



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ.

TITULO: Metacognitive strategies to Improve reading comprehension in an EFL classroom

AUTOR: Leslie de la Cruz Cuellar

FECHA: 7/22/2022

PALABRAS CLAVE: Motivation, Classroom management, Participation, Written participation and learning environment.

SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO
SISTEMA EDUCATIVO ESTATAL REGULAR
DIRECCIÓN DE EDUCACIÓN
INSPECCIÓN DE EDUCACIÓN NORMAL

BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ

GENERACIÓN

2018



2022

**“Metacognitive Strategies to Improve Reading
Comprehension in an EFL Classroom”**

INFORME DE PRÁCTICAS RECEPCIONALES

**QUE PARA OBTENER EL TÍTULO DE LICENCIADA(O) EN ENSEÑANZA Y
APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA**

PRESENTA:

LESLIE DE LA CRUZ CUELLAR

ASESOR (A):

MTRA. DIANA KARINA HERNÁNDEZ CANTÚ

SAN LUIS POTOSÍ, S.L.P.

JULIO DEL 2022



BENEMÉRITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO DE SAN LUIS POTOSÍ
CENTRO DE INFORMACIÓN CIENTÍFICA Y TECNOLÓGICA

ACUERDO DE AUTORIZACIÓN PARA USO DE INFORMACIÓN DEL DOCUMENTO
RECEPCIONAL EN EL REPOSITORIO INSTITUCIONAL DE LA BECENE DE ACUERDO A LA
POLÍTICA DE PROPIEDAD INTELECTUAL

A quien corresponda.
PRESENTE. –

Por medio del presente escrito LESLIE DE LA CRUZ CUELLAR
autorizo a la Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí, (BECENE) la
utilización de la obra Titulada.

"Metacognitive Strategies to Improve Reading Comprehension in an EFL Classroom"

en la modalidad de. Informe de prácticas profesionales para obtener el
Título en Licenciatura en Educación Secundaria con especialidad en Inglés

en la generación para su divulgación, y preservación en cualquier medio, incluido el
electrónico y como parte del Repositorio Institucional de Acceso Abierto de la BECENE con fines
educativos y Académicos, así como la difusión entre sus usuarios, profesores, estudiantes o terceras
personas, sin que pueda percibir ninguna retribución económica.

Por medio de este acuerdo deseo expresar que es una autorización voluntaria y gratuita y en
atención a lo señalado en los artículos 21 y 27 de Ley Federal del Derecho de Autor, la BECENE
cuenta con mi autorización para la utilización de la información antes señalada estableciendo que se
utilizará única y exclusivamente para los fines antes señalados.

La utilización de la información será durante el tiempo que sea pertinente bajo los términos de los
párrafos anteriores, finalmente manifiesto que cuento con las facultades y los derechos
correspondientes para otorgar la presente autorización, por ser de mi autoría la obra.

Por lo anterior destiendo a la BECENE de cualquier responsabilidad concerniente a lo establecido en
la presente autorización.

Para que así conste por mi libre voluntad firmo el presente.

En la Ciudad de San Luis Potosí. S.L.P. a los 12 días del mes de JULIO de 2022.

ATENTAMENTE.

Leslie De La Cruz Cuellar

Nombre y Firma

AUTOR DUEÑO DE LOS DERECHOS PATRIMONIALES

Nicolás Zapata No. 200
Zona Centro, C.P. 76000
Tel y Fax: 01444 812-11-55
e-mail: cicyt@beceneslp.edu.mx
www.beceneslp.edu.mx



OFICIO NUM. RECENE-DSA-4T-PO-01-02
REVISIÓN 2
DIRECCIÓN: Administrativa
ASUNTO: Dictamen Aprobatorio

San Luis Potosí, S.L.P., a 04 de Julio del 2022

Los que suscriben, integrantes de la Comisión de Titulación y asesor(a) del Documento Recepcional, tiene a bien

DICTAMINAR

que el(la) alumno(a): DE LA CRUZ CUELLAR LESLIE
de la Generación: 2018 - 2022

concluyó en forma satisfactoria y conforme a las indicaciones señaladas en el Documento Recepcional en la modalidad de: Informe de Prácticas Profesionales.
Titulado:

"METACOGNITIVE STRATEGIES TO IMPROVE READING COMPREHENSION IN AN EFL CLASSROOM"

Por lo anterior, se determina que reúne los requisitos para proceder a sustentar el Examen Profesional que establecen las normas correspondientes, con el propósito de obtener el Título de Licenciado(a) en ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN SECUNDARIA

ATENTAMENTE

DIRECTORA ACADÉMICA

DIRECTOR DE SERVICIOS ADMINISTRATIVOS

SECRETARÍA DE EDUCACIÓN
SISTEMA EDUCATIVO ESTATAL REGULAR
BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO
SAN LUIS POTOSÍ, S.L.P.

MTRA. NAYLA JIMENA TURRUBIARTES CERINO

DR. JESÚS ALBERTO LEYVA ORTIZ

ENCARGADA DE TITULACIÓN

ASESOR(A) DEL DOCUMENTO RECEPCIONAL

MTRA. MARTHA IBÁÑEZ CRUZ

MTRA. DIANA KARINA HERNÁNDEZ CANTU

AGRADECIMIENTOS

Dedico este trabajo principalmente a Dios, por haberme dado la vida y permitirme el haber llegado hasta este momento tan importante de mi formación profesional, por llenarme de fé y esperanza en los momentos más difíciles.

A mi madre y a mi padre, porque son el pilar más importante en mi vida y por demostrarme siempre su cariño, apoyo incondicional y que con su esfuerzo y dedicación me ayudaron a culminar mi carrera universitaria y me dieron el apoyo suficiente para no decaer cuando todo parecía complicado e imposible. A mi hermana Anahí por sus sabios consejos y por ayudarme a siempre encontrar el lado positivo de las cosas. A mi hermano Francisco por ser mi compañero en los momentos que creía que estaba sola y por siempre sacarme una sonrisa. A mi sobrina Noelia por apoyarme en mis actividades de prueba y por los momentos de juego que tuvimos que sacrificar para poder completar mi formación docente

Asimismo, agradezco infinitamente a mi asesora la Maestra Diana Karina Hernández Cantú por la paciencia y el tiempo ya que gracias a sus consejos y correcciones hoy puedo culminar este trabajo. A los profesores que me motivaron a ser una buena alumna y próximamente una buena maestra, sin sus conocimientos nunca hubiera llegado hasta aquí.

De igual forma, agradezco a mi compañero y amigo el Maestro Alan Contreras Carreón por inspirarme y motivarme a seguir mis sueños y por creer en mí, por compartir su pasión y amor por la docencia conmigo desde el primer día que coincidimos que ambos queríamos hacer un cambio desde la enseñanza.

Me van a faltar páginas para agradecer a las personas que se han involucrado en la realización de este trabajo, pero me gustaría mencionar al Maestro Omar Ricardo Rico Morales por la enseñanza y consejos durante mis prácticas profesionales, gracias por la confianza puesta en mí y por su conocimiento compartido conmigo. De igual forma a cada uno de los alumnos con los que tuve la oportunidad de trabajar, gracias por permitirme llenarme de experiencias, enseñanza, apoyo, cariño y por recordarme por qué decidí ser Maestra.

Gracias a la vida por este nuevo triunfo. Gracias a todas las personas que me apoyaron y creyeron en mí durante este camino. Muchas Gracias a todos ustedes.

Con amor y cariño Leslie.

Table of contents

INTRODUCTION	6
External context	11
Internal context	12
Group Profile	13
Linguistic Aspects	13
Affective Aspects	15
Justification	16
Self-interest and commitment	17
Contextualization of the problem	19
Objectives	20
Competencies developed during the practice	21
Description of content	22
I. ACTION PLAN	22
1.1 Contextual characteristics of the educational situation	22
1.2 Focus of the problem	25
1.3 Purposes of the action plan	33
1.4 The impact on education	33
1.5 Theory review	34
1.5.1 English Education in Mexico	34
1.5.2 Reading	36
Types of Reading	38
Reading subskills	39
1.5.3 Reading Comprehension	41
1.5.4 Metacognition	43
Metacognition and learning	44
Metacognition and Metacognitive Strategies in Reading Comprehension	45
1.6 Action plan approach	49
1.7 Class participations and interactions (implemented actions, strategies & evaluation instruments)	63
1.7.2 Classroom Interactions	68
1.7.3 Evaluation Instruments	72

II. Development, reflection and evaluation of the improvement proposal	75
2.1. How relevant and coherent was the proposal to obtain results on the impact of metacognitive strategies on reading comprehension?	76
2.2 What curricular approaches and how were they integrated into the design of the improvement proposal?	77
2.3. Competencies deployed in the implementation of the action plan.	78
2.3 What competencies did I develop as a future teacher in the implementation of the action plan?	79
2.4. Detailed description and analysis of the sequences of activities	81
2.5 Evaluation and results of the implementation of the proposal	111
III. Conclusions	121
IV. References:	129
V. Appendixes and Evidence	135

INTRODUCTION

This paper shows a set of actions, reflections, analysis and procedures carried out as an education professional during the 4th year of studies of the Bachelor's Degree in Teaching and Learning English in Secondary Education, highlighting the importance of continuous improvement of the professional practice of basic education teachers, developing and promoting professional and generic competencies in their own training to perform such an important task as it is to educate.

During my journey through the Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosi, I acquired knowledge, values, forged my character and learned the importance of research and reflection in the process of education, as a result of this, in this document I reflect on my practice and what to do as a teacher, taking into account the challenges that were presented to me throughout the process to be a teacher; and the culmination, in the current cycle, of the completion of the professional practice report, being the beginning of a path that led to the individual evolution through educational research and the appreciation and love for teaching.

Each of the semesters and the different subjects that I studied during my teaching preparation allowed me to reflect on the different problems that education faces in our country, the role as a student and as a teacher trainee specifically in the 5th and 6th semesters of the degree, were crucial to begin the deep discovery of each of these problems, giving different topics to address, however, my own conviction was always to think about the impact that each problematic situation has on students.

At the beginning, detecting the problem and presenting it as a theme was a responsibility that at first personally became difficult and overwhelming because I was not

sure how ambitious it could be or what possibilities there were to develop it adequately, but as one learns and progresses, the skills that are strengthened - as a future teacher in secondary English education - help the picture to become clearer. Thus, it was decided to work under the theme entitled “Metacognitive Strategies to Improve Reading Comprehension in an EFL Classroom”.

After detecting the lack of activities that develop reading comprehension within the English class, the importance of the use of metacognitive strategies was identified, which allow the learners to develop their knowledge and regulation of their cognitive activity during the reading of a written text.

This type of strategies also allows the reader to know what he/she needs to understand, to evaluate his/her state of comprehension of the text and, in case the reading process is not being effective, to change to more optimal strategies to achieve the comprehension of what he/she reads, and to evaluate if the goals proposed at the beginning of the reading are being achieved; this process implies that students should know the strategies in order to use them in a reflective and goal-oriented way, planning, monitoring and regulating their reading comprehension process. (Caicedo, 2011)

Therefore, taking into account the above and my personal pedagogical interest in my teacher training, I proposed as metacognitive strategies to develop: open and closed questions, brainstorming and mind mapping to improve reading comprehension, whose action plan was implemented during the school year 2021-2022 in the various days of practice with the group of 3rd grade "A" of the Rafael Nieto Compeán jr. high school. The

number of students is 32, of which 17 are boys and 15 are girls between the ages of 13 - 15 years old. (Appendix A).

To conclude, this practice report is divided into the introduction and 4 chapters which are of utmost importance since in each section the information required for the realization and completion of this pedagogical proposal was developed.

To introduce it describes the place where the professional practice was developed and the characteristics of the participants, justifies the relevance of the topic, and presents the personal interest in the topic and the responsibility assumed as an education professional. In the same way, this section includes the objectives for the elaboration of the document, the competencies that were developed during the internship and a concise description of the content of the document.

In the first chapter, the action plan is presented, which includes the diagnosis and analysis of the educational situation describing contextual characteristics, describing and presenting the problem in detail as well as the action plan describing the set of actions and strategies that were defined as alternative solutions (intention, planning, action, observation, evaluation and reflection), including the theoretical review that supports the action plan.

In the second chapter, the development, reflection and evaluation of the improvement proposal is exhibited, regarding: the relevance and consistency of the proposal, the identification of curricular approaches, competencies and their integration in the design of the sequences of activities, as well as the procedure and evaluation of

activities carried out in the action plan, considering the results obtained for the transformation of the professional practice.

In chapter three, the scope of the proposal is specified according to the subjects, context, approaches, areas of knowledge and material conditions, among others. The fourth section presents the catalog of bibliographic references that helped support the proposal to address the problem presented and finally includes the annexes such as the instruments used, such as surveys, exams, rubrics, etc., as well as the evidence that could be collected during the process.

In the following pages the external and internal context where the present research was developed is written, the study group is described, the justification, the interest, and the contextualization of the problem are presented. In the same way, the objectives and the competences to be developed are mentioned, and finally the content of the report is described.

External context

The following is a description of the external and internal context of the practice school where the research was conducted, as well as a description of the study group.

The place where the school is located is surrounded by houses, stores, small businesses such as dessert shops, video game rooms and stationery stores. All of these places are visited every day by Students of the school before and after school hours. Near the Jr. high school is the elementary school "Rosario Castellano ", so it is common for Jr high school students to attend some events inside the elementary school, as well as for elementary school students to attend events inside the Jr. high school. Next to the Jr high school building you can find the National Pedagogical University, where Jr high school students attend sporting and musical events, art workshops, etc. (Appendix B)

According to parents and teachers (Appendix C) the area around the school for the morning students is quiet and not dangerous at all, since there is movement throughout the morning due to the surrounding businesses. On the other hand, the afternoon students have commented that the streets become a little dangerous, which is why the school

authorities have organized a vigilance patrol with the parents during the entrance in the morning shift and during the exit in the afternoon shift.

Internal context

The school is distributed in 5 buildings that are divided into three areas according to the three educational grades, it has a library, media room, a main court and a second court where different sports such as soccer and basketball are practiced and where the sports class is also given for all grades. The school has a special area for the technical and operative work of Special Education (USAER, unidad de servicios de apoyo a la educación regular).

This program (USAER) helps the inclusion and integration of students within the school, so there are times that students belonging to this program attend scheduled orientations within the school day, which sometimes negatively affects the attendance of students in some subjects such as English, geography, science, etc., as students miss classes and are late with their work. Within the program, the English class is not reviewed, so when students are summoned to the orientation during English classes, the students get their classmates' notes and activities but they are left without the explanation and support, causing a gap in the group's learning

Due to the global situation due to covid-19, the students remain in one classroom during the whole school day. This classroom has doors and windows open at all times in order to have constant ventilation. At the entrance of the school students are formed, two lines are made at each of the entrances A and B at the time of entering the school, students'

temperature is taken, their shoes and backpacks are checked; both students and teachers must wear their masks at all times.

During the first weeks of practice, which lasted from October 4 to 22, it was proposed that students follow sanitary safety protocol, so the recess time was reduced to 15 minutes per group and students were not allowed to have lunch in pairs or groups. Before returning to the classroom, students should wash their hands and disinfect their personal belongings such as lunch boxes, water bottles, etc.

In the second weeks of practice from November 29 to December 17, 2021, this measure was changed and students were able to return to having a recess as before the pandemic, now the break was 30 minutes long and students could have lunch in pairs and groups. This allowed students to have more interaction with their peers.

Group Profile

The group selected for this study was the third-grade group "A" of the Rafael Nieto Compeán secondary school. The number of students is 32, of which 17 are boys and 15 are girls between the ages of 13 - 15 years old.

Linguistic Aspects

According to the diagnostic test (Appendix D) applied during the observation week, and following the measures of the Common European Framework of Reference, the students in the group have a basic beginner language level (A1) which allows them to

communicate in everyday situations with commonly used expressions and basic vocabulary, as well as introduce themselves and other people and ask/answer questions about personal details such as where they live, things they have and people they know. This is based on information published by Cambridge English which is presented as follows:

Table 1. What are the different “levels” of learning a language?

