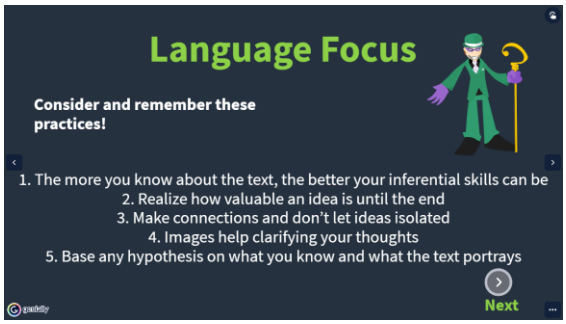
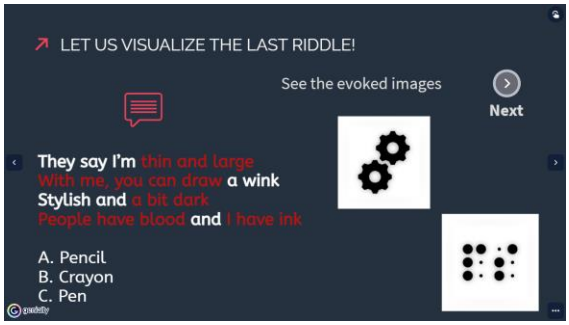


Image 15

Language focus 3



The fourth lesson is ‘The image in mind is only mine.’ According to the whole structure, this is the first lesson that increases the level of difficulty as it works with different conditions. To analyze procedures to understand patterns and relations in visual puzzles and to comprehend strategies to envision possibilities and answers are the directions that guide this level. These insights are conceived not only to expand students’ abilities to think out of the box but to widen the previous knowledge constructions. The pre-task introduces a mixture between jigsaw puzzles and riddles so as to envision how picturing mental images help readers solve mysteries and set hypotheses. The procedure consists of solving a puzzle that contains an inscription on it, which is a riddle that does not count on the multiple option response system. There are two moments implied, a first one of image making with the pieces and another of pure reasoning. The student-teacher shows how to approach these constructions with two examples. To develop the task-cycle, there are three puzzles available and an answer sheet to collect the answers, so learners apply the procedure seen in the pre-task. Regarding the language focus, students are given insight on three key components when it comes to picture potential answers for riddles; metaphors as a way to stimulate imagination, images to give words a deeper meaning and connections to produce hypotheses.

Image 15

Pre-task 4

Image 16

Pre-task 4

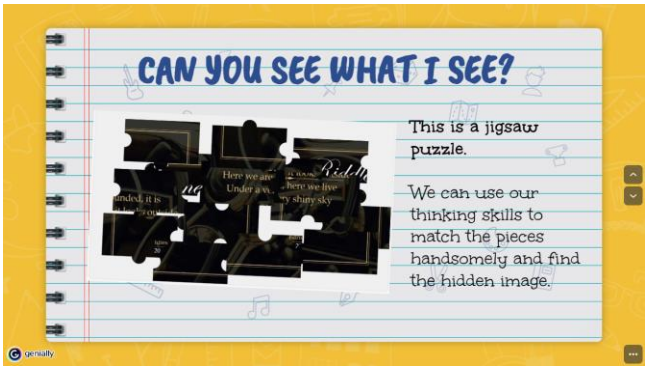


Image 17

Pre-task 4

Image 18

Task-cycle 4

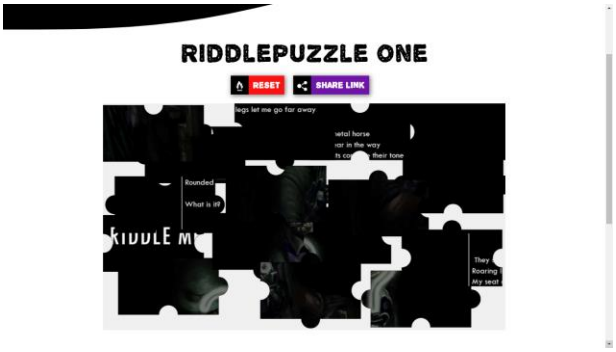


Image 19

Language focus 4

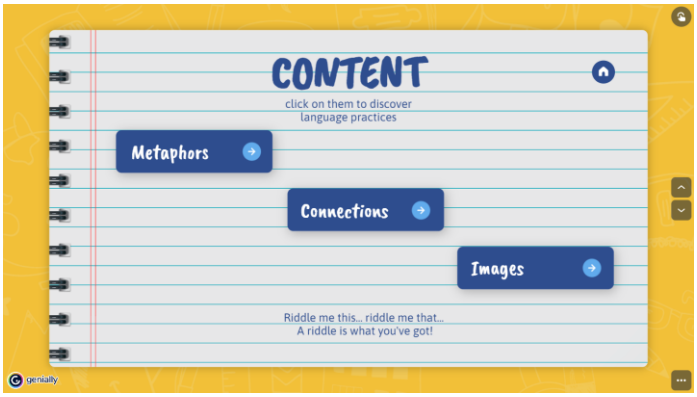
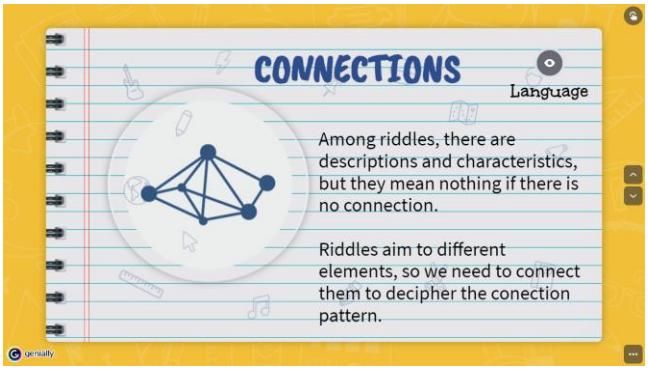


Image 20

Language focus 4



The following lesson is named ‘Get them all, know them all.’ To identify problems with teasers in a given context and to trace possibilities and predictions by available factual information are the principles for this whole stage. The context, then, is introduced as the straight connection readers concern to not to go astray and go on with sense and prediction as part of the main basis for hypotheses. The pre-task presents formally inferential skills to the population along with a viewpoint on the benefits of implementing them in their life. In addition, a new material is introduced to work on the notion of context. Comic strips set a visual context and a

clearer situation, so each frame is in charge of bringing information. One concrete example is shown and explained. In the task-cycle, the class is given three comics to read and solve. Three different events take place in the each one; however, they all lack a final frame that help the whole make sense. Students are expected to describe the missing frame based on the available ones as they describe the process to come to a supported hypothesis. In the language focus, the importance of the balance and the context is highlighted again meanwhile students experience is shared at the light of the practices of language shown in the discussion.