CEFR level	Listening skills	Speaking skills	Reading skills	Writing skills
	<i>This example is about having a social conversation</i>	<i>This example is about buying items in a shop</i>	<i>This example is about reading postcards/letters</i>	<i>This example is about writing letters/messages</i>
A1	Can take part in basic, factual conversations. For example, ‘Where does your rabbit live?’ ‘It lives in my garden.’	Can go to a shop where goods are on display and ask for what they want. For example, ‘Can I have this drink, please?’	Can understand simple information from a penfriend. For example, ‘My name is Anita. I’m 16 and I go to school in Brazil.’	Can write a simple message saying where they have gone and what time they will be back. For example, ‘Gone to school. Back at 5 p.m.’

Table 1: What are the different “levels” of learning a language? Cambridge English, 2021.

Teacher and student interactions in the target language are possible if the teacher speaks in a slow and clear way so that the student can maintain the conversation. Within the four language skills in general the group develops more listening, which means that students within a conversation or audio can recognize and understand very basic, everyday phrases such as names, places and familiar words.

According to the survey applied "how I like to learn" (Appendix E) most of the students responded that they like the material such as songs and videos in the target language, as well as they prefer the teacher to speak in English most of the time since it allows them to recognize common phrases and improve the pronunciation of some words, so their ears have been trained during the classes, which makes this their most developed skill.

Affective Aspects

Affective Aspects are emotional factors that influence learning. They can have a negative or positive effect, for example, A learner's attitude to English.

As mentioned by Minghe & Yuan (2013) "Affective factors in foreign language teaching and learning refer to two related aspects; one is the individual factors of learners, including motivation, anxiety, self-esteem, etc.; the other is the relational factors among learners and between the learner and the teacher, including teaching method, learning environment, interaction, etc" (page, 57)

Most of the group expressed feeling excited about returning to face-to-face classes after being in online classes for a school year due to the covid-19 pandemic. Students commented that they felt more motivated to come to class than to be at home since it seemed that they did not feel that they learned in the same way with online classes.

However, during the observation week from September 1 to 10. Students and staff had to come back to online classes and stop face-to-face classes until further notice, which

demotivated and worried most students. Learners have commented that even though they are not happy to return to online classes, they feel comfortable with the different strategies and technological resources like videos, interactive websites, games, presentations, etc; that Teachers have been using, as it allows the interaction between students to be maintained.

During the December 29-17 practice day, the school's directors, based on the indications of the state government, decided to continue with face-to-face classes until winter vacation, which was successfully carried out and planned to make a safe return in January 2022 with a week of virtual classes and then the incorporation to face-to-face classes again in order to keep it that way until the end of the school year. This allowed the implementation of the improvement proposal during face-to-face classes.

Justification

The reason which leads me to conduct this research on the use of metacognitive strategies to promote reading comprehension in third grade high school students in the subject of English, comes from my experiences as a student and as a practicing teacher in the educational system of Mexico.

According to the Planes y Programas of Study for basic education of the SEP (2017), highlights as an objective to develop skills and a level of language proficiency in Jr. high school equivalent to level B1 of the Common European Framework of Reference (CEFR), which is defined by different characteristics and aptitudes of the student towards

the use of the target language taking into account the following description as a characteristic:

"Students understand and exchange opinions about the general meaning, main ideas, and some details of various oral and written texts..... Can interpret and act in many of the situations that occur in the community..... Describes and justifies in a basic way experiences, events, desires and aspirations, as well as understands and expresses directions, and briefly explains his/her plans and points of view. Develops empathy for other cultures through playful and literary activities.etc."

(SEP 2017).

According to Carmen & Ramírez (2017), reading comprehension in foreign language learning helps the learner to appropriate concepts and words, enables contextualized teaching in the classroom, increases the motivation to find the meaning and importance of learning a second language

Therefore, it is of utmost importance to focus, develop and implement innovative strategies to improve reading comprehension skills in English classes. Based on this need, the use of specific metacognitive strategies employed during the research aims to contribute to the knowledge and use of strategies that help students during their language learning through reading, as well as to contribute to the development of the competencies mentioned in the profile and level set out in the current Planes y Programas in our educational model.

Self-interest and commitment

Personally, this topic is of my interest due to the problems detected, because although it is already established in the plans and programs to work and improve reading comprehension both in the mother tongue and in English as a target language, sometimes the daily activities in the classroom do not provide the time or adequate strategies for the teacher and the student to practice and constantly improve this skill.

Similarly, at present and due to the period of confinement with the new modality of Learning at home, with which we were working in previous periods, I have observed that there is also very little focus given to this competence in general, since part of the back-to-school reinforcement plan of the school does not cover reading comprehension as such.

The reinforcement plan designed by the directors and teachers of the school is focused on all teachers of different subjects such as arts, science, history, English, etc.; include activities at the beginning of their class that cover a certain area to work on. In this case the plan takes into account those areas that are considered as essential for life, based on the Academic Training Fields which are Mathematical Thinking, Language and Communication; this because traditionally these areas have been considered as the main learning for everyday life in which the learner will develop.

In the area of language and communication, the focus is only on the mother tongue and topics such as spelling, oral expression and writing are addressed. Leaving

aside the reading skills of the learners and emphasizing that it is one of the weakest areas to be improved in the learning of each of the students, as well as reducing its importance.

Hence my interest in students having a positive perception of reading and knowing which strategies are easier to perform and which are not when understanding a text, facilitating the aforementioned through metacognitive strategies.

Therefore, as a future teacher, my responsibility is to guide learners in their learning, to show them strategies that they can use both in reading and in their daily lives. Within my work in this research, I seek to motivate my students through educational intervention to facilitate and improve one of the most important skills in education and life which is reading comprehension.

Following what is quoted by Gonzalez & lizzethe (2019) "Reading allows the reader to know other realities, transform them inside the human being and project them through new knowledge in society. Reading comprehension has gone beyond the simple fact of literacy, reading and writing."(Pg., 36). It is a way of communication and knowledge acquisition that I want my students to be able to experience not only in their mother tongue but also through a foreign language used worldwide.

Contextualization of the problem

During the days of practice and observation, some problems that students of the third-grade group "A" present regarding the linguistic skills in the subject of English were identified.

Knowing that the level and profile established for the management of the English language in third grade students in secondary school is currently not achieved in most of the students. Based on what was observed and analyzed during the observation and professional practices, a diagnostic test (Appendix D) was designed to detect the management and knowledge of the students in terms of the four language skills; reading, writing, listening and speaking.

During the analysis and interpretation of the results, it was identified that the reading comprehension skill is the area with the lowest performance by the students. Considering the desired profile and keeping in mind that the reading ability and specifically comprehension helps not only to develop the ability to understand a text, but also to know the meaning of the words and understand the context in its entirety, knowing what it talks about, what it wants to convey and the information it provides, and helping students with a complete learning development in the English language; Reading comprehension in English was identified as a problem and an area for improvement.

Hence the need to search for resources and strategies that help to improve the ability of reading comprehension in the English foreign language. In this process, it is important that students are aware of their learning and reflect on what they are reading and learning. Implementing the use of different metacognitive strategies in the classroom will allow the teacher and the student to achieve this.

The teaching of metacognitive strategies is a vital process to make students aware of their performance in a second language and the level achieved in their communicative competence (Bonilla & Díaz, 2018).

Objectives

This research aims to implement metacognitive strategies for the development of reading comprehension in students in order not only to develop this linguistic skill but also to impact positively on the knowledge and management of the foreign language English and other linguistic skills, based on this the following objectives are broken down:

General Objective: Improve students' reading comprehension by implementing closed and open-ended questions, brainstorming and graphic organizer as metacognitive strategies.

Specific objectives:

- To plan learning sessions that integrate reading comprehension activities to strengthen the use of the proposed metacognitive strategies.
- Identify reading comprehension activities that strengthen the use of metacognitive strategies.

- Evaluate, reflect and analyze the metacognitive strategies applied to assess their relevance in the process of achieving the general objective.

In order to complete the proposed objectives, the following research question is generated: how can reading comprehension in third grade high school students improve with the use of metacognitive reading strategies in the classroom? and how does this affect students' learning of the target language?

Competencies developed during the practice

On the platform of the Dirección General de Educación Superior para el Magisterio (DGESuM). The desired profile for teachers graduating from Escuelas Normales is described, including generic and professional competencies in the graduate profile of the Bachelor's Degree in Education based on the current plans and programs, from which the following have been chosen to be developed in the action plan:

Generic competencies:

- Uses the appropriate resources and didactic means to generate learning according to the expected performance levels of the school grade.
- Applies research results to deepen the knowledge of their students and intervene in their development processes.

Professional competencies

- Uses a second language to communicate.
- Argue clearly and congruently their ideas to interact linguistically with others.
- Apply their knowledge to transform their practices in a responsible manner.

Description of content

The following is a concise description of the content that I will present in this professional practice report: In the first section, I describe general information about the location of the secondary school where this research took place and I describe the participants involved, the relevance of the topic and my own interest in addressing it, the responsibility I assume as a teacher, as well as the context of the problem detected in the 3rd grade "A" group and the objectives to overcome the problem and identify the competencies put into practice.

In the second section, I present contextual characteristics of the educational situation, where I include the characteristics of the context where the school is located, taking into account the socio-economic, socio-cultural and economic levels of the area. In order to know the school of practice, the characteristics of the infrastructure and equipment that the school currently has to provide spaces and tools to improve the education of students are addressed.

In this same section, the approach to the problem is discussed along with the analysis of the diagnostic test that was carried out during the observation week, the theoretical contributions of the selected topic as well as the strategies proposed to integrate the didactic sequence, the purpose of my action plan and the description of the actions and strategies of analysis and reflection of the action plan are also presented.

In the third section I carry out a development, reflection and evaluation of the improvement proposal: where I also integrate the identification of the curricular approach and its integration to the action plan, the description and detailed analysis of each of the classes carried out. In the fourth section I present the conclusions and recommendations that based on my reflection and analysis I was able to reach at the conclusion of my designed action plan, and in the fifth and penultimate section I show the references that I implemented, which served me to defend each of the proposed and applied actions.

I. ACTION PLAN

The action plan is of great importance, being an elemental instrument in my intervention to carry out the teaching practice, the following is the contextualization, the problem, the purpose and the description of the present action plan; as well as the theoretical review that supports my proposal and its impact on education. This in order to generate learning and growth in my profession.

1.1 Contextual characteristics of the educational situation

Reiterating, the institution where the practice and the teaching intervention took place was Rafael Nieto Compeán Jr High School, with school code 24DES00360, in morning shift; located in &, Lisboa, 1er. Ricardo B. Anaya & Providencia with postal code 78390 in the city of San Luis Potosi, San Luis Potosi. The morning shift has 18 groups in total; 6 in each grade, however, for this research only considered the third-grade group "A" with a total of 32 students aged between 14 and 15 years. During the months of October 2021 to January 2022.

In order to obtain better results in research analysis and teaching intervention, it is important to consider the contextual characteristics of the school. Rockwell (2011) mentions that "the social and institutional context in which research is conducted always frames reflections on the process" (p. 42).

During the observation week, the school's assistant principal provided information about the contextual characteristics of the students belonging to the third grade, which are broken down as follows:

- Socioeconomic level
- Socio-cultural context
- Economic activity

Within the first aspect and according to what was mentioned by the school authorities and what was observed during the first week, the socio-economic level of the students is average, generally the parents have an average academic level, and a few have a higher level of studies. All students speak Spanish as their mother tongue, and a quarter of the student population learns English outside of school hours in particular schools.

In the sociocultural context, there are some social problems in the school context which negatively affect school achievement, such as gangs, assaults, drug addiction, inequality and family disintegration.

The economic activity of the community and of most of the parents are their own small businesses, such as “abarrotes” stores, selling desserts, beauty salons, food establishments such as fondas, “cocinas economicas”, fast food, etc. Although there are also parents who work for companies such as supermarket chains, fast food, restaurants and different companies where they hold a specific position. Some of the parents work in their own home or close to it, which is reflected in the time of entry and exit where the

presence of parents is noticeable, allowing them to be involved in the education of their children.

Another important aspect within the contextual characteristics that has been taken into account is the school infrastructure and equipment. The school has two shifts, the morning shift from 7:30 am - 13:40 pm and the afternoon shift from 14:00 pm - 20:10 pm, for which the directors and the parents' committee have made requests for the necessary equipment to cover the educational needs of both shifts.

The school has 19 classrooms for classes and workshops; there is a director's office, which includes offices for the secretaries and the deputy director. The institution also has a media room with more than 25 functional computers, a school library with a collection of approximately 900 books of different types and categories, this space is also used as an audiovisual room and is equipped with tables, chairs, a blackboard, projector and a computer. There is a bathroom for girls and another one for boys, and a sink area, most of the time these areas are in good condition to be used.

As mentioned above, the school has a special room to develop the USAER program; where Support Teachers, Psychologist, and Social Worker develop the task of guidance, counseling and accompaniment according to what is established by the SEIEM (Integrated Educational Services for the State of Mexico):

“Differences should be considered as opportunities to favor the learning of all and at the same time of each student, with emphasis on those who are at risk of being excluded, mainly those who face Barriers to Learning and Participation associated with Disability,

Outstanding Abilities, Autism Spectrum Disorders, Severe Learning, Behavioral or Communication Difficulties.” (SEIEM, 2019)

Some teachers mention that the implementation of this program has been working effectively, since the inclusion of students is remarkable in classrooms where most teachers of different grades and subjects employ strategies for each student to learn regardless of any condition they may present.

Focused on the vision and goal of the school: the main objective of the school as an institution is based on the following:

"We are a group of teachers and staff motivated by the vocation to teach. That our students acquire the knowledge and skills for a globalized and increasingly competent environment is our main objective" - (RNC, educational quality that transcends, 2022).

1.2 Focus of the problem

During my practice period in the 2020-2021 school year, which was conducted in the same way with students of the Rafael Nieto Compeán Jr high school; school year that was conducted through online classes due to the global pandemic by covid - 19; it was detected that most of the third-grade students had problems in the reading ability of the foreign language English.

In order to carry out this research and to better evidence the detected problem but now in the third-grade groups of the 2021-2022 school year with face-to-face classes, I

conducted a diagnostic test (appendix D) to each of the third-grade groups where the four language skills, reading, listening, writing and speaking, were assessed. The reading part was focused on reading comprehension.

The test consists of 33 questions that are divided into four sections corresponding to the four language skills (reading, writing, listening and speaking). The reading section was based mainly on reading comprehension questions, accompanied by short and attractive texts for the students. From this test, it was possible to obtain global results of the students' performance in the four language skills. Reading and writing were the skills with the lowest performance. This results at grade level, where the third group A, had the lowest performance in the reading comprehension section, as shown in the following graphs:

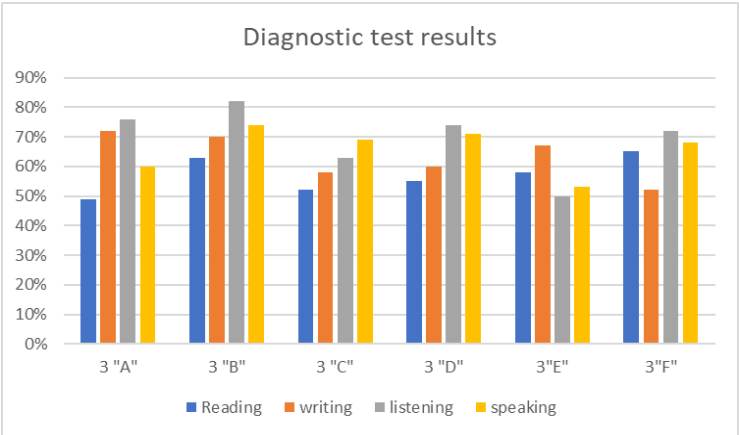


Figure1. Diagnostic test results divided by language skills

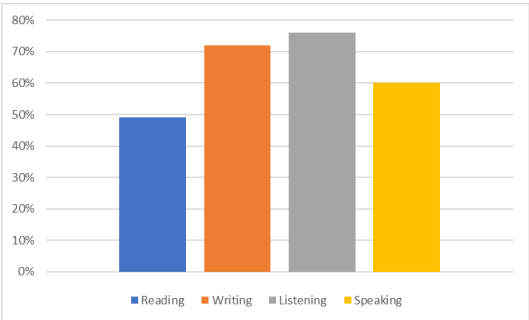


Figure 2: Performance in language skills (group 3 - "A")

Subsequent to the application of the diagnostic test, it was identified that the group that presented the most notorious reading comprehension problems, as mentioned above, was the third-grade group A.