Image 21

Pre-task 5

Image 22

Pre-task 5

Image 23

Pre-task 5

Image 24

Task-cycle 5

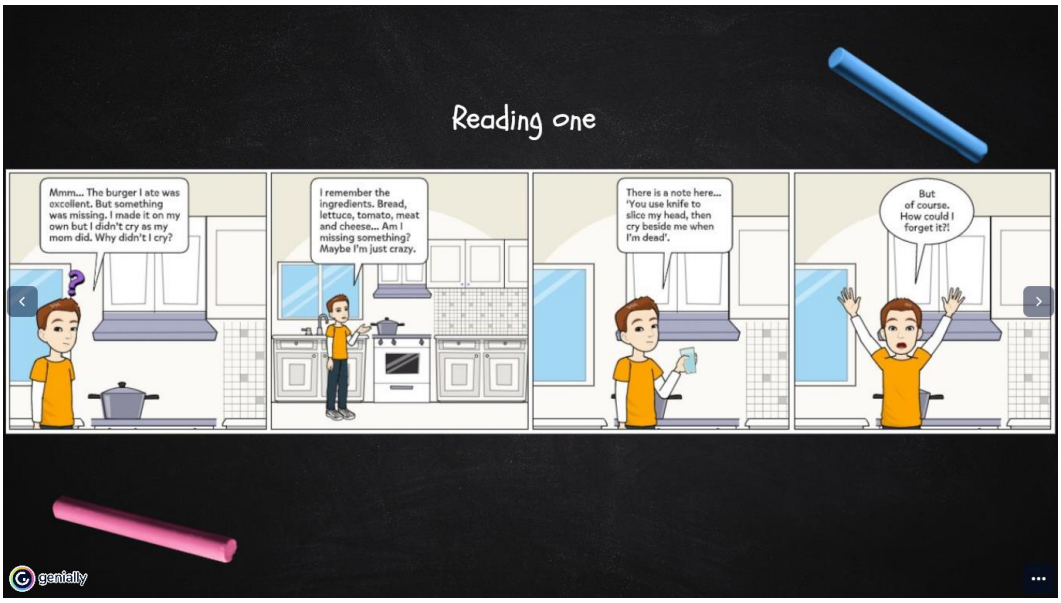
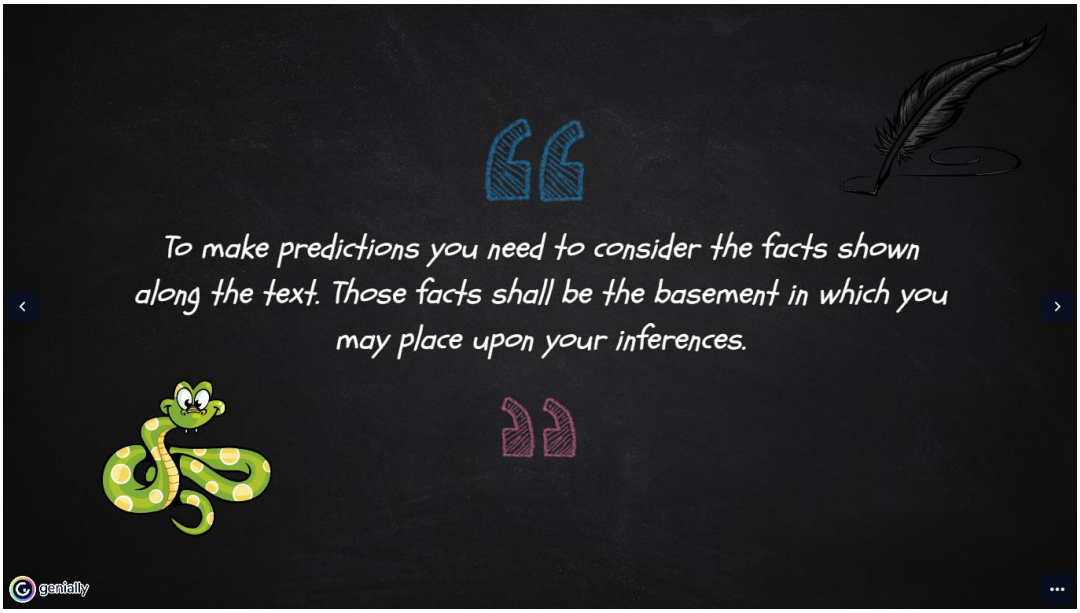


Image 25

Language focus 5



Lesson number six is ‘The joke at the spot!’ To identify humor in jokes and to comprehend jokes relationship with riddles is the main intention of this component. As well, the purpose of this stage is to bring back students’ attention on amusement as the main motivating factor to decipher mysteries. Some jokes, as riddles, have a clear visible structure to be explored and analyzed. Along the pre-task, jokes are shown as riddles’ kindred spirits because they are made with a similar structure and intention. Jokes with questions and punchlines were maid so as to continue with the exercise of deduction. Two examples of them are dealt in the stage for illustration. During the task other three jokes are set in place for students to try to discover amusement, whether they find it funny or not, students have to make logical connections among its content to prove why they are jokes and not riddles. Aside from the jokes, there are special questions to point out students’ insights on the given material with the purpose of evaluating their experience. For the language focus, insights and comparisons between riddles and jokes are

set considering the intention of the texts. In this space, students are called to share their experience in this lesson in contrast with the previous ones to track both their experience and constructed knowledge.