Once the problem was detected in the group, the students were surveyed about their reading preferences and habits (Appendix F), where out of 32 students 26 of them answered that they had a normal reading habit, where they read 3 to 4 times a week, 21 students answered that the times they read were due to their own preference and the rest answered because reading was part of a homework or school activity.

Most of the students answered that they like to read juvenile books, fiction, romance, comics, Japanese manga, etc., but they do not like to read much about school subjects, much less read in English; these results of some questions are shown in the following graphs:

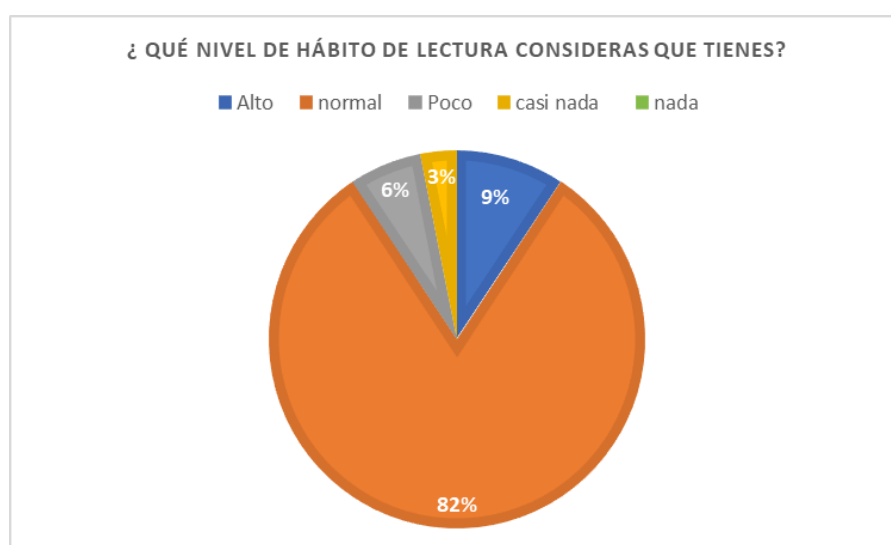


Figure 3: Results of the survey (3 A)

In question number 2 of the survey, referring to the level of reading students considered they had, the 82% of the students answered that their reading habit from their perspective is normal, considered as normal the fact that they use reading in their daily life to answer school activities, follow instructions, read text messages, read posts in social networks and read comics, this according to the answers obtained in the section "write the reason for your answer...".

What was observed in these results was that the students were not yet clear about the definition of the reading habit, and their "normal" response is influenced by what type of activities they use reading in their daily lives.

In question 3, considering the times they read a week, specified that it refers to how many times they read for pleasure per week, in this question 56% of the group answered that they read for pleasure from 3 to 4 times a week, in the discussion with the group the students commented that what they usually read for pleasure was some books, comics or stories that were shared in social networks. The following graph shows the percentage obtained in the other options:

¿CUÁNTAS VECES LEES A LA SEMANA?

■ 1 a 2 veces ■ 2 a 3 veces ■ 3 a 4 veces ■ Más de 5 veces

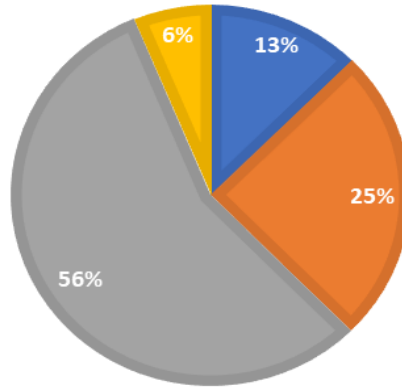


Figure 4: Results of the survey (3 A)

Finally, another question of the survey was, “when you read, you do it because....” the results are shown in the following graph:

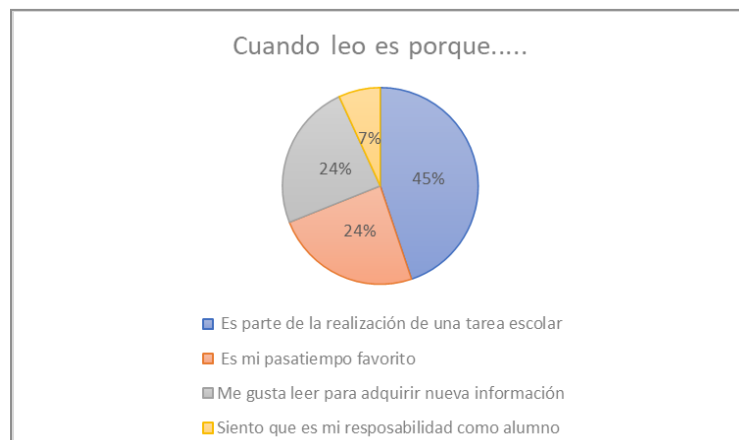


Figure 5. Results of the survey (3A)

As can be seen in the graph, the response with the highest score was the letter "A", where 13 of 29 students (45% of the group) indicated that the times they read they do it because it is part of a school assignment, and 24% indicated that they like to read to acquire new information, mainly on school subjects.

With the results obtained in this survey, it can be affirmed that the students of third grade group "A" of the RNC jr high school like to read outside the school environment and they do it for entertainment, being juvenile novels, fiction books and comics the main genres found in their repertoire. The students read at school because it is part of their work, but they do not do this activity consciously, since their purpose is to finish the activity.

To complement the results of the diagnostic test and the reading habits and preferences survey, a survey on "how I like to learn" was conducted, based on the learning styles proposed by Bandler and Grinder (1988), Auditory, Visual, and Tactile/Kinesthetic.

This survey (Appendix E) was justified by the importance of knowing how our students learn, for the design of activities and materials in order to have a greater impact on the resolution of the detected problem; since, as Alonso et al. (1994) point out, these are the cognitive, affective and psychological traits that serve as relatively stable indicators of how students perceive, interact and respond to their learning environments.

On the day of the application of this survey, 29 of the 32 students were present; due to time limitations it was not possible to carry out the survey to the three students who did not attend classes that day, so only 29 responses were taken into account. Based on the results obtained, it was determined that the learning style that predominates in most of the students is visual.

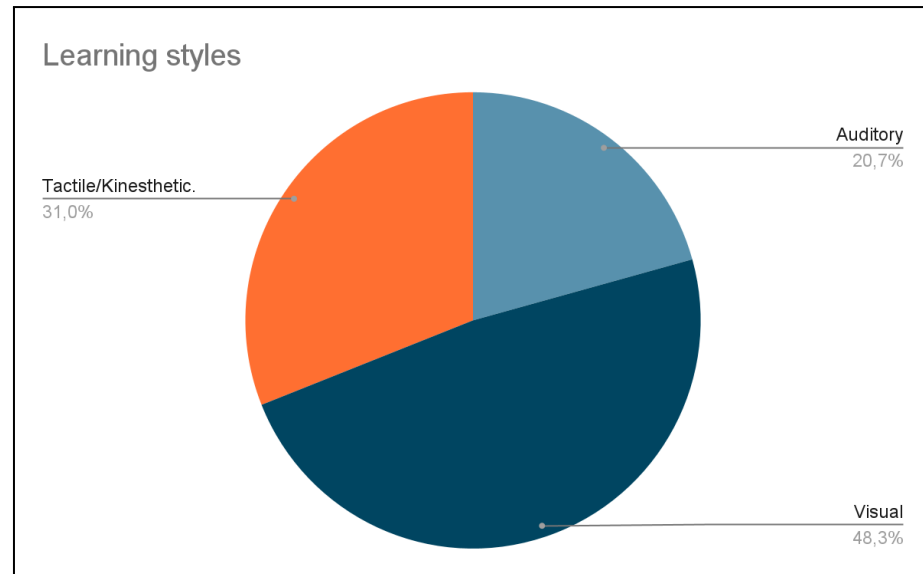


Figure 6: Results of the survey "how I like to learn" applied to third grade A students .

According to Dunn & Dunn (1992), this system, as mentioned by the authors, is when students tend to think in images and relate them to ideas and concepts, for example, when using concept maps. Students tend to make mental connections with images that relate to certain information or concepts. Some of the characteristics of the visual learning style are presented in the following table:

Table 2: Characteristics of the perception channels

Perception channels	Characteristics
Visual	In general, people with this active perception channel are organized. They are observers of details and when they speak, they keep their body rather still, but move their hands a lot. They memorize things by using images and can concentrate on something specific even in the presence of noise. They prefer reading to listening. They learn and remember by watching. They learn by making diagrams, summaries, images in general.

Note: Adapted from Communication in interdisciplinary teams a methodological proposal and classroom strategy by Raúl Escobar Maturana, (2010.P, 05.)

The second learning style that most students handle is Tactile/Kinesthetic, according to Escobar (2010) students with this learning style tend to acquire knowledge by manipulating, experimenting, doing and feeling, some of the characteristics of this learning style are shown below:

Table 3 : Characteristics of the perception channels

Perception channels	Characteristics
Kinesthetic	This type of person expresses much bodily. Responds to physical stimuli (hugs, handshakes). They express what they feel. They move a lot and look for comfort. They are good in laboratories or practical experiences in general. Memorizes by walking and concentrates on actions. Prefers to write and act, moves the body, touches himself/herself and touches others.

Note: Adapted from Communication in interdisciplinary teams a methodological proposal and classroom strategy by Raúl Escobar Maturana, (2010.P, 05.)

The rest of the class, which is 20.7% of the participants, have an auditory learning style, which makes it easier for them to learn languages, imitate voices and talk about themselves. They also find it easier to understand and remember oral directions:

Table 4: Characteristics of the perception channels

Perception channels	Characteristics
Auditory	They can repeat what they hear and memorize sequences or procedures. It is difficult for them to concentrate if noises or extraneous sounds. They prefer to listen and sub-vocalize (move their lips); while speaking they touch their ears and mouth, keeping their chin back. When learning, they do it by talking or listening, internally or externally. They reflect, try verbal alternatives and use rhetoric alternatives and use rhetoric.

Note: Adapted from Communication in interdisciplinary teams a methodological proposal and classroom strategy by Raúl Escobar Maturana, (2010.P, 05.)

Knowing the learning style of the students has allowed me to go deeper into the problem and determine the strategies and instruments to generate a proposal for improvement based on how each student learns and how he/she likes to learn.

In my opinion, the application of these three information gathering instruments has significantly helped to focus the detected problem, providing adequate information for the selection of the strategies that were proposed and applied in the action plan to solve the problem.

Finally, as a result of the information obtained with the data collection instruments, it has been determined that reading comprehension is an area of improvement in which, based on the preferences and learning styles of the learners, it is proposed to use metacognitive reading strategies such as: open and closed questions, brainstorming and the mind map as a graphic organizer to improve reading comprehension in the students of an EFL classroom.

1.3 Purposes of the action plan

In order to fulfill the general objective of this research, which addresses the problem focused on the use of meta-cognitive strategies to improve reading comprehension in the English foreign language, the purposes of the action plan that was carried out during the internship period of the 2021-2022 school year are presented below.

Thus, the purpose of the Action Plan of the research is to promote in the student with different specific activities, each one guided by a concrete objective, that lead to the

complementation of opened - closed questions, brainstorming and mind mapping as metacognitive strategies for the improvement of reading comprehension in each one of the students of the third grade "A" group in the English class, and at the same time strengthen learners' knowledge and use of the target language.

On the other hand, another purpose within the implementation of the action plan is to strengthen the knowledge obtained during my initial training as a teacher throughout these four years in the major.

1.4 The impact on education

Implementing strategies will always have a great impact on education. Metacognition seeks to make students more reflective and take control of their minds. As Kuhn (2006) points out, thinking about thinking implies the potential for management of thinking, not simply reflection on it or rule-governed manipulation of it. This active, self-directed management, in turn, implies the potential for volition and, by implication, some degree of control. Adolescents increasingly take charge of their mental life, choosing what to think about, when and where to do so, and how to allocate their mental effort. (p. 64)

Working with adolescent students sometimes complicates the teaching and learning process, but the search for and use of these strategies allows our adolescent students to be more willing to learn a new language since these strategies will be useful at the time of

learning and will be implemented not only in English class but also in other school subjects and in the best of cases will be implemented in their daily lives.

1.5 Theory review

For the implementation of the action plan as an alternative solution to the problem presented by third grade students in group "A" regarding with reading comprehension in the foreign language English: skill which t influences the development of knowledge, learning and management of the language according to the profile indicated in the current Planes y Programas, first I attach a theoretical review that will help to justify and understand the implementation and application of this metacognitive strategies with the students.

1.5.1 English Education in Mexico

Within the current Planes y Programas in the country's education, a National Strategy for the strengthening of English teaching is included, where due to the fact that English is currently the global language of the 21st century, the educational model aims to strengthen the learning and teaching of English for all compulsory education, which is reflected in the alignments made between the curriculum and the national and international standards, where the following vision is proposed:

"The vision is that, within 20 years, all Mexicans will be able to finish their compulsory education speaking English with an internationally recognized certification. In

other words, we want them to have the ability to understand and write complex texts, and be able to make themselves understood anywhere in the world." (SEP; Estrategia Nacional para el Fortalecimiento de la Enseñanza del Inglés, 2017)

Although the proposed strategy sounds interesting, it must consider that at present the results are not yet reflected, since students still do not have the desired profile, as mentioned in their results, Mérida et al. (2021) that despite the proximity to the United States, Mexico is one of the countries with the greatest lags in English language teaching, since 97% of public-school students do not reach the level of basic comprehension provided by the SEP.

From these results and the little impact that English has had in Mexican education, it is important that educational authorities and teachers seek tools, strategies and training to perform each of the linguistic skills that help to train students with the desired profile where they develop communication, as the main competence of this profile. As mentioned by the author Ramirez (2020), "Thus, the need arises for English teachers to consider perspectives and challenges that allow them to favor their teaching-learning process, considering not only what is established in the syllabus of the subject, but also the learning needs of the students, as well as the permanent elements of globalization. "(Pg., 21).

Using the concept of globalization as it is proposed by the author, it is easy to understand that the search and implementation to improve the teaching and learning of English is not only a challenge for the teacher, but also for the government of the country to be part of the globalization process.

1.5.2 Reading

During the beginning of basic education, students are supported with different strategies and methods for teaching reading in their mother tongue, despite the fact that reading has a preponderant importance within the school curriculum and social life because it is the basis for the rest of the subjects, besides being one of the main ways for communication and the acquisition of learning and knowledge. Therefore, reading becomes different processes in the life of a student, as mentioned by the authors Santiesteban & Velázquez (2012) such processes deserve special attention within the school activity and also in society.

According to Smith (1973) reading is not only a visual process, nor a simple decoding of audio, but a combination of two sources of information, visual information and non-visual information. The first source of information reaches the brain through the eye, and the second source considers three types of knowledge: knowledge of the language, knowledge of the subject or research topics on the subject and reading ability.

Hence the importance of implementing visual and information organization strategies, such as graphic organizers, specifically in this proposal the use of the mind map as a metacognitive reading strategy is proposed.

If reading is a priority in the learning of the student's mother tongue; while learning a foreign language it can be a tool of high impact. As described by Santiesteban & Velázquez (2012) "it constitutes one of the main ways for the assimilation of the

experience accumulated by humanity. Its teaching contributes to the intellectual and affective development of the student, especially in the field of foreign languages where it not only facilitates access to foreign scientific-cultural knowledge, but also facilitates the learning of the target language." (Pg,104)

According to Suk, (2015) "Reading ability is an important second language (L2) skill in academic settings, where L2 learners are required to read-to-learn and complete related tasks, which hold them accountable for reading content, in and out of class". (Pg. 16)

Consequently, students can learn and improve in the target language, if they use their previous knowledge and experiences with reading and relate them to the strategies implemented by the teacher considering the profile, age, experiences and needs of the students, since, as the author Romo puts it. (2019)

"Reading and reading comprehension are constantly changing. As readers mature, they draw on their own thoughts and experiences for reading comprehension. That is to say, when the reader expands his cognitive, cultural and world-related fields, his reading comprehension also expands and his degree of comprehension increases and he relates the intertext to the reading world." (Romo, pg. 168, 2019)

Types of Reading

An important aspect to know, when encouraging students to read and develop their reading comprehension, is the type of reading suggested to them, which should be part of the learning strategies to be worked on.