Image 26

Pre-task 6

Image 27

Pre-task 6

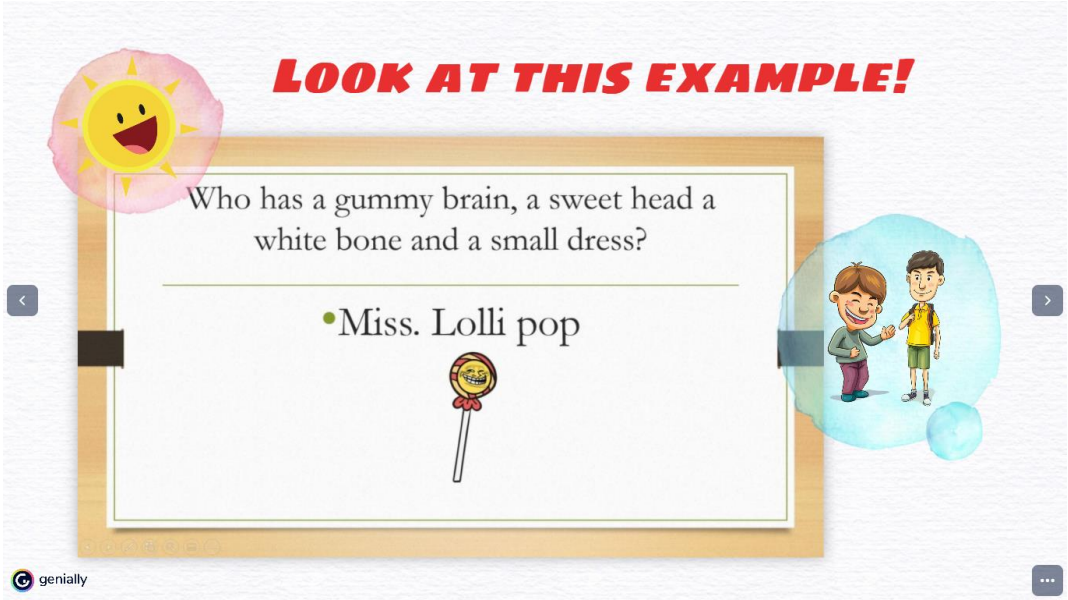


Image 28

Task-cycle 6

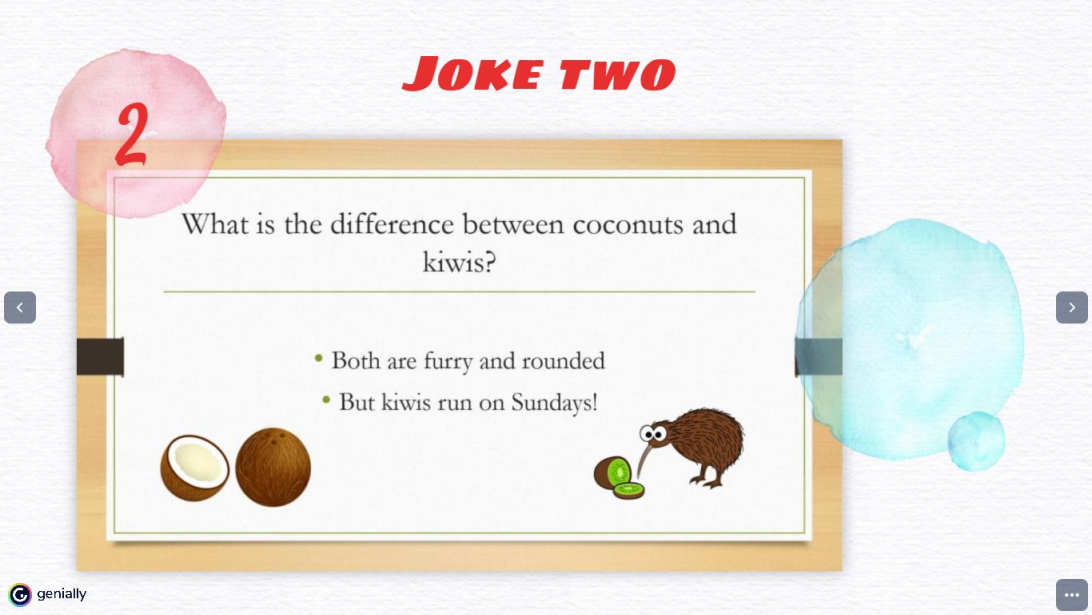
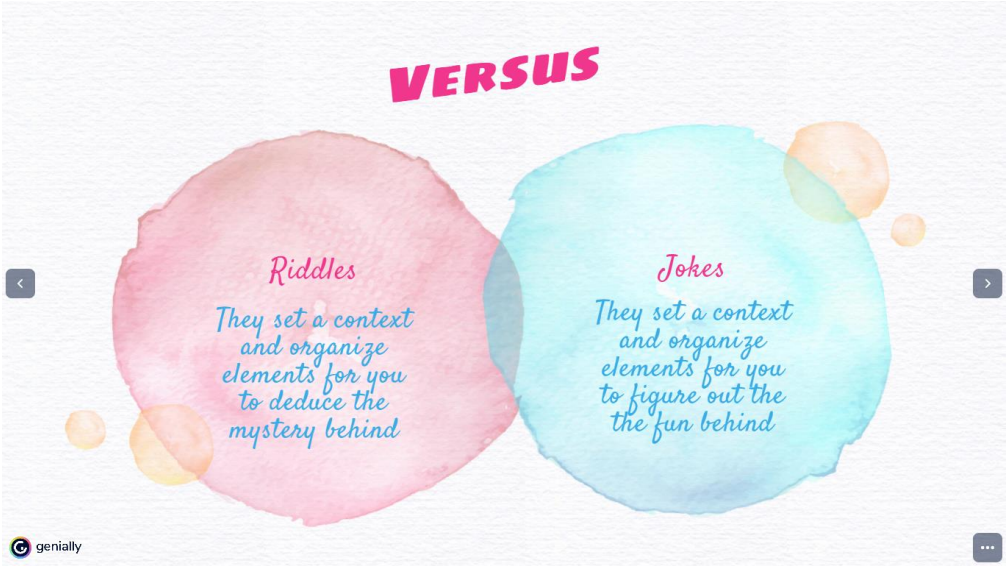


Image 29

Language focus 6



Lesson number seven is known as ‘Getting back on track’. To understand the hypothesis as a medium of connection for inferences and to produce hypotheses based on the correlation of ideas and images lead the procedure of this stage. At this point of the whole unit, advise on how to produce solid hypotheses is formally given. Students are expected, then, to write them by following three sub-processes: Images (evoked constructions from the text), correlation (logical connections among content and knowledge) and hypothesis itself (the organization of the process in a whole claim). After showing the process with examples, students count on what they learned along the lesson to go to the second moment. The task-cycle presents two riddles with two stanzas, they were specially designed to provide readers with clear and supportive ideas for their hypotheses. In addition, students count on a format whose layout allows them to do their process on a single paper. Finally, their job is to be submitted to a website where the student-teacher can evaluate the final product. During the language focus, the hypothesis and its characteristics is brought again to a general discussion with students. So, general statements are matched with all the principles seen throughout the whole unit.

Image 30

Pre-task 7

Image 31

Pre-task 7

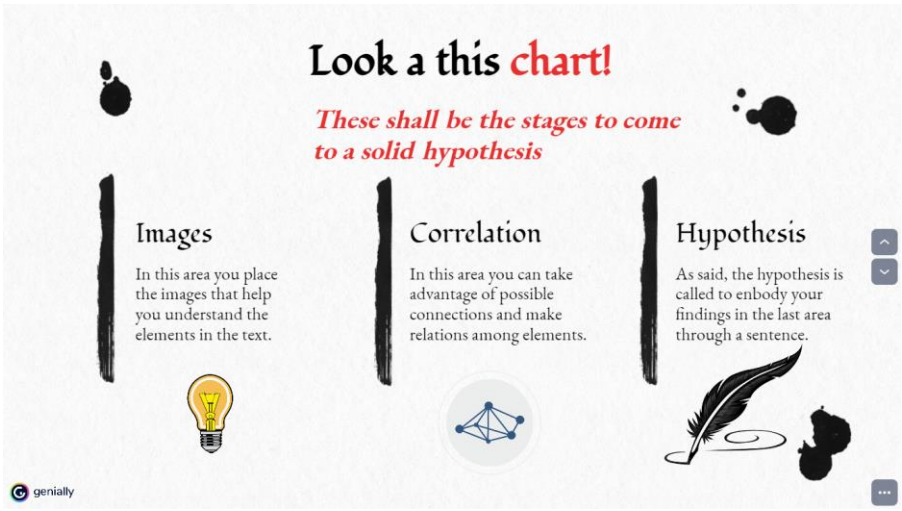


Image 32

Task-cycle 7

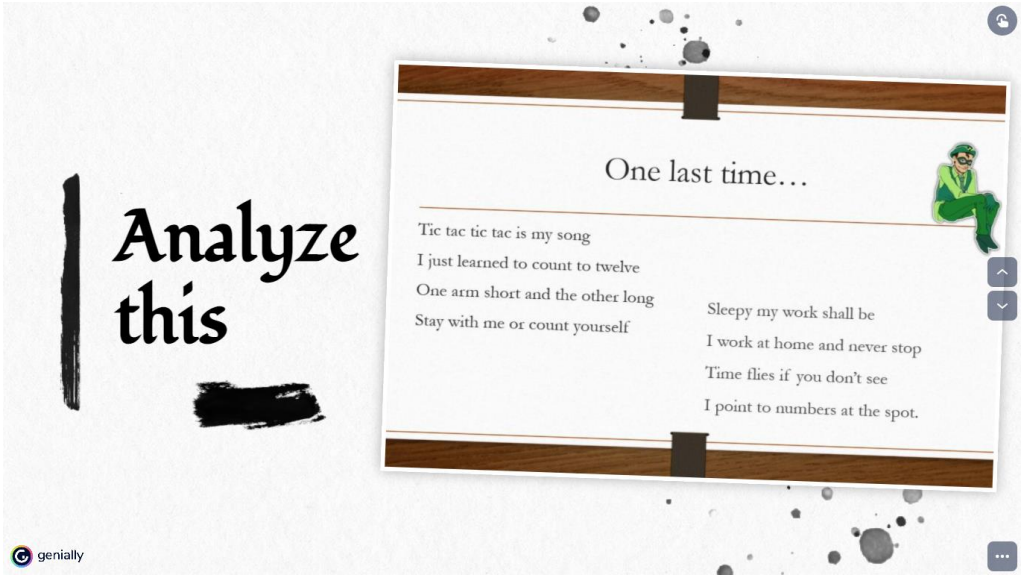


Image 33

Task-cycle 7

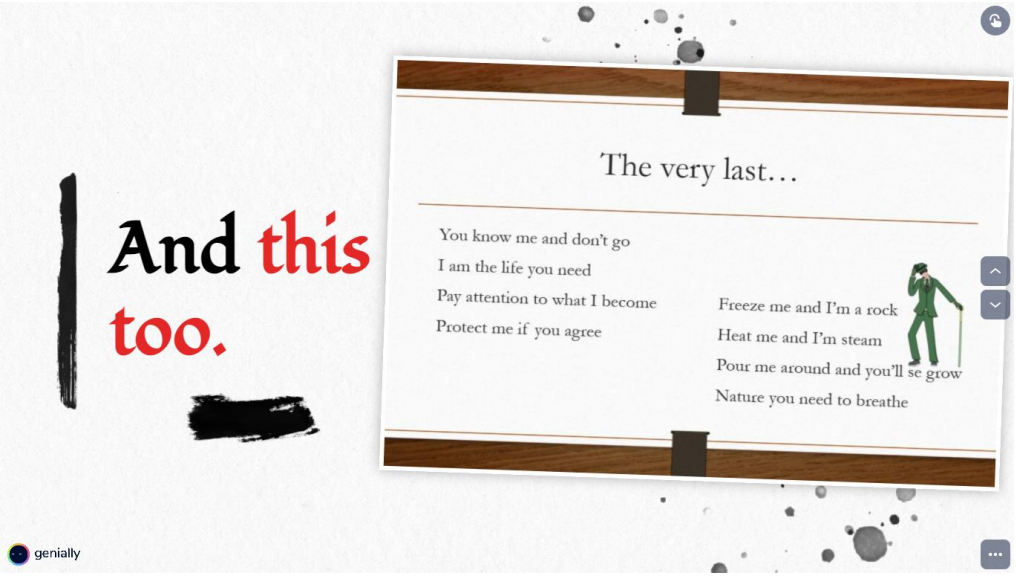


Image 34

Task-cycle 7

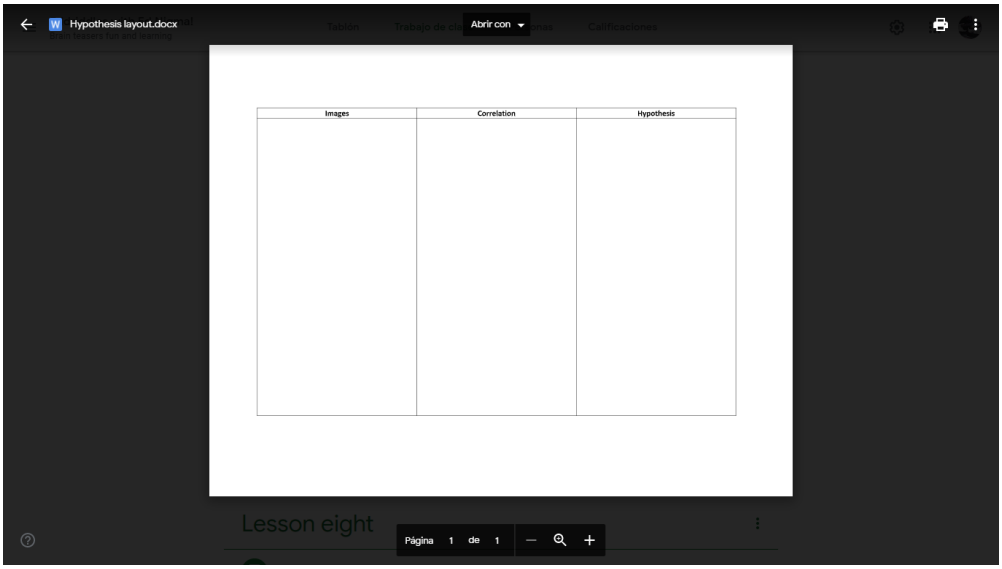


Image 35

Task-cycle 7

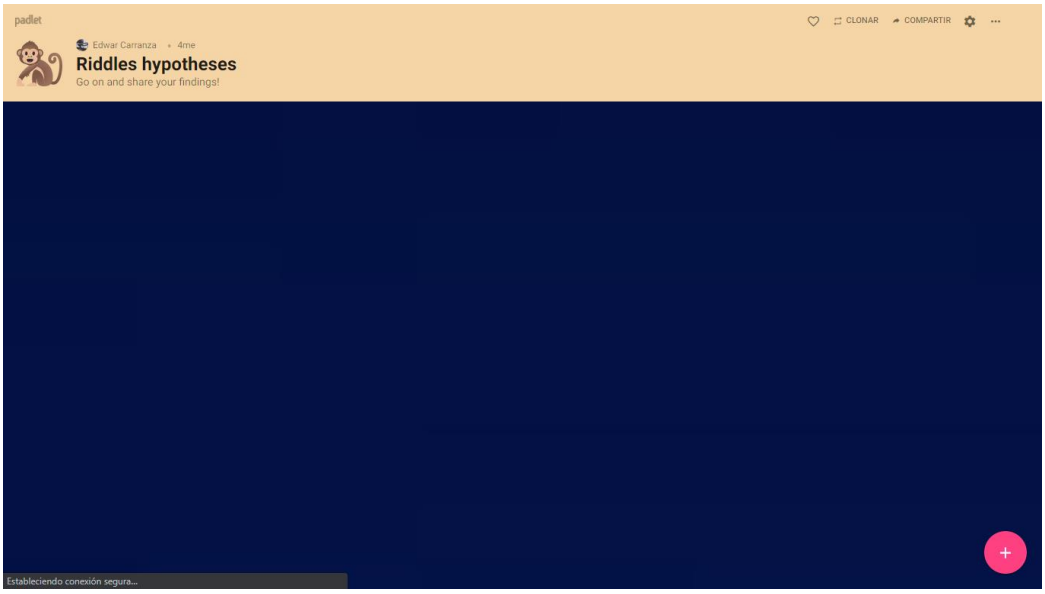


Image 36

Language focus 7

The final lesson is ‘Elephants never forget.’ To produce hypotheses from given information to predict results and to recall seen analysis procedures to support claims and

inferences remains as the main aims for this last lesson. This final step seeks to prove students' progress on inferential reading skills development along logical thinking abilities. The pre-task introduces the concept of balance formally as the last key element for the process to be achieved properly. Then, advantages beyond being better at reading are shared with important claims in real-life experiences. For the task-cycle, a fairy tale was written with no ending for readers to create their very own one. However, logic and coherence are expected from their exercise as they are supposed to have learned principles and procedures along the unit. Learners count on the fairy tale and the hypothesis layout shown in the