Extensive Reading

This type of reading is put into practice when we read for pleasure or for interest, for example when we read a novel, a comic book, an award, a new invention or discovery. In the teaching practice this type of reading is a method that is defined as follows according to the authors:

“Employing Extensive Reading, students should be involved in reading great amounts of written texts that are easy enough so that students can read and make sense of the texts on their own and that the texts need to be interesting and attractive matching the students’ reading interests and purposes for reading “(Maipoka & Soontornwipast, 2021)

In other words, extensive reading is based on students' tastes and preferences because in this way the texts are attractive to them, motivating them to continue reading while acquiring vocabulary and textual knowledge.

Intensive Reading

This type of reading is particularly characterized by the fact that we read to obtain information from a text, for example when we read a report, a letter, a news item, a historical or scientific text, etc.

As stated by Maipoka & Soontornwipast, (2021): “Intensive Reading refers to the use of written texts to develop and maximize one’s reading comprehension skills. In IR instruction, tasks and activities are designed for explicit teaching and learning of reading strategies and reading comprehension skills that learners need to be well-equipped with so that they can apply them while reading independently outside the classroom”. (Maipoka & Soontornwipast, 2021)

Therefore, intensive reading focuses on the study of a specific topic, such as a grammatical aspect; and helps to make students understand how the language is used.

Reading subskills

According to TKT Cambridge (2021) there some reading sub skills of which the following are mentioned:

- *scanning - Reading for specific information*
- *skimming - Reading for gist*
- *reading for detail*

(Reading - TKT Cambridge (Teaching Knowledge Test), 2021)

Scanning - Reading for specific information

Scanning or reading for specific information, is when students read in search of a specific purpose or word, find the answer to a question, locate names, ages, characteristics, etc.

As stated by Harmer (1997) “Students, like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for (as, for example, when we look for a telephone number, what's on television at a certain time or search quickly through an article looking for a name or other detail). This skill Merwe that they do not have to read every word and line; on the contrary, such an approach would stop them scanning successfully.” (pg., 100)

Skimming - Reading for gist

Students use skimming when they focus on reading headings and the first sentences of each paragraph or section. Again, quoting Harmer (1997) where he states that “Students also need to be able to skim a text - as if they were casting their eyes over its surface to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look quickly at a report to get a feel for the topic and what its conclusions are)”. (Pg., 101)

As the author Umar (2016) states “Skimming is a very useful aid to help students find out the information they wish for quickly. In skimming, readers just see the text at a glance; readers just survey the text without carefully reading it. They only use the clues that are in the book to get the information needed.” (Pg., 127)

Reading for detail

Students read in detail when they are trying to understand each work of a part of a text. It can be used when we answer close reading questions on tests. As noted by the authors Spratt, et al (2011) Reading for detail means reading every detail carefully and extracting the meaning out of every single word.

Knowing these reading skills is of utmost importance for teachers, since it allows them to know what ability the student will be able to use or develop at the moment of carrying out an activity and using a strategy for reading comprehension.

1.5.3 Reading Comprehension

Reading comprehension can be understood to be a multidimensional process in which a reader interacts with text, specific vocabulary, and what occurs while reading is ongoing, to comprehend. Reading comprehension includes different mental processes depending on the complexity of the reasoning, so it is important to understand reading comprehension as a cognitive process.

As Romo (2019) states “Reading comprehension is individual and depends on the cognitive and metacognitive activities that the person is able to develop in order to achieve full comprehension of a text. Reading comprehension includes metacognitive competencies: the awareness and ability to use a range of appropriate strategies when processing texts.” (Pg. 163). Therefore, the use of these metacognitive strategies in students should be developed during activities where they think and control their reading activity for a clear objective.

Author Jimenéz (2014) argues that ““Reading comprehension is the ability of an individual to grasp as objectively as possible what an author has wanted to convey through a written text. Therefore, reading comprehension is a concept encompassed by the broader concept of reading competence.) Reading competence is the ability of a human being to use his or her reading comprehension in a useful way in the society around him or her” (Pg. 71)

Taking into account authors Santiesteban & Velázquez (2012) who consider that reading “constitutes one of the main ways for the assimilation of the experience accumulated by mankind. Its teaching contributes to the intellectual and affective development of the student, especially in the field of foreign languages, where it not only facilitates access to foreign scientific and cultural knowledge, but also facilitates the learning of the target language.” (Pg.104)

For teachers and for the educational and social environment it is of utmost importance that students develop the habit and reading comprehension. As mentioned by Crespo, training students to be readers in the English language helps to increase their vocabulary in the foreign language, as well as to improve their spelling and to form beings who can freely express their opinion, who have the capacity for reasoning and discernment. (Crespo, 2019).

In order to have a definition of the teaching of reading comprehension, it is mentioned to the author Iskandar (2017) who defines it as the process of helping, facilitating, guiding students to comprehend the text and providing students with many

opportunities for practice it to make them can acquire the meaning and information from the author on the text” (Pg. 38)

In the teaching of reading comprehension, as mentioned before, teachers must have clear objectives and skills to propose strategies that are useful for students. There are many types of strategies, from the vision of metacognition, later I will mention some strategies and of course the strategies that I have tried to develop during the present research, for the moment I will consider the reading comprehension strategies proposed by Brown (2001) in his book "Teaching by principles" which are the following:

- Identifying the purpose in reading
- Using grapheme rules and patterns to aid in bottom – up decoding
- Using efficient silent reading technique
- Skimming the text for the main idea
- Scanning the text for main idea
- Using semantic mapping or clustering
- Guessing when you are not certain
- Analyzing vocabulary
- Distinguish between literal and implied meanings
- Capitalizing on discourse markers to process relationship

(Brown (2001), " How to teach reading". Teaching by principles (306 - 310)

1.5.4 Metacognition

During the performance of different tasks and activities human beings make use of different metacognitive strategies, which help the successful completion of these activities, but what is metacognition?

Livingston (2003) refers to metacognition as “higher-order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning how to approach a given learning task, monitoring comprehension, and evaluating progress toward the completion of a task are metacognitive in nature” (Pag,1). Therefore, metacognition is defined as a process where the individual requires the monitoring, regulation, and reflection of the information in order to reach a specific objective.

According to Chamot, 1998 (cited by Çakici, 2017). “Metacognition or metacognitive awareness refers to being aware of one's own thinking process. Metacognitive awareness entails managing and regulating reading process by planning to use necessary strategies with a learning task, then monitoring the person's own performance on an ongoing reading process by checking the effectiveness of reading strategies employed, and finally by evaluating the strategy” (pg,72). This is a process where students develop conscious awareness, monitoring and tracking of their own learning progress.

As Flavell states, 1979 (cited by Vega,2021) “Metacognition is the basis of oral and written communication, as well as reading, listening, and general comprehension.

Metacognition helps people develop self-control and self-instruction, improving their behavior, personality, and pace of learning”. (pg., 10)

Metacognition and learning

Thinking about how we think allows both students and teachers to become reflective and analytical in terms of information and learning achievement. Integrating the concept of metacognition together with that of learning allows a wide field of possibilities for the learner and allows his autonomy, just as it is mentioned by Pinzan (2003) “the use of metacognition gives the learner the possibility to develop a very desirable characteristic: to be a very independent learner, i.e., an individual who learns by himself² (p.25)

Working with adolescent students sometimes complicates the teaching and learning process, but the search for and use of metacognitive strategies allows adolescent students to be more willing to learn a new language since these strategies will be useful at the time of learning and will be implemented not only in English class but also in other school subjects and in the best of cases will be implemented in their daily lives.

According to (Armstrong, 2016) “Strategies for honing students' metacognitive skills include engaging them in critical thinking, showing them how to use metacognitive tools, helping them learn goal-setting behaviors, showing them how to think clearly about their emotions, and teaching them how their brain works and why mindset matters”. (Pg,120)

To complement, Muhid et al., (2020) refer that in Orden “To apply the metacognitive strategies, teachers should give the students systematic instruction about the concept of metacognition and learning strategies. This will help the students comprehend the new strategies better and know how to apply them to different reading tasks” (pg,849)

Metacognition and Metacognitive Strategies in Reading Comprehension

Considering Çakici (2017). “Reading comprehension as a cognitive process requires the metacognitive awareness and regulation of one’s thinking during the reading process by means of planning, monitoring, and evaluating”. (pg. 72). According to the author, metacognitive strategies in the process of reading comprehension allow the student to think about his thinking during reading and to manage his own learning.

Based on the results of the research by Ahmadi et al.,2013(cited by Muhid et al., (2020) where it is shown that " metacognitive reading comprehension strategy has a positive effect on learning a second language and learners can gain the skills they need for effective communication in English. Metacognitive strategies were also proven to facilitate reading comprehension and promote both the performance and understanding of one’s reading comprehension”. (Pg,07)

Based on the results of Vega’s research (2021) in a high school in Ecuador, where the author establishes as part of the conclusions that EFL students already use some metacognitive strategies inconsistently when performing reading comprehension activities;

it is easier for students to understand how to use some metacognitive strategies in reading comprehension when they have already had an approach with them.

Therefore, considering the reading strategies that students have been performing during their academic training which are in the range of metacognitive strategies will help these to be used correctly and have a significant impact on students' reading comprehension.

Establishing the above and based on the description of metacognitive strategies in the process of reading comprehension adapted by Zhang & Seepho, (2013) and as mentioned above, the strategies proposed in the action plan to improve the reading comprehension of third grade students in group "A" are the following:

- Brainstorming
- open - closed questions
- Mind mapping

These strategies work at the three levels shown in the following tables:

Table 5. Description of metacognitive strategies in reading comprehension process

<u>Metacognitive process & its sub-categories</u>	<u>Metacognitive strategies in the academic reading comprehension process</u>
Planning (Pre-reading)	Advance Organizer
	Organizational Planning
	Selective Attention
	Self-Management
Monitoring (While reading)	Comprehension Monitoring
	Production Monitoring
Evaluating (Post-reading)	Self-Assessment
	Self-Evaluation
	Self-Reflection

*Note: Description of metacognitive strategies in reading comprehension process by Zhang & Seepho, 2013
(cited by Muhid et al., (2020))*

Brainstorming

Brainstorming is a strategy used to help students creatively solve problems, and can also be used as a metacognitive strategy. In reading comprehension, brainstorming can be implemented in two metacognitive processes, the first, planning, where students can organize their thinking with their experiences according to the title or theme of the reading, in order to develop knowledge before reading, and brainstorming can also be considered within the last process, evaluating, where students complement their previous knowledge with what they have just read, reflecting and understanding the reading.

Open - closed questions

Encouraging students to use this strategy allows them to monitor their reading comprehension, thus entering into the second metacognitive process, monitoring. Including open-ended questions before or after the text allows students to think about the questions as they read, organizing their thoughts with previous strategies (planning) and developing reading skills such as scanning and skimming.

Mind mapping

According to Okebukola and Jegede (1988), concept maps are an effective way to achieve meaningful learning because "each concept depends on its relationships with many others to derive its meaning." (pg. 490). This enables students to make mental connections with the words, make use of their critical thinking and reflect on their understanding as they complete the mind map.

Therefore, it can be considered that the main map covers the three metacognitive processes, allowing the learner to organize and select what information is important in the planning process, monitor his/her comprehension at the moment of completing the information and finally use it for reflection of what is understood.

Considering the three metacognitive processes in the development of the didactic proposals and taking into account the strategies that enter into each process, allows the student to get the most out of it and his reading comprehension to have better results.

As mentioned by Muhid et al., (2020)" Metacognitive strategies had an impact on students' reading comprehension achievement. It promoted students' reading performance as well as their ability to maximize their reading effectively. By using metacognitive strategies in their reading activity, students will become skilled and become good and strategic readers in their process". (pg, 13)

In relation to metacognitive processes and reading comprehension Çakici(2017) mentions that "Metacognitive reading strategies entails thinking about the learning process, planning for learning, monitoring or checking of comprehension, and self-evaluation of learning after the language task is completed" (pg,74) As an extra, Paris & Jacobs, 1984.(cited by Çakici(2017) states that "metacognitive strategies help students

to focus their attention to understand the content, to connect prior knowledge with new information and to code them in their minds”(pg. 78).

1.6 Action plan approach

In the following section, is described and analyzed the action plan that was proposed base on Lesson plan (Appendix G) presented in the professional practice period where didactic sequences are integrated which include activities that allowed the student to know, practice and using the proposed metacognitive strategies to improve their reading comprehension in the English class.

The purpose of the Lesson plan is to work with important aspects mentioned in the current educational plans, which define a communicative approach in the development of the class at secondary level, therefore, it was intended to develop different skills that help communication in the second language English, with the proposed strategies.

The lesson plan was developed covering the topic proposed in "Planes y Programas" defined as: Discusses own and others' experiences in a conversation, which was based on reviewing and discussing anecdotes of own experiences, where the student had to Understand the general meaning, main ideas and details of the anecdote as represented in the following scheme:

AMBIENTES SOCIALES DE APRENDIZAJE	FAMILIAR Y COMUNITARIO
Actividad comunicativa	• Intercambios asociados a información de uno mismo y de otros
Práctica social del lenguaje	• Comenta experiencias propias y de otros en una conversación.
Aprendizajes esperados	<ul style="list-style-type: none"> • Escucha y revisa conversaciones sobre experiencias personales. • Comprende sentido general, ideas principales y detalles. • Comparte experiencias personales en una conversación.

Note: Taken from Educación Básica, Aprendizajes claves Inglés, sep (2017)

Based on the above, the proposal consisted of 6 classes which cover the topic of anecdotes and where in each class a metacognitive strategy was used. The first three classes were aimed at introducing the topic of anecdotes and presenting the strategies: brainstorming, open and closed questions and mind map as a cognitive organizer, on the other hand, the other three following classes allowed the student to become familiar with the strategies, and to put them into practice individually.

The design of the present research includes the development of didactic sequences that teach and put into practice certain metacognitive strategies applied during the reading process through three phases: before, during and after reading, in order to guarantee a conscious and dynamic reading process.

Lesson 1: Talking about experiences during a road trip using simple past.

Class purpose: By the end of this class, students should have been able to identify the main idea of the anecdote as well as specific details such as places, days, activities, etc.

At the beginning of the class the teacher used some open-ended questions and a picture to activate the learner's prior knowledge of the topic on road trips before starting

the reading. This activity not only gave the learner a familiar context about the reading but also the students were able to review the vocabulary to be used in the reading and clarify doubts about unknown words.

This last point was made because, according to Sidek & Rahim (2015), having knowledge of the vocabulary found in a text allows L2 learners to succeed in reading comprehension activities, which was evident during the activity.


Examples of open and closed questions	Used picture
<ul style="list-style-type: none"> • What do you see in the picture? • Have you ever been on a road trip? • Do you like road trips? • Where have you been? • What kind of activities did you do? 	

Figure 7: open-ended questions and a picture to activate the learner's prior knowledge of the topic.

Before beginning the reading, the teacher introduced with an oral drill the main activities that can be performed on a road trip, so that the students could identify and understand the activities that the characters performed in the reading. While the students were reading the text, they were asked to underline all the actions (verbs) they found in the past simple tense.

The purpose of the reading was for the students to identify the general idea of the text as well as the specific information, on the other hand the text allowed the students to

have an input in the target language and focus on the grammatical aspect to be covered with the topic, which was the simple past.

After the reading, the teacher began with a discussion about the characters and places they visited to encourage students to share what they had understood so far and how they could relate it to their own experiences.

At the end of the discussion students reread the text only if necessary and completed the comparison chart with the main ideas and relevant information from the text they were asked to complete, finally in pairs students discussed in a role play using the characters from the text about how they felt during the road trip based on what they read at the beginning.

Information	Alan	Robert
Place visited		
When did they go?		
Who accompanied them on the trip ?		
Did they like the trip ?		
What activities did they do on the trip?		

Figure 8: Example of comparative chart

This class aimed to cover several important aspects of reading comprehension with the help of open and closed pre-reading questions. These aspects were decoding, vocabulary and reasoning, and prior knowledge, in order to understand the main idea of the text and discuss specific information and details.