previous class, ergo the students-teacher can evaluate the process once submitted on the webpage. In the last language focus, the whole purpose behind the unit is presented to learners: the increase of difficulty, logical thinking vision and the importance of inferential reading skills. Students are given the chance to give their feedback to the unit and think of their experience. At last, an encouraging message is shared for learners to never forget what they learned as elephants do.

Image 37

Pre-task 8

Image 38

Pre-task 8

Image 38

Pre-task 8

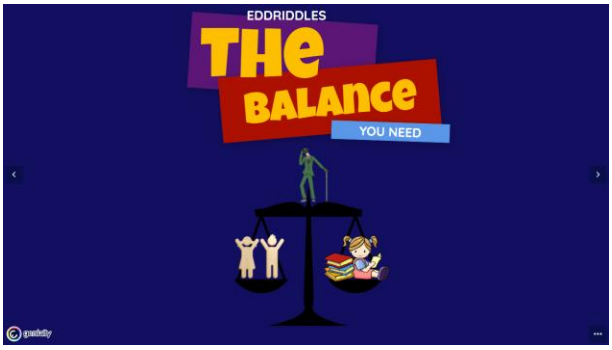


Image 39

Task-cycle 8

Image 40

Task-cycle 8

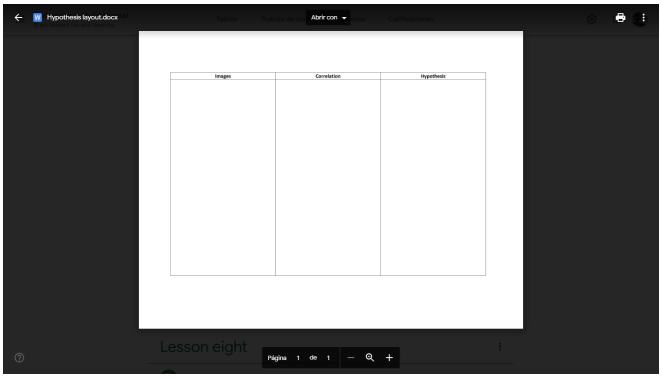


Image 41

Task-cycle 8

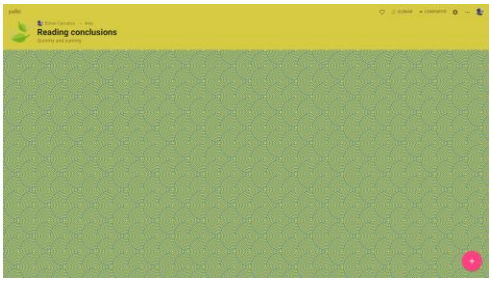


Image 42

Language focus 8

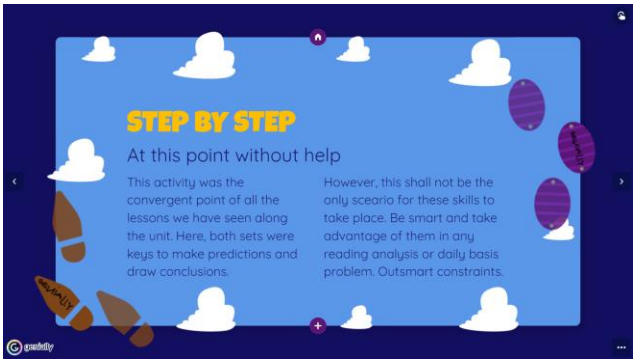
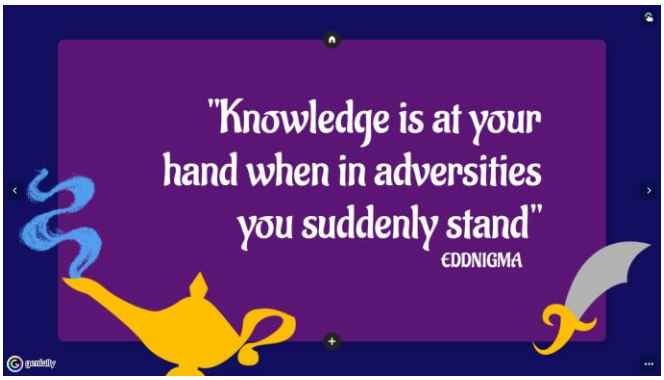


Image 43

Language focus 8



Finally, as a guarantee for students who are not able to attend synchronous meetings, a forum was created in the Classroom where any student can share their thoughts, questions, and experiences throughout the stages. In the forum, anyone can use the chat and multiple multimedia media in case they need them. Also, the forum is completely available, so everybody can use it anytime.