Lesson 2: Talking about experiences during a birthday party

Class purpose: by the end of the class students should have been able to distinguish between relevant information to get the general idea of a text

For this class, students explored a topic that is very common in their daily lives and that everyone has experienced at some point, birthday parties. The topic allowed for more concrete connections to be made to the experiences and prior knowledge that the students have acquired growing up, so students master the topic when it is addressed in their native language, which facilitates exposure to this same topic in the target language. According to Yahya & Salma (2015) “a good reader” is one who can employ his prior knowledge to comprehend the text by using any available sources, such as the text's title and illustrations.



Figure 9: example of the introductory mind map

To start the activity, the proposed strategy of the mind map was used as a graphic organizer prior to reading and as a form of introduction to the topic. The mind map was made with the help of brainstorming where the students together with the teacher were the

main speakers of ideas; the brainstorming and the mind map were made around the following question: what was it like and what did you do on your last birthday? The students began to share and discuss their experiences while the teacher wrote the different ideas on the board forming the mind map.

To finish with the mind map, the teacher asked the students to look at everything that was written on the board, and based on that, make some predictions about what they think the reading will be about just by looking at the image and the title "La fiesta de los XV de Rubí". After the students made some predictions and talked about the topic of "Ruby's XV" (a relevant topic known by the students) the comprehension questions were read as a group so that the students could understand the general idea of each of the questions and could read the reading with the scanning strategy to locate the parts of the text where the answers were exposed so that later they could give a precise answer to the questions previously read.

And finally, students practiced using the mind map to organize what they understood from the reading, at this point in the planning process students were able to be creative with the design of their mind map, where they included relevant aspects of the reading they understood and had to include the activities that Ruby, the main character of the text, was able to do and those that she was not able to do at her party. At the end of the class, students presented their mind maps to the class.

The crucial point of this class was that the students were able to discriminate between the relevant information in the text and what is important to know and what is not

so relevant or already known in order to understand and retain the most important part of the reading when filling in their mind map.

Lesson 3: Learning about technology in the past

Class purpose: by the end of the class students should have been to distinguish between relevant information to get the general idea of a text

To start with the class, the teacher addressed the topic of technology and talked about how everything was different in the time in which the grandparents lived their adolescence, so from two images the brainstorming strategy was implemented and the students shared what they thought was happening in each image, some notable features, and the differences they could find, the purpose of the activity was to use brainstorming as a strategy to activate the students' prior knowledge about the topic before reading

As students began reading about two grandparents talking about the differences between the activities they did as teenagers and the activities their grandchildren do today, students had to identify and underline all the activities the grandparents did. After the reading, students brainstormed in teams of three about the activities they do differently from the grandparents in the text, and formed a list of contrasting sentences using past and present simple sentences.

The important thing in this class was for students to begin to infer and contrast relevant information from the text with their own experiences and ideas to improve their reading comprehension in the target language.

Lesson 4: Discovering historical events of the past

Class purpose: by the end of the class, students should have been able to make inferences from a text to improve their reading comprehension.

In this class it was intended that students make inferences from the title and an image about a familiar topic and public knowledge, it was proposed to use a text about the independence day in Mexico, since it is a topic that students study in different classes and is a social historical event that gives students a sense of belonging at the community level, students were helped by their prior knowledge to relate what was written with their previous experiences to make the reading more personal, which helped them to understand and remember what they read.

As an initial activity, students brainstormed the topic in their notebook, listing everything they could remember about the topic, such as dates, characters, and important events. Before beginning the close reading, students scanned the text for keywords that would complement their brainstorming list and made inferences about what they thought the reading would be about, as well as defining the main idea of the text based on their brainstorming, keywords, and prior knowledge.

During the reading, students focused on how they could explain what they were reading, what they would use from the text to explain it, and whether the main idea they had pre-established beforehand connects to the main idea of the text after reading it.

To conclude the activity, the students made use of the metacognitive strategy of the mind map to represent more graphically what they had understood from the text, this mind map was completed with the information from the text and with the information that the students had determined from their inferences. The teacher presented an example of a mind map as a form of visual support for the students.

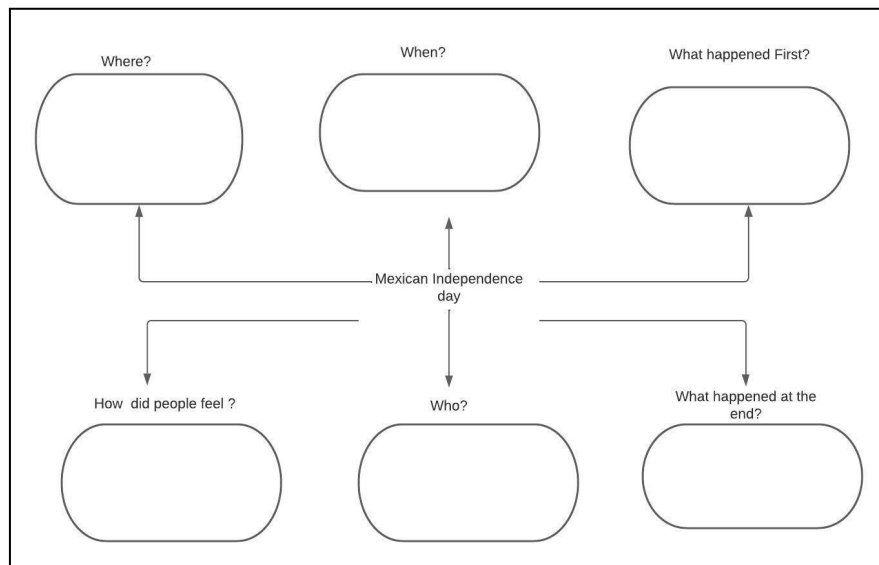


Figure 10: Sample mind map for reading comprehension activity

In addition to testing the strategy of using the mind map as a graphic organizer and metacognitive strategy in this class, the students were also able to use the complementary skill of inference for their reading comprehension.

According to Kintsch (1998) students are able to process the content of the text at an inferential level, depending on how the reader relates the ideas of the text, eventually incorporating previous knowledge and reworking the ideas proposed in the written material, making inferences along with a strategy that involves metacognitive processes as in this case the mind map, allows readers to evaluate the comprehension in progress, and

tentatively implement the necessary adjustments to improve the level of coherence of the mental representations generated in the reading process will show us an improvement in the level of reading comprehension of the students.

Lesson 5: Our Last Christmas

Class purpose: by the end of the class, students should have been able to use their critical thinking and reading comprehension to answer questions based on the texts.

First, as an introductory activity to the class and to the strategy that was addressed, which was open and closed questions, the teacher began with some questions to introduce the topic and activate prior knowledge. For this class, a very important and fun topic for the students was treated, which is the Christmas season. With the help of some images with Christmas scenes the teacher started with some questions like: Do you like Christmas? What do you like about Christmas? What do you do during this time, etc.? The students shared their answers with the teacher and the rest of the class.

On this occasion the use of the proposed strategy was divided into three stages; open questions before, during and after reading the text. With the purpose of discovering in which stage the students relate their previous knowledge, and the information that the questions make them reflect in order to have a better understanding of the text they are reading.

In the first stage the students were presented with prediction-based questions, such as "look at the image of the reading, what do you think it will be about, what does your prediction make you think? Do you think it will happen at the beginning? etc."; in the second stage the questions focused more on the characters and the setting, for example: how do you think the character in the story feels? What do you think about the ending of the character? Can you imagine the setting of the story, etc.? And finally, in the third stage, questions were used such as: did you like the ending of the reading, would you change anything in the story, or what part was your favorite?

The following table exemplifies a little more the questions corresponding to each stage mentioned above, as a way of support for the teacher:

Reading Stages	Open-Ended Questions
Before reading the text.	<ul style="list-style-type: none"> • What do you think this text is about? • What detail on the cover supports that prediction? • What do you think will happen in the plot? • What ideas do you think will be present in this text? • How do you think the story will end? • What kind of characters do you think will be in the story?
During reading the text	<ul style="list-style-type: none"> • How do you imagine the scenario of the story? • How do you think the characters feel? • Is the situation of the story similar to any of your own experiences? • How would you feel if you were one of the characters? • What details do you think are the most important in the story?
After reading the text	<ul style="list-style-type: none"> • What do you think about reading now? • How could you summarize the story? • If you could change the ending, how would it be? • How do you relate the story of the reading to your life?

	<ul style="list-style-type: none"> • What was your favorite part? • Which character did you hate the most?
--	--

Figure 11. Reading stage and open - ended questions

After the introductory questions, the teacher gave the students a worksheet with the reading "A Christmas Day" before starting the reading the teacher used open and closed questions, based on the title and the image accompanying the reading (first stage questions) students had a time to discuss their answers and write their first ideas of the text based on the first questions.

After that, students started the reading with three questions given by the teacher in mind (second stage). At the end of the reading, students shared their thoughts provoked during the reading with the help of the questions. As a final activity Students had to write a review of the reading. In order to expand the students' thinking the teacher used three questions from the last stage to make the students reflect and think about what they understood in the text at the moment of writing their review.

The important focus of this class was that students, with the help of open and closed questions, create connections with their background knowledge, understand the author's point of view, and assume a critical stance, judging the text and relating it to other texts or experiences, since as mentioned by Badger & Thomas (1992) open and closed questions allow students to construct their own answers and open a window to students' thinking and understanding, offering a better experience based on critical reading and meaningful understanding.

Lesson 6: Anecdotes/simple past and reading comprehension test

Class purpose: By the end of the course, students should have been able to implement the use of metacognitive strategies to understand the readings.

For the final class, it is proposed that students be evaluated through a test (Appendix H) which was divided into different sections which were: vocabulary, grammar and reading comprehension; the grammatical approach covers the use of the simple past and regular and irregular verbs which were the topic of the previous classes.

To begin the class and as an introduction to the test, the teacher brainstormed one of the readings that the students will read on the test, focusing on the activities that the students did over the weekend, so that the students could recognize phrases and activities and help them to understand the reading based on their previous knowledge. After brainstorming, students were ready to begin the test, which was given individually and lasted for the remainder of the class. While the students were answering the test, Teacher was continuously monitoring them and was there to answer any questions.

The first part of the test deals with the vocabulary section. Students had to read and match the words in the right column with those on the left, these were verbs in the present tense and their past tense form. The intention of this part was that the students remember the form of some regular and irregular verbs and that when they read the texts, they could recognize them and help them to understand what they are reading.

In the second section, the first part of reading is presented. Students had to read the text and answer the open and closed questions according to the text, using the grammatical structure of the simple past in order to evaluate reading comprehension and grammar.

In the third part of the test Students had the word "Snowman" and a representative picture. The prompt was: brainstorm the ideas and write down in the white space everything you know related to the title of the next reading and the picture next to it. Students had enough space to write their brainstorming.

Then the next instruction was to read the text and find the main idea that helps students to summarize the reading and underline it with some color. After that student found 5 open and closed questions related to the text that they had to answer according to what they read. And finally, the students had to complete a mind map with some indications all based on the reading they previously read.

The purpose of this class as mentioned above was to evaluate Students since evaluation allows us as mentioned by Hernandez (2009) "Evaluation is the whole process of pointing out the objectives of an aspect of education and estimating the degree to which such objectives have been achieved. It is also the establishment of the current state of the teaching-learning situation and determines whether success has been achieved in what it set out to do." (P.13). Therefore, if it is required to obtain results of student learning and to observe which objectives were met, evaluation and different instruments that help us not only to have a final evaluation but a continuous evaluation of the process should be considered.

I.7 Class participations and interactions (implemented actions, strategies & evaluation instruments)

The following is a description of the forms of participation that occur in the classroom of the third grade "A" group while working in the English class, as determined during the week of observation. It also presents the different strategies that have been proposed to be used during the weeks of professional practice as well as the different types of interactions that occur in the classroom and finally the evaluation instruments corresponding to the proposed activities are added.

1. 7.1 Participation in classes

As a future Teacher I know that participation in the classroom is essential not only for the class to flow but also for students to acquire knowledge through the exchange of ideas, opinions and experiences as mentioned by the author, “participating, helps people to learn about many things by sharing their perspectives and learning from others “(Sánchez et al., 2021). Hence, participation is an important factor to consider when planning a class, as it will have a positive or negative impact on the students.

According to what is proposed in the current plans and programs, the English class has a communicative focus, so it can affirm that class participation and interaction helps the communicative approach to be achieved effectively. The author Sanchez et al.,

(2021) adds that one of the benefits of participation in EFL is that students who are active participants have the opportunity to practice the target language. (P.152).

In order to improve participation within the classroom, it has been proposed to consider emotional factors and the classroom environment since as mentioned by Reifman (2008) Creating a positive and safe environment promotes positive teacher-student interactions and improves student behavior, classroom management and active participation in the classroom. In accordance with the above, the following diagram explains in a more visual way the participation strategy used in all classes of the practice period:

Participation strategy Diagram

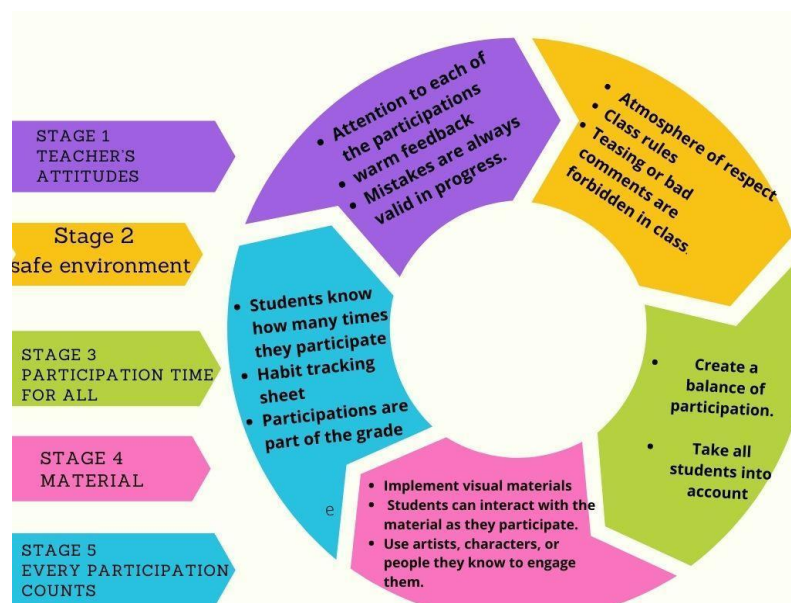


Figure 12: Participation Strategy proposed diagram

The proposed participation strategy as presented in the diagram comprises 5 stages, each of which is of utmost importance when considering the participation of each

student in the classroom. Each of the stages are proposed based on the observation and profiling of the groups as well as each is supported based on the conclusions of the research conducted by Sanchez et al., (2021) “Factors that de-motivate EFL students' participation at a school of languages in the state of Veracruz, Mexico”.

Stage 1. Teacher's attitudes

Teachers must always pay attention to each of the participations, as well as to implement the warm feedback in order not to discourage the learner. The teacher becomes the main motivator of the learner; “some teachers might encourage students to feel enthusiastic about learning a new language, whereas others might succeed in making students think negatively” (Aulls, 2004, quoted by Sanchez et al., 2021). Therefore, the student must be encouraged to participate by having a good attitude and always considering that mistakes are valid in a progress such as learning.

Stage 2. Safe environment

At the age of the learners which is between 13 and 15 years old, the opinion of third parties is always important and can affect their development. On this occasion, what their peers think can always influence their participation. The teacher's task is to create an atmosphere of respect where the student feels safe to participate, so from the beginning the teacher and student should agree in the class rules that all participation is allowed and that teasing or comments are a penalizing action in the classroom.

Stage 3. Participation time for all

When working on participation it is important to consider all students, not to focus only on those who participate a lot or those who never participate, as some students may feel bad when there is no balance in the participation, sometimes the teacher focuses more on students who never participate or those who participate a lot leaving aside the rest of the group. The best thing to do is to create a balance in the participation as well as to organize moments so that all the students feel motivated to participate.

Stage 4. the material as a means of participation

The use of visual materials always helps to awaken the interest of the students to the class, so supporting the class with visual materials that the students can interact with at the moment of participating helps a lot, so it is proposed to use this type of materials in most of the designed lessons.