Chapter V

Expected Impacts and Individual Processes

The present pedagogical proposal attempts to improve students' skills on reading and to develop logical thinking skills beyond the mechanics of the target language. Additionally, the inclusion of brain teasers as a tool seeks to pique students' interest in the English language as a practice. Learners are expected to find amusement while they interact among themselves and the teacher. Then, students are not only called to apply learned strategies to better comprehend texts but also to develop daily-life practices within the target language. Considering the current quarantine situation, both the teacher and students are expected to discover technological tools to work on their language skills and domains.

The content of the proposal as such is made of eight stages that are in charge of working on specific features to accomplish the whole intended process. The first three stages were created as a progressive introduction to the core of the content, so learners are expected to reach the following achievements in the first section: An understanding of inferential reading implications, an initial management of split information, elementary connections between the text and their background knowledge, early usage of trial-and-error techniques, recognition of simple metaphors, and the implementation of images to clarify meanings. Students are supposed then to start thinking out of the box as well as start discovering initial reading strategies. In this order, the population knows what they are expected to reach in the whole didactic unit since lesson one, they recognize different levels of reading and the one they are working with along the unit between lesson one and two. Finally, they acquire a complex conception on inferential reading

abilities as they work with them and show the result of their processes in the assessments through lesson one, two, and three.

In the next three stages, learners start to master the elementary insights developed in previous lessons, then they are expected to achieve the following features in the second section: Recognition of abstract ideas, comprehension of didactic texts, enhancement of metaphorical thinking, formulation of hypotheses, prediction of results, discovering of humor as a way to find amusement in reading, transition from hidden content to concrete statements, comparison among texts regarding their complexity and distribution, and intuition to find coherence. In this section, the population is expected to have mastered all or some skills to analyze situations with sense and logic. That may include texts like riddles and jokes or daily basis situations that might require some of the abilities. At this point, there should be among learners a solid instinct of analysis, as this stage is more demanding than the previous one. The population ought to end up with skillful knowledge to be used in numerous contexts by the end of the current stage with lesson four, five and six, respectively.

Enclosing, the process guides learners to a more formal procedure. In this point, students are capable of carrying out inferences and hypotheses even dense texts. Furthermore, students not only possess the skills as such but also develop some sort of awareness on how they managed to master them. Additionally, they shall observe their mates' achievements and processes to widen their conception of the exercise. They recognize their abilities as a useful tool for different purposes when it comes to dealing with inferential reading and logical thinking. To be more accurate, students keep an eye on all their individual progress and recall the important insights

through lesson seven, right after they are being assessed in terms of the performance of the developed skills in lesson eight.

All in all, students are expected to develop any of the skills that were set along the lessons as well as have a joyful time with content of the proposal. The minimum expectation on their process relies on how much they have surpassed their level in the categories, inferential reading, logical thinking, and problem-solving abilities.

Chapter VI

Final Conclusions, Pedagogical Considerations, and Suggestions

Along the creation of the proposal, the different stages provided in the previous chapters helped embodying both the foundations and the material per se regarding innovation. As a result, a new vision may have been brought to widen the already existing insights and theoretical bases in the fields the proposal covered. Then, the following chapter envisions not only how connections conducted the results but also the numerous constraints and limitations in each one of the processes and phases. Similarly, some pedagogical and didactic suggestions to teachers and researchers are shown.

From the first insights and plans, a variety of difficulties kept some procedures unsuitable to carry out some of the intended goals. To begin with, the current pandemic did not allow any possibility of real application as the target population belonged to schools in Bogotá. Virtual classes were demanded to follow rigorous schedules to maintain ordinary calendars organized. In addition, students were found with countless limitations: no required computer's system to operate or any, no stable internet connection or any, and no additional hardware such as cameras or microphones. In spite of the existence of tight timetables and the lack of these devices, various institutions were requested to open spaces for the implementation of the whole proposal or any part of the stages. Unfortunately, there was no room for any intervention as the practicum is being carried out with a different population from the one stated in the proposal. Moreover, the current practicum relies its process on tutorial sessions and ICFES assessments. Nevertheless, solutions for potential in hypothetical scenarios were created: flexible and reliable material, comfortable and efficient procedures, a friendly website for students to access. Indeed, a virtual

learning atmosphere was constructed to counter the possible constraints as the procedures may carry on the corresponding developments.

On riddles, a new frontier was drawn as this type of text was used within additional purposes to the already existing. Riddles in countries around the world remained only as a spoken language game in culture. Beyond their common usage, riddles in here were found as a profitable tool of enhancement on both English as a foreign language and mental processes. Parallelly, amusement features such as rhymes and metaphors convey attraction to readers, what rises awareness at the same time. The teasers used in the present proposal were created instead of chosen, what allowed absolute control on the levels of difficulty through the implementation of new characteristics. For instance, riddles with multiple option response system and jigsaw-riddles. Enclosing, the presented vision on these brain teasers created a new threshold within the numerous skills developed in the corresponding stages.

The usage of a friendly web service and the creation of reliable material to carry out the intended process resulted in the creation of a remote learning atmosphere. Due to the current pandemic, there is no room for all the implications face-to-face classes used to have in previous times. These factors create a suitable environment for students to learn, so it was mandatory to try to apply some of them to recreate a similar scenario as much as possible. So, multiple multimedia sources were considered to offer the environment considering availability and reliability. Consequently, the learning atmosphere created in this proposal may have reached these achievements: timetables flexibility, adaptation to different smart devices, consistency in the stages, variety of material regarding their format, and a solid sequence of the approaches to ensure learning expectation fulfillment. Summarizing, the construction of a virtual learning

atmosphere finds it basis on the material, the approach, and the means through which students access to the content.

Among the theory held behind the core of the proposal, the theoretical insights from the numerous fields were connected to design a new threshold in the study. The final correlations shown in the rational composed the bases of the proposal, as they followed these components: highlights on logical thinking, a vision on riddles as brain teasers, features of inferential reading processes, consideration in task-based learning and its perception of language. Hence, some of the principles per theory support the final construction to guide the proposal throughout the intended objectives and expectations.