Figure 13: evidence of students interacting with the material during the lessons

Using celebrities, characters, or people they know helps to engage the class, attention and participation as they will be drawn to want to share extra information about the character being presented. The material can always provide time for participation and help to balance participation.

An example of the material used during classes to increase student participation, based on their preferences, is presented below:

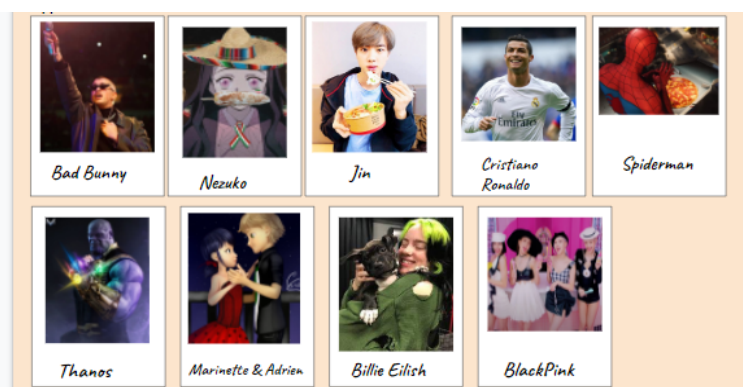


Figure 14: Flashcards used during classes to enhance student participation

Stage 5. All participations count

The purpose of this stage is that the students know that each participation counts and that it has a meaning which the teacher must let the student know, such as telling them that the more they participate, the more they find themselves in the class and therefore their learning increases.

Students like to compete and know how many participations they have, so it has been proposed to create a participation sheet (Figure 14) where students can fill with stickers every time they participate in class, at first, they will participate in order to fill the

sheet but over time they will become a routine activity of the class and will participate whenever necessary.

MY PARTICIPATIONS
IN ENGLISH CLASSES

Student's name:

The worksheet features a grid of 13 circles arranged in three rows: the first row has 4 circles (the first three contain icons: a blue smiley face, a red heart, and a yellow smiley face), the second row has 4 empty circles, and the third row has 5 empty circles.

Figure 15: Participation strategy: My participations' sheet

1.7.2 Classroom Interactions

Classroom Participation could not be possible without the interactions formed between teacher - student, student - student and student - material interaction. Classroom interaction focused on the language used by the teacher and learners, the interaction generated, and their effect on L2 learning. (Tsui, A. 2001)

Therefore, part of the proposal is to describe what type of interaction is used in each activity. The following is a description of how these interactions are presented in the English class of the third grade A group.

Teacher - student interaction.

During the week of observation, it was detected that this type of interaction is the one that is most present in the classroom, since the class is more teacher-centered than student-centered. The student speaks only when the teacher asks a question, otherwise the class continues in the same way. When an activity is checked, the teacher asks for the answers and the student who has the answer raises his hand to answer.

Most of the classes are similar, there are no activities where the student interacts more than to say answers. There are also no group reading activities and almost no pair or team work.

The Head teacher commented that during the return to classes after covid pandemic it has been very complicated to carry out team activities since the students are not used to it and they get a little out of control of the situation. He also commented that the student-teacher interaction is very weak and that it is something that needs to be worked on, since due to the online classes this type of interaction has been lost.

As part of the intervention proposal, it has been considered that classes can be more student-centered and less teacher-centered in order to make the student an active agent in the process of their own learning, for example in classes where brainstorming is used before a reading, the students are the main ones to lead the brainstorming based on their experiences and previous knowledge, while the teacher's role is to guide and monitor them during the activity, but not being the protagonist

.

Student - Student interaction

As mentioned above, student-student interaction has been affected this year by the new sanitary measures that must be followed. Paired and group activities are almost impossible to carry out since students are not used to working in this way, which makes it not a dynamic that teachers like.

Peer-to-peer interaction helps to build cooperation and empathy among students; implementing activities where students can share their experiences and help each other to complete and solve a problem helps to create a safe environment for students because everyone can integrate some of what they know without feeling individual pressure. "Constructive relationships among students are probably an absolute necessity for maximum performance, socialization and healthy development." (Johnson, 1981).

In order to improve the interaction of the students in the classroom while respecting safety measures, it has been proposed to integrate discussion and reading activities that are carried out in groups and in pairs that allow not only a social interaction but also that the students can share their knowledge and support each other. The focus of this research is reading comprehension, so in terms of interaction, group or paired reading can contribute to students' interest in reading.

The role of discussion and sharing answers after the activities will allow students to interact and argue their ideas from the readings that are being used in class, which will help their oral expression in the language and check their reading comprehension while exchanging ideas.



Figure 16: students exchanging their ideas during classes, improving the interaction between students and the use of the target language.

Student - material interaction

During the classes that were carried out through the new online modality, the students acquired a relationship and interaction with more dynamic materials with which they learned to use them and have control of them for the acquisition of learning.

This type of materials that teachers provide to students in online classes have marked a before and after in the learning of students, so it was an extreme change for the return to face-to-face classes because compared to online classes students no longer interact with dynamic or visual materials.

Throughout the face-to-face classes it has been observed that part of the main teacher's dynamic is to write on the blackboard the grammatical rules and then some exercises where the students have to complete or accommodate some sentences based on the grammatical rule that is being practiced. All these exercises and explanations of grammar rules are copied by the students in their notebook, so this would be the only material they interact with. As for reading, it is a skill that is very neglected since the use of reading sheets is hardly implemented.

Therefore, during the proposal it is planned to give the students worksheets that include the reading, instructions, and explanations for the students to interact with the material, as well as the use of flashcards, visual posters, pictures, etc.

1.7.3 Evaluation Instruments

In the teaching and learning process, evaluation instruments are an essential tool that allows teachers to assess students' knowledge as well as to detect areas for improvement in the knowledge acquisition process. It also allows students and teachers to determine how the activities and materials used have worked and to modify their actions in order to achieve the proposed objectives; "Evaluation instruments are the tools that both teachers and students use to capture in an organized manner the information collected through a particular evaluation technique". (Hamodi et al., 2015).

In order to evaluate each of the activities carried out based on one of the proposed strategies, it was determined to use two evaluation tools: a rubric and a checklist, and a reading comprehension test to cover the three strategies used during class. The following

are the evaluation instruments proposed to be used in some of the products per week of the proposal:

Rubric evaluation

A rubric can be used to grade homework, class participation or overall grades. Torres et al. (2010) state that “the rubric is an evaluation instrument based on a quantitative and/or qualitative scale qualitative scale associated with pre-established criteria that measure the student's actions on the aspects of the task or activity to be evaluated” (P. 143)

According to the characteristics of the rubric, a specific rubric was designed to evaluate the students' answers to the open and closed questions:

Student' name:		
Date:		
Aspects	Description	Grade
writing	Answers present cohesion at the textual level and are appropriate to the subject of the reading and the question.	
spelling	Answers have fewer than 3 spelling errors according to the topic being covered.	
vocabulary	Answers present an adequate use of the vocabulary seen before the reading.	
Central idea	Answer covers the main idea of what is being asked.	

Good	Regular	Can improve
9 8 7	6 5 4	3 2 1

Figure 17: Proposal evaluation rubric

Evaluation checklist

Checklists are a simple format that the teacher can use to record important information on certain criteria to evaluate the development and final work of the students. For students the checklist is a list of everything they have to include or accomplish in the performance of an activity in order to complete a final product in class.

It has been proposed to consider this instrument to evaluate the performance of the students in the realization of a mental map of reading comprehension.

Student's Name:		
Date:		
Aspects	Yes / No	Observations
Recognizes the main and secondary personalities of the reading.		
Relate the decisions made by the characters and the end of the reading.		
Add extra information to complement the main points		
It includes the introduction, the development and the end.		
Complement the mind map with the most relevant information from the reading.		
Explain the end of the reading in your own words.		

Figure18: Mind map checklist

As a final instrument, a partial exam (Appendix H) focused on reading comprehension was conducted in which the student put into action for the last time the use of the different metacognitive strategies that were explained and developed during the previous classes to improve the students' reading comprehension.

The results and evaluation of the test performed are presented in the following section. It is important to mention that the reading comprehension section was evaluated with the help of the rubrics mentioned above, in order to have the same scale and to take into account the aspects that were reviewed during class.

It also reflects on the practice to address the answer to the question of inquiry posed above: how can reading comprehension in third grade high school students improve with the use of metacognitive reading strategies in the classroom? and how does this affect students' learning of the target language?

II. Development, reflection and evaluation of the improvement proposal

As a fundamental part of this document is focused on the innovation of education as one of the most important tasks of the teacher, which is done with the help and through reflection, where it is necessary to contrast what has been planned with the final results, analyze and replanted situations that could get out of control or out of the expected.

Therefore, for the application of the research-action methodology in this report, the following is presented: the relevance and consistency of the proposal, the identification

of curricular approaches, the competencies deployed within the action plan, the description and detailed analysis of the sequences of activities and finally the evaluation of the improvement proposal, where the failures in the implementation and their consequences are recognized, the achievements are identified and shown, explaining the analysis of how they were favored, as well as those situations that hindered the purposes of the action plan and its implementation.

2.1. How relevant and coherent was the proposal to obtain results on the impact of metacognitive strategies on reading comprehension?

Reading comprehension, as previously reviewed, is an important and helpful skill for the student who is learning a second language; since it allows him/her to have contact with input in the target language and comprises an important part in the acquisition of vocabulary and grammar in the student. In this sense it is important to highlight the concept of reading comprehension as the central axis of the action plan within the improvement proposal due to the previous observations that were made through online and face-to-face classes to the students of the group, where it was evident that it was necessary a transformation in the dynamics of work in the English class and focused on reading with the purpose of favoring the reading comprehension of the students.

Due to the continuous lack of activities and reading strategies that the group presented after two years of online classes where this skill was left aside, since in the first days of observation and practice of the 2021-2022 school year, it was evidenced that students did not understand what they read and therefore responded erroneously to the activities. These causes were the reason why this topic has been included as the main

problem of this report. The answers of the students through the surveys of how they like to learn and reading habits showed as a result that the students prefer the reading to be more visual and entertaining in order to understand, based on this, the three proposed metacognitive strategies were chosen.

2.2 What curricular approaches and how were they integrated into the design of the improvement proposal?

In accordance with current plans and programs, the Foreign Language curriculum. English adopts an action approach focused on social practices of language; which are oriented to the process and integration of learning and offer students opportunities to participate in various communicative exchanges that demand the appropriate use of knowledge, skills, attitudes and strategies, and to reflect on different aspects of language, language and culture. (Aprendizajes Clave, 2017).

Taking into account the social practices of language as the focus of attention in the teaching and learning of a foreign language, language is defined as a communicative, cognitive and reflective activity, which becomes the focus in basic education classes and helps teachers and students to understand the communicative cycle of language.

Student should be able to express, exchange and defend ideas, emotions, desires, interests; establish and maintain interpersonal relationships, access and interpret information, participate in the construction of knowledge, organize thought and reflect on the process of discursive creation, Planes y Programas defines it as learning English using English, taking into account one of the pillars of education which is learning by doing (aprender haciendo).

The present project follows the approach designed and proposed within the study plan, which states that students should learn the target language in real or close-to-reality communicative interactions in which students participate as users of this language and are interested in learning how communication takes place when interacting with others, through a reflective process.

2.3. Competencies deployed in the implementation of the action plan.

According to the information published by DGEsUM in 2014, the revision of the educational model in force at that time began, where the Plan and syllabus of the Bachelor's Degree in Secondary Education of 1999 and the assessment of the current educational context were taken as a starting point in order to improve the disciplinary knowledge, pedagogical practices, socio-emotional and inclusive education, as well as the use of technologies.

With this, it was proposed to strengthen the communicative competence of English as a foreign language through a formative environment that complements the competencies of the discipline with English courses to develop in the students of the Escuelas Normales the effective communicative ability in relevant contexts of use, through social practices of the language: personal, community and professional. (DGEsUM,2019)

Based on the proposed social practices of language, teachers-in-training should develop the following competencies:

“Personal: Includes contexts in which English is used to converse casually and socially with friends or acquaintances on personal or social topics, as well as to carry out transactions.

Community: Includes contexts in which English is used to express students' cultural aspects, such as entertainment, the arts, the environment, and ways of life. It may also include cross-cultural topics, comparing students' lifestyles and behavior with those of people from other countries or social groups.

Professional: This environment is related to the teaching work that students will perform in the future, as well as to their general professional development”.

-DGESuM, 2019

Returning to the competency-based approach of the study plans and programs, it is necessary to describe those generic and professional teaching competencies that are manifested in the process of improving the practice profile of graduation from education in Escuelas Normales.

Among the generic competencies developed in the preparation of this document, the following are mentioned:

In the design of activities and the confrontation of unplanned situations within the classroom, it was possible to develop the competence of problem solving and decision making using critical and creative thinking, being a fundamental part in the decisions that

were taken in the development of this research. Autonomous learning and self-regulation in order to strengthen personal development was applied during most of the process, since as the main agent of this process, the teacher in training with the resources and tools obtained during the previous years of Educación normal has learned and regulated her learning in the elaboration of the proposal.

Finally, with the purpose of creating different contexts or situations for secondary school students to learn to use the target language in different contexts, the competence of applying linguistic and communicative skills in different contexts has been developed, creating strategies not only for the students but also for the teacher in training.

2.3 What competencies did I develop as a future teacher in the implementation of the action plan?

Mainly the professional competence of didactic planning design, applying pedagogical and disciplinary knowledge to respond to the needs of the context within the framework of the plans and programs of basic education was covered in the realization of the didactic plans that were proposed during the intervention of professional practices, the planning was designed based on the observations made during the beginning of the school semester in order to identify some problems and give solutions to them, creating activities within the proposal based on purposes according to the profile of Jr. high school students and based on the current education plans.

During the creation of the proposal, the cognitive processes, interests, motivations and formative needs of the students were recognized in order to organize the teaching and learning activities and it was approved to relate the English contents with the other

disciplines of the current Curriculum to activate the students' previous knowledge; these actions contributed to the development of the competence of designing the teaching and learning processes according to the current approaches of the English language, considering the context and the characteristics of the students to achieve significant learning.

Another of the important areas that could be developed during the intervention was the use of evaluation to intervene in different areas and moments of the educational task, an example of its application was in the realization of a timely diagnosis to meet the needs of students with a deep analysis of the current situation. Also, as a teacher in training I was able to develop the use of formative and summative evaluation throughout the process of the improvement proposal in order to assess the learning of students according to the specificity of English and the current approaches.

The competency of Managing collaborative and inclusive learning environments to promote the integral development of students is manifested in the implementation of the improvement proposal where the didactic strategies designed to generate a learning environment were used, with the objective that students develop the competencies that are deployed favoring their collaboration and the continuous inclusion of each of the students in the activities, as well as establishing constant communication with them to build trust and avoid any problems during classes as well as to promote meaningful learning.

Finally, the competence of Acting with civic, ethical and legal values and principles inherent in their social responsibility and their professional work with an intercultural and humanistic perspective.

This competence was developed following the indications, principles and values that the normal school has shared with me during my teacher training, leading my work with dignity, autonomy, freedom, equality, solidarity and common good, among others within the school center of practice. In the same way, my teaching practice was based on the philosophical, legal and school organization bases in force.

2.4. Detailed description and analysis of the sequences of activities

The following is a description of the activities carried out in each didactic sequence, their respective reflection and analysis based on Smyth's Reflective Cycle (description, explanation, confrontation, reconstruction) and the research question, in order to propose an evaluation and present the results of the proposal that was carried out.

First, it is of utmost importance to know what Smyth's reflective cycle consists of, which was used to describe and analyze the didactic sequence; as a practicing teacher I recognize the importance of teacher reflection in order to improve the teaching task, therefore a description of this reflective cycle is presented, Smyth's (1991) Reflective Cycle consists of 4 stages which are mentioned below:

Table 6. Smyth's Reflective Cycle

Stage	Characteristics
Description	It is characterized by expressing and describing the educational event; identifying the most outstanding aspects that took place in the practice.
Explanation	This stage involves a high level of analysis where the teacher's purpose is to support the teaching with a theoretical perspective and to be able to discover all the pedagogical processes involved.
Confrontation	Confrontation serves to place the practice in a cultural, social

	or political context through critical reflection supported by educational strategies.
Reconstruction	At this stage the teacher reflects on how the situation or proposal could be applied a second time based on new knowledge in order to improve and produce new ways of teaching.