In brief, there are below some considerations to bear in mind, yet the proposal was aimed to avoid some potential constraints. Teachers applying the material may take into consideration the following suggestions: Firstly, stages shall be carried out within the rhythm of the class. As they may have problems with their devices, there is no guarantee that they attend synchronous meetings or have the material ready on time. Second, the levels of difficulty should be adjusted to individual processes. Despite the creation of a different learning atmosphere, some part of the population may go astray through stages. So, individual processes can be tracked and guided considering the average of developments along the proposal. Third, there might be room for extra activities to maintain fair levels of amusement in class. Warming up activities, for example, draw students' attention and disposition towards the subjects. Considering these suggestions, the proposal may be improved in time and results.

Finally, the spectrum of the theory and the reaching of brain teasers as a tool to embody reading processes may leave space for further studies. As a consideration for future researchers

in the field, another population can be scoped, another level of reading can be addressed as critical reading, riddles may have an extension on features within different purposes, among others. Afterwards, these teasers are present in people' reality, from language development to culture awareness.

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Annexes/ Exhibits

'I dare you to discover brain teasers.'

LESSON PLAN CLASS ONE

Information about the class:

Young learners of fifth grade around 9-11 years. They are in the beginner level of English.

The following lesson plan is meant to present brain teasers to the students as a feasible way to strengthen inferential reading skills and logical thinking. Furthermore, students are provided with the benefits of brain teasers, this may allow students to consider these teasers in real life. In order to achieve a proper knowledge acquisition, the following structure of content ought to guide the way the lesson should be performed.

Main aims:

1. To identify what brain teasers are and how they work.
2. To understand what riddles are and how they are designed.

Personal aims:

To perform properly teaching abilities in real context such as topic control and classroom management.

To fulfill efficiently students' expectations.

To obtain feedback to strengthen teaching skills and provide knowledge better.

Pedagogical aims:

To awaken amusement among students through riddles.

To introduce brain teasers as a tool to embody logical thinking skills.

Materials (reference):

Brain Teasers: Riddles

Support Images

Power point slides (Genially)

Assumptions:

Students know basic vocabulary about common situations and frequent contexts. They do not know any grammar structure concretely.

Anticipated problems with materials, activities, and tasks:

Students' distractions.

Students may get bored quickly.

Both the teacher and the students may have problems with internet connection or software.

Solutions:

Attention exercises: Active pauses and drills to keep them focused.

Change the activity every 20 minutes. Listen to the students' perceptions on what they have understood so far.

In case students cannot connect to class, they find the class material in the website 'Classroom'. They shall complete the work asynchronously within the class time.

LESSON PLAN DISTRIBUTION

Stage	Stage aim	Procedure	Interaction	Time
Pre-task	To contextualize the lesson and set the content in place.	→ The student-teacher is supposed to introduce himself as an English teacher. → The student-teacher asks students to brainstorm as to the possible topic. → The student-teacher makes a review of the content of the lesson and says what He expect their students to do and learn. → He will talk about brain teasers and riddles. → He will conduct a warming up activity and active pauses	student-teacher speaks as performing an oral presentation	30 minutes
Tasks to develop.	To provide students different exercises and activities to place	→ Students work on riddles to solve them individually.	This section takes place in Padlet, so the teacher sees	30 min.

	English knowledge in context	→ Students are supposed to solve riddles within a topic while teacher solves questions and confusions. Later on, the teacher gives the answers.	the process in real time.	
Post-task and review.	To gather and remember all the activities done in class and reflect on the content of the lesson and language practice.	→ The teacher asks the class to make a quick review of all the activities done. They also ask whether there is something unclear or there is any doubt left. Finally, learners express what they liked and disliked from the class. → Learners are asked to make reflections on language practices and how amusement can be seen in classwork.	Both the professor and the class debate on the class development in a small debate	20 minutes.
The	End	of the	Class	0 min.

'Shall we riddle together?'

LESSON PLAN CLASS TWO

Information about the class:

Young learners of first grade around 9-11 years. They are in the beginner level of English.

The following lesson plan is meant to continue working on brain teasers with the students. Additionally, students are provided a second chance to work with teasers in class to better understand the procedures to tackle them.

Main aims:

1. To recall what brain teasers are and how they work.
2. To solve doubts on what riddles are.

Personal aim:

To perform properly teaching abilities in real context such as topic control and classroom management.

To supply efficiently students' expectations.

Pedagogical aims:

To reinforce students' procedures to solve riddles.

To foster logical thinking skills unconsciously.

Materials (reference):

Brain Teasers: Riddles

Support Images

Power point slides (Genially)

Assumptions:

Students barely remember the content explained in the last lesson. They should have an initial interest in the topic.

Anticipated problems with materials, activities, and tasks:

Students' distractions.

Students may get bored quickly.

Both the teacher and the students may have problems with internet connection or software.

Solutions:

Attention exercises: Active pauses and drills to keep them focused.

Change the activity every 20 minutes. Listen to the students' perceptions on what they have understood so far.

In case students cannot connect to class, they find the class material in the website 'Classroom'. They shall complete the work asynchronously within the class time.

LESSON PLAN DISTRIBUTION

Stage	Stage aim	Procedure	Interaction	Time
Pre-task	To contextualize the lesson and set the content in place.	→ The student-teacher is supposed to introduce himself as an English teacher.	The student-teacher speaks as performing an oral presentation	30 minutes

		→ The student-teacher asks students to brainstorm as to the possible topic. → The student-teacher makes a review of the content of the lesson and says what He expect their students to do and learn. → He will talk about brain teasers and riddles. → He will conduct a warming up activity and active pauses		
Tasks to develop.	To provide students different exercises and activities to place English knowledge in context	→ Students work on riddles to solve them individually. → Students are supposed to solve riddles within a topic while teacher solves questions and confusions. Later on, the teacher gives the answers.	This section takes place in Forms, so the teacher sees the process in real time.	30 min.
Post-task and review.	To gather and remember all the activities done in class and reflect on the content of the lesson and language practice.	→ The student-teacher asks the class to make a quick review of all the activities done. They also ask whether there is something unclear or there is any doubt left. Finally, learners express what they liked and disliked from the class.	Both the student-teacher and the class debate on the class development in a small debate	20 minutes.

		→ Learners are asked to make reflections on language practices and how amusement can be seen in classwork.		
The	End	of the	Class	0 min.

'A riddle is what you've got.'

LESSON PLAN CLASS THREE

Information about the class:

Young learners of first grade around 9-11 years. They are in the beginner level of English.

The following lesson plan is meant to present riddles as a reliable scenario for students' cognitive processes to take place. In this lesson, procedures are connected to provide students with tools to decipher riddles answers while they rise an awareness on their process.

Main aims:

1. To envision images regarding the content of riddles.
2. To connect handsomely the elements riddles present.

Personal aims:

To follow group and individual processes to provide guidance and feedback on time.

To offer a well-designed material for students to improve their inferential reading skills.

Pedagogical aims:

To acknowledge images as a vital element to solve riddles.

To promote reasoning though problem solving texts.

Materials (reference):

Brain Teasers: Riddles

Support Images

Power point slides (Genially)

Assumptions:

Students understand the structure of the lesson and prepare themselves to complete classwork successfully. They may need guidance from the teacher.

Anticipated problems with materials, activities, and tasks:

Students' distractions.

Students may get bored quickly.

Both the teacher and the students may have problems with internet connection or software.

Solutions:

Attention exercises: Active pauses and drills to keep them focused.

Change the activity every 20 minutes. Listen to the students' perceptions on what they have understood so far.

In case students cannot connect to class, they find the class material in the website 'Classroom'. They shall complete the work asynchronously within the class time.

LESSON PLAN

Stage	Stage aim	Procedure	Interaction	Time
Pre-task	To embody the lesson and set the content in place.	→ The student-teacher asks students to see how images can be seen in the riddles. → The student-teacher makes a review of the content of the lesson and says what He expect their students to do and learn. → He will talk about the way brain teasers and riddles set a viewpoint. → He will conduct a warming up activity and active pauses	The student-teacher speaks as performing an oral presentation	30 minutes
Tasks to develop.	To provide students different exercises and activities to place English	→ Students work on riddles to solve them considering the images the riddles evoke.	This section takes place in Forms, so the teacher sees the process in real time.	30 min.

	knowledge in context	→ Students are supposed to solve riddles within a topic while teacher solves questions and confusions. Later on, the teacher gives the answers.		
Post-task and review.	To gather and remember all the activities done in class and reflect on the content of the lesson and language practice.	→ The teacher asks the class to make a quick review of all the activities done. They also ask whether there is something unclear or there is any doubt left. Finally, learners express what they liked and disliked from the class. → Learners are asked to make reflections on language practices and how amusement can be seen in classwork.	Both the student-teacher and the class debate on the class development in a small debate	20 minutes.
The	End	of the	Class	0 min.

'The image is mind is only mine!'

LESSON PLAN CLASS FOUR

Information about the class:

Young learners of first grade around 9-11 years. They are in the beginner level of English.

The following lesson plan is meant to continue working on riddles along visual strategies. Therefore, students' inferences are enhanced with visual perceptions. Exercises and assessment are chained to guide a process of reasoning, language skills and logical thinking skills.

Main aims:

1. To analyze procedures to understand patterns and relations in visual puzzles.

2. To comprehend strategies to envision possibilities and answers.

Personal aims:

To follow group and individual processes to provide guidance and feedback on time.

To offer a well-designed material for students to improve their inferential reading skills.

Pedagogical aims:

To strengthen visual reasoning with images.

To trace logical understanding in jig saw puzzles and riddles.

Materials (reference):

Brain Teasers: Riddles

Support Images

Power point slides (Genially)

Assumptions:

Students follow properly the rhythm of the class. They feel comfortable to make questions and share their work.

Anticipated problems with materials, activities, and tasks:

Students' distractions.

Students may get bored quickly.

Both the teacher and the students may have problems with internet connection or software.

Solutions:

Attention exercises: Active pauses and drills to keep them focused.

Change the activity every 20 minutes. Listen to the students' perceptions on what they have understood so far.

In case students cannot connect to class, they find the class material in the website 'Classroom'. They shall complete the work asynchronously within the class time.

LESSON PLAN DISTRIBUTION

Stage	Stage aim	Procedure	Interaction	Time
Pre-task	To embody the lesson and set the content in place.	→ The student-teacher asks students to see how images can be seen in the riddles.	The student-teacher speaks as performing an oral presentation	30 minutes

		→ The student-teacher makes a review of the content of the lesson and says what He expect their students to do and learn. → He will talk about the way brain teasers and riddles set a viewpoint. → He will conduct a warming up activity and active pauses		
Tasks to develop.	To provide students different exercises and activities to place English knowledge in context	→ Students work on riddles to solve them considering the images the riddles evoke. → Students are supposed to solve riddles within a topic while teacher solves questions and confusions. Later on, the teacher gives the answers.	This section takes place in Forms, so the teacher sees the process in real time.	30 min.
Post-task and review.	To gather and remember all the activities done in class and reflect on the content of the lesson and language practice.	→ The teacher asks the class to make a quick review of all the activities done. They also ask whether there is something unclear or there is any doubt left. Finally, learners express what they liked and disliked from the class. → Learners are asked to make reflections on language practices and how amusement can be seen in classwork.	Both the student-teacher and the class debate on the class development in a small debate	20 minutes.

The	End	of the	Class	0 min.

'Get them all, know them all.'

LESSON PLAN CLASS FIVE

Information about the class:

Young learners of first grade around 9-11 years. They are in the beginner level of English.

The following lesson plan is meant to present riddles within a problematic context. These riddles in context serve a challenging scenario in which students manage to design a solution per cartoon. Cartoons, then, present a fun atmosphere for learners to improve their thinking skills.

Main aims:

1. To identify problems with teasers in a given context.
2. To trace possibilities and predictions by available factual information.

Personal aims:

To follow group and individual processes to provide guidance and feedback on time.

To offer a well-designed material for students to improve their inferential reading skills.

Pedagogical aims:

To boost problem solving skills.

To highlight thinking skills to design solutions and predict results.

Materials (reference):

Brain Teasers: Riddles

Support Images

Power point slides (Genially)

Assumptions:

Students are well aware of how riddles work. They are prepared to see riddles in context.

Anticipated problems with materials, activities, and tasks:

Students' distractions.

Students may get bored quickly.

Both the teacher and the students may have problems with internet connection or software.

Solutions:

Attention exercises: Active pauses and drills to keep them focused.

Change the activity every 20 minutes. Listen to the students' perceptions on what they have understood so far.

In case students cannot connect to class, they find the class material in the website 'Classroom'. They shall complete the work asynchronously within the class time.

'The joke at the spot'

LESSON PLAN CLASS SIX

Information about the class:

Young learners of first grade around 9-11 years. They are in the beginner level of English.

The following lesson plan is meant to present jokes as another ideal context to set inferences and make predictions looking for a sense of humor. This extra element presents a feasible alternative to riddles, so students implement the same procedures but searching for another element when reading.

The last two lesson embody the same population, procedures, and assumptions as the previous lessons.