Note: Taken and adapted from Smyth, J. (1991). A critical pedagogy of classroom practice.

Lesson 1: Talking about experiences during a road trip using simple past.

- **Description**

In the planning of this session, applied on November 30, 2021, I proposed the presentation of the first metacognitive strategy to be applied. At the beginning of the class and introducing myself in the classroom, the head teacher notified me that the third grade A students were in a school activity in the library, so it would take a moment to go up to the classroom. The biggest concern at the time was that the school activity would take longer and I would not be able to make my class. In the end I was able to start my class 10 minutes after the start time so I had to modify the time of some activities.

At the beginning of the class, I did not have any complication to capture the attention of the students, because although they arrived a little restless, due to the activity to which they were invited, they paid attention to me following my indications to begin with the activity. When I was ready to start the class, the " third grade Prefecta" interrupted to give some announcements and indications of upcoming activities, which changed the atmosphere of the group as they began to have doubts about the indications so some of them were worried and stopped paying attention, They were nervous and restless, so I

decided to make a complete turn to the planned class and made a vocabulary and memorization activity that I managed to relate to the theme of the reading (Appendix I) and which helped the students to relax and concentrate in class.

The vocabulary activity consisted of dividing the group into two teams, and the dynamics was as follows the first student of the team would say the following phrase " I went on a road trip and " which I wrote on the blackboard so that the students did not struggle too much in the main phrase, then the student added some activity that he could think of that he could do on a road trip and then the next student repeated the phrase based on the activity that his teammate said and added another activity and so on, trying to pay attention to what his teammates said to try to memorize each of the activities that were being added, the team that managed to say all the activities was the winner. Below I write the dialogue of a part of the activity:

Team 1:

Student A: I went on a road trip and I clim.... bed a mountain

Student B: I went on a road trip and I climbed a mountain and ate pizza.

Student C: I went on a road trip and I climbed a mountain, ate pizza and swam in a lake.

This activity was carried out successfully and we reviewed vocabulary and past tense verbs, which the students, according to the head teacher, had been learning since the beginning of the school year, which helped them to remember them. In the end, due to time constraints, each team only did one round, but the students still managed to stay engaged in the class and continue.

The second activity was the introduction with the open and closed questions and the image related to the topic. This activity was done quickly and effectively since the previous vocabulary activity helped the students to develop better in this activity, which was useful in the question of time. And the drill activity that had been planned earlier was omitted, but as I mentioned earlier, the students relied on the first activity. At the time of reading the students underlined the verbs in the past tense that they found. At the end I was not able to do the last activity planned, which was the post reading of the class, but I left as homework to reread the reading and complete the table of the main idea and specific information and details, with the intention of continuing the discussion of the reading next class.

- **Explanation**

The purpose of this section was not only to introduce and implement the open and closed questions as a metacognitive strategy for reading comprehension but also that the students were able to identify the main idea of the text, specific information and details of the reading based on the open and closed questions. With this purpose in mind, it was intended that students would be able to make connections with their prior knowledge.

Although it was planned at the beginning to have a brainstorming session around the main question, it was not possible to apply it as planned, however, it was not an impediment for the students to participate in an experience in which they had to put into practice their previous knowledge.

The last activity was crucial since it was the moment where reading comprehension was put into practice, but thanks to the communication I had with the

students and their commitment I allowed them to read at home and answer the support questions, although it is evident that the students used some resources such as the translator to perform the activity, but they were still able to share information from what they read, achieving the purpose of the class although it was not as planned but allowed the development of student autonomy.

As mentioned by Charms and Brophy (as cited in Díaz and Hernández, 2002), one of the conditions that must be met in order to produce intrinsic motivation in an individual to perform a task is "the experience of autonomy, that the subject feels that he exercises control over his environment and his own behavior" (p. 85). The results of the activity not only fulfill the purpose of the class but also motivate the students and support them with their autonomy in the learning process.

- **Confrontation**

This class had been planned with the intention of beginning the class with a brainstorming session so that the students could identify the dynamics of brainstorming, although this activity could not be carried out in the way the development was planned and the result was convenient to be the introductory class to the topic that was addressed during the following weeks. Because the students were not able to participate in the brainstorming, it was not possible to observe how their participation and the visibility of what they were doing contributed to the students' learning and reading comprehension.

However, a group dynamic was created between the students and the teacher, which made it possible to return to the introduction of the topic. Due to the experience of the moment, the change of tool and the need to modify the didactic situation, it was pertinent to create a learning environment in the space where the main objective was to transfer that moment to the children's memories and their relationship with the language and the topic, as well as to express their questions and concerns, in this sense the priority was to focus on the interests of the students and the purpose of the session remained through that interaction students-teacher, teacher-students.

The initial activity that consisted of representing the vocabulary that the students could identify in the reading through a dynamic activity or "game" made their attitude change to a more relaxed one after the difficulties that arose during the class since it was related to the previous knowledge they had already acquired through their exposure to the language and their experiences in everyday life.

The use of didactic material with images is something that I had already included in previous sessions and favored the attention of the students so much, so I did not discard its relevance in this sequence for the procedural learning of the students achieving a significant learning, where the teacher in training is who first says the base phrase and a word related to the topic, then we did it together (students and teacher) and at the end it was done individually, with the support of mimicry to avoid translation.

As previously mentioned, the application of metacognitive strategies is to teach the student to use them and be autonomous in their learning, which in Aprendizajes

claves(2017) is defined within the pillars of education that is the "learning to learn" which is not a simple process that can be solved only with a strategy, however, this sequence was a great step to break with the structures that the students had taking into account that their first two years of secondary education were made in virtual learning spaces since it was incorporate elements that they did not know and it was possible to awaken the curiosity of most of the students, which allowed them to ask, observe, converse and investigate individually.

This could be determined with the help of the evaluation instrument (checklist) that showed the results obtained by the children in the content taught even though the sequence was not carried out as planned.

It is important to mention that during class 3 students did not show up. Based on what was observed by the trainee teacher and the analysis of the session, the results of the checklist show that 27 students showed an interest in learning reflected in their active participation during the class to give answers as well as to ask questions, a criterion in which the same 27 students showed to work for the satisfaction of doing correctly what they were asked to do.

The rest of the students who attended, showed that they did not have an acceptable capacity for autonomous work, exposed with situations in which they themselves asked more than twice what they were going to do and some did not do what was requested despite the fact that the topic was explained to them on more than one occasion being notorious also at the time of asking for their participation and not demonstrating security in what was mentioned even when they had the reading in their

hands.

Therefore, with these students it was demonstrated that this class did not have a learning pace and execution of tasks adequate to their real capacity because they did not fully understand the subject and it was difficult for them to carry out the activities.

The previous evaluation allows me to make an analysis and reflection of the strategy used, together with the performance of the students that even though some of them could not develop the self-management of their reading comprehension, all of them showed a favorable attitude towards the class, which made me feel satisfied in spite of the moment of stress for not fulfilling what was planned and not having enough class time.

- **Reconstruction**

Considering the situation that arose before this class started, the change I would like to make would start from the moment before the class because, although I knew that the students would be in an activity outside the classroom and that they would take time from my class, I could have asked or known the state of the group 10 or 15 minutes before the class, This would give teacher trainee time to reorganize the planned activities and prioritize each activity according to the purpose of the class, which would allow the classroom environment to be less frustrating for both the teacher and the students when the problem arose, ensuring that the class would flow more normally and that improvisation would not be appreciated at the time. In this way I believe that I would have achieved the purpose that was raised with the activities that guided this one.

It is necessary to highlight that with the help of the strategies used as a resource, the images, the rescue of previous knowledge and the activities that led the student to the use of open and closed questions for reading comprehension that were first explained by the teacher, then they were done together and at the end they were tested individually, I can add that my role as a teacher also favored the success of the class since the students perceived that even though there were complications at the beginning, the class was not suspended and this speaks of how the attitude and motivation of the teacher directly influences the motivation of the students.

However, it is also necessary to take into account those students who were not able to understand the text or perform the final activity, for this, it may be helpful to apply the sequence that was planned at the beginning as this could help students understand both the dynamics and each activity.

During this class, as a teacher trainee I faced a situation that is normal within the school during the school day, which are those inconveniences that we do not always consider when planning and the use of improvisation as strategies; the stress and frustration that one has when wanting to fulfill each part of planning is something that the teacher projects to the students which becomes a negative factor, since the control of the class can be lost and thus the attention of the students. This class helped me to understand the importance of anticipating the problems that may arise during class, and to maintain a positive attitude towards any problem in order to take advantage of class time and that students feel motivated to learn regardless of the situations that arise within the school and of which the teacher does not always have control.

Lesson 2: Talking about experiences during a birthday party

- **Description**

The second session with the focus group was held on December 7, 2021, for this occasion the main topic was birthday parties which as in the previous class is a topic that the students have been familiar with growing up and is also something that is important and fun for them.

At the beginning of the class 2 of the students asked me for permission to go out to rehearse an activity that was planned with the art teacher, I only asked to leave the evidence of the last class to review; before starting with the theme of the class the reading of the previous class was retaken and everything related to the activity of reading comprehension that was left as homework was shared. At the end of the class a poster was made with the theme of birthdays (Appendix I). This poster helped as the central part to make a mind map as a metacognitive strategy before and after the reading comprehension.

The mind map was filled with basic questions that the students were answering during the activity. Some of the questions were: what did you do on your last birthday? what would you have liked to have as a present? What was your last birthday like? The participation of the students was active, which helped the activity to flow and the students were getting into the class and the topic. During the filling out of the mind map the students tried to make sure that all the information shared was done in English in order to avoid the use of the native language, which functioned as exposure to the language.

Sometimes the students had problems expressing themselves in the target language but they were supported by the head teacher who was present throughout the class as an assistant and of course by me as a teacher trainee.

A moment before starting the reading, the students were asked to relate the mind map with the title and the image of the reading. With this reading I was surprised because of the reaction of the students when they observed the title of the text, which was the xv years of ruby. This reading was based on a local news that became national a few years ago, at the time of planning the use of this reading I thought that the students were not going to be very related to the topic since this event took place when the students were in elementary school and the concern was that they did not know anything because of the age they were at the time of the event; but it turned out to be the opposite since the students knew everything about the topic and shared curious facts and made predictions based on the mind map and their previous knowledge.

In the reading activity the students had to scan the text to detect the answers to the questions prior to the text, which they understood immediately and most of the students located all the answers; after that the reading was done individually and without any problem since most of the vocabulary was reviewed in the main activity and they used the questions to understand the text. Effective reading leads to skillful reading comprehension and this was detected in the last activity of the class where the evidence was the completion of a metal map based on reading. Students used the questions, answers and extra information to complete the chart in a way that reflected their understanding in the metacognitive organizer.

When most of the students finished their activity, we shared the information they included and why, trying to get the students to explain what they understood from the reading. It was remarkable the participation of 2 students in space since all their explanation was done in English, it was not all correctly structured but their confidence made the others participate and feel curious since before doing the dynamic the students were impatient since the next class was sports and most of the students already wanted the English class to be finished but with these participations their attention returned to the class.

- **Explanation**

The purpose of this class was not only to achieve the expected learning of the content, but also to integrate the use of the mind map as a metacognitive graphic organizer in order to provide and discriminate relevant information to help improve the students' reading comprehension. Making use of the metacognitive strategy to orient and guide the learners on relevant aspects of the learning content and the reading process.

Another purpose of this class and this metacognitive strategy was to take into account the results of the survey of learning styles (Appendix E) that was conducted during the week of observations, where it was found that most students learn visually; Within this style, graphic organizers are frequently used and help to present and understand the information in a more observant and complete way; therefore, the implementation of the mind map as a metacognitive reading strategy and as a strategy that favors the style of most of the students in the classroom was proposed as a purpose.

The result of these purposes was very positive and in addition to this, the students had previously used the strategy in other classes, which helped because they knew the strategy, this knowledge was something different from the way it was applied during this session but instead of seeing this as a negative factor it became a starting point for the students to develop learning to learn, The implementation of this strategy provoked a great interest in them and they were witnesses of their learning, which was also related to an event which the students associated with fun and with their previous experiences such as birthday parties, making it meaningful and whose value lies in its practical utility, but above all for the pleasure of learning something new.

- **Confrontation**

The content chosen for this session was very pertinent and could be perfectly related to the students' experiences. The knowledge that the students had about the topic helped the class to flow in a satisfactory way as the students participated frequently and the class developed in a way that both the teacher and the trainees shared extra information related to the topic and used the target language more frequently.

The factor of the difference of knowledge in the use of the mind map on the part of the students as previously mentioned helped the students to learn how to use it in spite of knowing the strategy, since some students' comments were similar and came to the conclusion that they knew the mind map, that they had used it but had never done it from scratch and that they had done it together with the teacher and at the end they copied it in their notebook. This aroused curiosity to know how to make and use the mind map to their advantage during the reading comprehension activity.

The evaluation of the learning session showed that the 25 students who were present showed a noticeable interest in learning and actively participated in the class both in the introductory activity and in the lecture and the realization of the mind map, all worked for the satisfaction of doing correctly what was requested because they wanted to finish the design of their mind map since one of the implications was to use their creativity and relate it to the text, Therefore, everyone had an acceptable capacity for autonomous work during the class, despite the differences in the use that the students had of the mind map that was presented, the evidence was completed with the guidance and support of the teacher, the students were confident in what they were doing.

As for the cognitive aspect, there was only one student whose pace of learning and execution of the tasks was not adequate to his real capacity, specifically when reading comprehension was evaluated, this was due to the language barrier and it was also identified that the student had not been attending the previous classes, on the other hand the other students did present a favorable result in their reading comprehension and were able to distinguish each element of the mind map and retrieved detailed and specific information thanks to the metacognitive strategy (Appendix J)

- **Reconstruction**

Although the session had satisfactory results, it is necessary to mention that the teacher's responsibility is to be continuously training and reflecting on the practice, which has led me to reflect on some areas of opportunity that I detected during the execution of this class.

The first area of concern is at the moment of receiving a wrong answer since there were some occasions where the student mentioned some information or wrong answer and I just said a simple "no" and looked for another participation hoping that it was the correct one. This aspect had gone unnoticed on my part until I realized that this way of "correcting" did not contribute anything to the student and the worst thing is that in some cases the student was discouraged to continue participating. So, I think that if I gave a correction more focused on giving warm feedback it would help the student to continue with the motivation to participate, also to take advantage of the student's participation to give him/her some clue and to contribute a little more so that he does not feel that his participation was not relevant.

As a second area of opportunity, I detected that especially in this class where the student had mastery of the topic of the reading, sometimes the participation turned into small talks that deviated from the topic but being small talks that the students tried to continue in English, I allowed them to continue, compromising the time allotted for the class. So, finding a strategy that would allow me to bring the diverted talk back to the main topic of the class without demotivating students would be the most convenient in a repeat class.

Lesson 3: Learning about technology in the past

- **Description**

The third class taught took place on December 9, 2021, for this class I was notified that the students would take 10 minutes after the class start time since they were in an event organized by the first-grade students, so I took my precautions in case this event took longer than the class time. After about 15 minutes the students began to arrive in the classroom, I instructed them to take their places and take out their English books. For this occasion, I asked for a volunteer to help me write the date of the day, this was to let the students know that the class is about them and for them, so from this class choosing a volunteer for the date became part of the routine to start the class.

As an introductory activity and to start sharing ideas, the students observed two images (Appendix K) as the topic of technology in the past and now it was a little difficult for the students to share ideas, one of the main barriers was the vocabulary and that not everyone was interested in the topic of technology. So, to motivate participation we played the game of "hot potato" to choose a student to take part, this dynamic helped the students to develop and pay attention to what the teacher and the rest of the students were sharing. Even though generating ideas from the brainstorming strategy was complicated, with a little patience and confrontation it could be completed.

After activating the previous knowledge of the students with the brainstorming, the students began to read the reading that talks about the anecdotes of two grandparents comparing what they did in their childhood and adolescence with what young people do now, while reading the students had to identify and underline each of the activities that both grandparents did, then teams of three students were formed for the next activity. When the instruction to work in teams was given, the students acted surprised but excited because as mentioned before the students do not do many team activities, so after this

instruction the classroom environment felt more pleasant and comfortable since the students feel and show more confidence during the class.

The team activity consisted of brainstorming among the three members related to all the activities they do using technology that the grandparents in the text did not do in their time. In addition, the students were asked to make a list of contrasts using the simple past and the simple present in sentences showing the comparison of both types of activities (Appendix L). After this the students in teams had to answer and share their answers to the questions related to the reading.

- **Explanation**

The purpose of this session was for students to be able to contrast relevant information from the text and compare it to their own lives in order to understand the reading. Also, a fundamental part of this class was for the students to begin to create sentences with the grammar they had seen in the previous classes.

Previously, the students presented problems when talking about the past and always and the present, since in the conjugation of the third person they showed some complications which made the content confusing for them. During this class, with the help of inferring and contrasting information, we proposed to address this problem with the purpose of presenting a contrasting lesson where students could identify the grammatical differences between these two grammatical tenses.

As the first class where the students had to work in teams, another purpose to be addressed was that of group control and the classroom environment when students work in teams since sometimes during this type of dynamics the teacher's attention is somewhat lost and less use is made of English, therefore for this activity the students had to share their ideas and answers using the target language as much as possible; the teacher's constant monitoring allowed this to be possible since the students were able to complete the activity expressing themselves in the target language.

- **Confrontation**

Even though the topic of this class was not as engaging as the topics seen previously, the class was completed satisfactorily even though it took longer than expected at the time to activate prior knowledge.

The use of brainstorming is a strategy that in this class showed that the students understood its function and its contribution to help them understand a reading text so the students feel comfortable and confident to perform these activities and their interest in participation is reflected in most of the students who are involved in the class and participate constantly. Since it was a class more focused on stage during and after the reading, it was observed that in this part it became a little tedious for the students, although it was rewarded by the teamwork which allowed the students to not get bored or stressed, resulting in the completion of the activity.

In the evaluation of the activity, outstanding results were obtained in all the teams, since they all supported each other and each team member was able to complete a similar work but with the support of all the members of the team. During the reading comprehension questions, it was detected that the students continue to present problems in those questions that can be a little difficult, which is why it is presented as an improvement area where the students should be exposed to more complex questions in order to achieve a level of reasoning and comprehension that will help them with this type of questions that can be found in the comprehension activities.

- **Reconstruction**

Personally, and after a long period of reflection I came to the conclusion that although the goals were achieved, I would like to change some of the content that in my opinion would help students feel engaged from the beginning of the class.

The topic of technology in our daily life is a topic with which students and teachers have contact every day in most of the activities they perform, so although it is already a topic known by the students, talking about this advance and the continuous innovation it presents is not entirely interesting for them, so creating connections based on the preferences of the students would help to improve the reception they had towards the topic.

Relate technological advances with what the students like and as these activities could not be done in the same way in the classroom, we can include the topic of videogames or the internet where they bring the use, they give to these technological

advances causing them to express themselves and form part of the class, The more time the students share information or have a turn to speak, the better the flow of the class and the more students want to develop in the same way

Lesson 4: Discovering historical events of the past

- **Description**

During the class of December 13, 2021; I planned to cover some historical event, the chosen one was the independence of Mexico and that the students are very familiar with this topic and it helps to force the knowledge of their own culture to share it with other cultures using the target language.

At the beginning of the class the students were a little uncontrolled since they had returned from the sports class and were restless in the classroom, so it was a little complicated when they wanted to perform the introductory activity, so we had to call the attention of those students who did not allow them to move forward. Considering the attitude of the students, we started by showing an image (Appendix M) and asking simple questions such as: what do you see? what does it remind you of? why? etc., which led to the gradual integration of more students into the conversation. As it had been planned from the beginning, covering this topic got the students to join the conversation since it provoked a sense of belonging since it is a topic that gives them a feeling of identity and belonging to the community.

Before the reading the students brainstormed individually in their notebooks writing everything related to the theme of the independence of Mexico that they could remember, the level of the activity was complex so they were asked to try to write their ideas mostly in English although in Spanish they were also accepted since later each idea would be reviewed in group to express it in English and the students were helped with some words that were compiled to put it in English so it was focused on that part of the vocabulary.

As a complementary way, students were asked to watch the reading and scanned the text to locate key words that they could detect. This part was a little easier since the vocabulary had been checked previously, although there were still some questions about one or another word that remained unknown. With these activities they were asked to define the main idea of the text themselves before reading the text, just by brainstorming, the title and the supporting image.

During the reading the students were asked to focus on how they could explain what the text is about and if the idea that they established before agrees with the main idea already reading the text, the students had some difficulties with these instructions so it had to be repeated with more clarity to be understood by the students, this time I relied on the students who had understood to explain with simpler words the indications to the others, this was a good decision because it allowed me to save class time. At the end of the activity, the students were asked to make a mind map to help represent what the reading was about based on the knowledge instruction that was done before and after the reading. At the end of the activity, the students presented their mind map in class (Appendix N).

- **Explanation**

The purpose of this sequence was for students to use the mind map as a reading comprehension strategy, incorporating detailed and specific information from the reading according to the main idea they grasped while reading. It was also proposed that the students make inferences before reading based on their general knowledge of the topic in order to improve their reading comprehension. While the students made some inferences from the image and the tutor helped to review detailed vocabulary that was unknown to the student up to that moment.

In this session the students were required to make their own mind map design according to their learning needs, some used many colors and many shapes for each section of information they included while some preferred to use neutral colors and opted for a clean organization when completing the chart. Three of the students were very creative and added pictures related to the information.

- **Confrontation**

It was very satisfying to note the enthusiasm of the students prior to the class of this activity and very successful to give the students the freedom to create their own mind map design since they felt important to focus on the design.

When reviewing the information that was added to the students' mind map, it was evaluated according to the checklist that was proposed as an evaluation instrument, the following results were presented: 15 of the students effectively completed the activity and

made the correct use of the mind map, these same students were the main ones to participate during class, so it is possible to understand their results since their participation and attention helped in the construction of their knowledge. This was also demonstrated when evaluating their reading comprehension as they were successful in expressing and interpreting the text without any problems.

On the other hand, two students in specific had difficulties at the time of working because instead of making a mind map and although the indications were repeated they delivered a list with sentences obtained from the reading which showed that despite the calls of attention and the several times that the indications were repeated they continue without paying attention, according to the list of attendance these students have several absences and for ender they lacked to complete work and the knowledge and information that was imparted in previous classes. The rest of the students did not finish their mind map on time since they invested most of the time in the design of the mind map. But still the purpose was fulfilled.

- **Reconstruction**

The way in which I consider that this sequence can be more effective is by addressing the behavioral problems that arose during the activities, because although most of the students showed a good attitude sometimes I as a teacher focused on wanting the students who were being restless to work and forgot to continue monitoring the other students, so a good idea would be to perform the activity in pairs so that the learner feels the support of someone else and that between the two of them they are motivated to work.

On the other hand, there were students who were focused on the design of the graphic design did not finish the work on time so if I had given instructions that emphasized more the importance of the content the students would have left the design until the end when they finished completing the information, working with images was very useful to many students so I should take advantage of this and use it to your advantage to engage the whole class.

Lesson 5: Our Last Christmas

- **Description**

This class took place on December 16, 2021, for this class I realized that the school was holding a Christmas event so at any time the third-grade students would go out to participate in the event so the head teacher told me that maybe the class could be interrupted, so he asked me to try to do the main activity so the students would have time to finish it, this at first stressed me out and I selected the reading activity to start as soon as the students arrive to the classroom.

When the students entered the classroom, they were all very excited about the Christmas event. When I detected and felt their excitement I decided to start with the introductory activity as it allowed the students to continue with the same excitement with which they came to class. Therefore, I continued to present the images of Christmas scenes. The choice of this theme was perfect for the date as the students were looking forward to the Christmas vacation season. I started by showing the pictures and asking

some questions related to the season such as: Do you like Christmas? What do you like about Christmas? What do you do during this time, etc., all the students wanted to participate as they all have some experience with the Christmas season so it was a lot of fun for both the students and the teacher?

Afterwards, each student was given the worksheet with the reading, when the students observed the worksheet, they began to say and ask for the activity to be done in pairs, they voted without any indication from the teacher, although this was not planned at that time, it was decided to do it that way. The rhythm of the class is important for the continuous development of the class, for that reason this way of working was allowed so as not to lower the level and rhythm of work of the students, who were interested in the topic and the class.

The activity was divided into three stages, open and closed questions before, during and after the reading based on the table presented in the action plan (Table. 11). When done in pairs the students showed good results although it was noticeable that they were doing the activities in too much of a hurry since in a few minutes they were leaving for the Christmas event.

- **Explanation**

The main point and purpose of this class was for the students to use their critical thinking to answer reading comprehension questions which as previously mentioned were divided into three stages in order to detect in which stage the students use critical thinking to create connections with their previous knowledge with the purpose of understanding and

expressing better the content of the text. It was decided to divide them into these stages since part of the metacognitive strategies is that the students learn to learn and are conscious of their learning, allowing them to observe their language performance and reading comprehension in the different activities.

Specifically, students work with this type of questions in the subject of history which becomes a perfect advantage for students since their level of critical thinking is constantly applied, and in this sequence, I observed what type of questions they handle better.

- **Confrontation**

This sequence developed almost according to plan since all the activities could be carried out and had time for reflection. Although the class was complete, it is necessary to mention that some areas of improvement were detected that helped the class to turn out better than planned.

The enthusiasm of the students allowed the class to work and to be carried out in a pertinent way, although at some point this enthusiasm turned into debauchery since they only wanted to work in pairs because they wanted to be playing and talking, so they lost a few minutes deciding if this was the best, in the end as a teacher trainee I let myself be influenced in this aspect thinking that the class could be ruined if I did not accept the proposal of the students, after accepting this it caused the activity to become at some point not so important for them and they did not take the activity very seriously.

As a future teacher I know that this conduit must be regular and that sometimes it is not always possible to do what the student wants because in the class planning too many factors are taken into account to reach the conclusion that the activities will be done in such a way, since these factors allow the class to achieve its main objective.

- **Reconstruction**

Time and school events have an important impact on the development of the planned classes, taking them into account as soon as possible allows the ability to change and modify the planning, which being flexible should aim to achieve the main objective.

During this class the level of enthusiasm of the students was higher than that of the teacher because they were in different channels, the students were excited and happy for the Christmas event of the school so their level increased, contrary to that of the teacher because the interest and attitude to the class had been overshadowed by the concern or stress of having to modify the class so I consider that in this class the students had a greater freedom in making decisions that could affect the class and the activities.

As a teacher I know that it is important to have a balance between freedom and discipline in the classroom, and I am aware that in this class the balance leaned more towards freedom and liberty on the part of the students, so I know that I have to look for strategies to help me control this type of occasions and create a balance between what the students want and what the teacher expects, The implementation of an agreement between teacher and student could be of great help, since it can lead to create a type of negotiation

that allows the class to continue flowing with the same participation and interest but that adapts to what the student proposes.

In this case I think that if they had done it, the class would have been great, so if in the future a similar situation arises, I know that I will be able to handle it and know how to deal with it.

Lesson 6: Anecdotes/simple past and reading comprehension test

- **Description**

The last class of the practice day was held on December 17, 2021, this was the last day of classes before leaving for Christmas vacation and it was also the day of the exam (Appendix), so although the students were previously notified, this caused the concern that some of them did not attend and only some could take the exam, which to some extent was the case since out of a total of 32 students attended 23 to take the exam, it should be noted that the weather was too cold, and this was another reason for the non-attendance of some students, since according to the head teacher and “prefecta” teacher, some parents have previously commented that with very cold weather, students may be more exposed to getting sick, so after living a worldwide quarantine by covid-19, getting sick is the least you want at this time.

At the beginning of the class the attendance list was taken and the test was handed out, the students had to write their full name and their grade and group, then they were asked to put the test aside, since we had planned to do an introductory activity related to a

reading that was present in the test. The teacher began by writing a question on the board: what did you do last weekend? Then each student was given a board marker and in rows each child wrote down what he/she did last weekend. This activity helped the students to relax a bit as the thought of having a test made them a little nervous and the classroom atmosphere felt a little tense.

After this activity the students were encouraged to answer the test and a motivational message was given so that they would not feel too pressured. The test lasted 35 minutes, the development of the test was silent and individual students were able to use a verb and color board to answer some sections of the test, while the teacher was in charge of monitoring and answering doubts that the students might have.

Only two students did not complete all sections of the test, but most of them finished just in time.

- **Explanation**

This class was totally evaluative, its main purpose was the use of the strategies seen in the previous classes to obtain better results in reading comprehension, so exercises were planned in which the students had to use each of the strategies.

On the other hand, and focusing on the content of the sequences covered during the weeks of practice, the exam was intended to evaluate the following aspects:

- Students are able to identify and categorized into families' irregular verbs with similar characteristics.

- Students are able to understand the changes in the past tense form of the irregular verbs
- Students are able to understand and answer questions in the simple past tense
- Students are able to write sentences in the simple past tense

The grammatical theme of the simple past was addressed in all classes in different familiar contexts for the students, the one that worked best was the Christmas context, so a reading related to this theme was included in which the students could make use of the three metacognitive strategies. However, we also included short paragraphs where the student used each strategy individually.

- **Confrontation**

During the time of the exam the students had some doubts with certain indications because they were very long explanations, so it was necessary to help them understand the indication and use words more familiar to the students and write the indication of the activity of the exam on the blackboard.

As for the reading time, a situation arose with two students who personally approached me and told me that they did not understand anything of the reading, I noticed them a little nervous since they were students who participated constantly in the previous classes, so I was surprised to hear their situation.

At that moment I decided to ask them for the words they knew, which were easily detected by both students, so that they would not forget them I asked them to make a

vocabulary list on the back of the test sheet and then I asked them for the words they had never seen and write them on the board, at this point I interrupted the other students in the class to ask them for more unknown words.

When I asked for the unknown vocabulary, I received several words so we made several lists corresponding to each reading paragraph found in the test. After that the two students who came to the beginning were able to complete the activity even though they did not have time to finish several sections of the test.

The "easiest" section of the exam, according to the results obtained, was the vocabulary and verbs section, since the verbs in the past tense were frequently reviewed and the use of the verb list was authorized, the students had no problems answering this activity. Presenting this activity as the first one of the exams was the most appropriate since it provided security to the students and saved them time, since in less than 5 minutes they were able to finish and pass the second section, having more time for the reading sections.

- **Reconstruction**

The most notorious problem during the exam was that the instructions were too long and became confusing for the students. Therefore, a redesign of the instructions would be adequate to avoid these setbacks, since not understanding some of the instructions completely worried and stressed the students, which in an exam is not the most recommendable since it was observed that there are students who have a very bad time during the exams.

Knowing that students are more visual and enjoy and understand better when images are used, the test could be done with short indications and with an image related to the instructions, or present a set of indications where there are indications and images so that students can visualize the different instructions and if they have a doubt they can be supported with the image.

2.5 Evaluation and results of the implementation of the proposal

In this section I report the evaluations and results of each of the proposals applied with the students of the 3rd grade "A" group, where the evaluation is a tool or instrument that allows me to assess the learning acquired by each student in order to recognize their learning achievement and follow up, as well as to evaluate my practice, that is, to realize if my intervention is adequate, if my planning is really making sense to what I want to achieve with the students and if not, how I can change or adapt it.

Proposed strategy: Open and closed questions

In the first session the students were introduced to this strategy, despite the inconveniences that were presented, the students were able to implement it, at the beginning their answers were very short and vague and almost always answered only half of the questions (Table 18).

--	--

Table 18: Student responses prior to the use of the proposed strategies

One of the most common expressions when using this strategy was "Maestra yo no sé inglés..No entiendo" (teacher I don't know English...i don't understand), so to avoid that "I can't" or "I don't know" it was proposed to locate clue words both in the questions and in the text. Here is an example:

Example	student evidence

Table 19: Example and student evidence of clue words

This strategy, which had not been used before, helped the students to answer the questions when they did not understand a word in English, so it was something routine that the students acquired and began to apply during the classes. Allowing the use of open and closed questions was useful for the students to improve their reading comprehension.

As mentioned above, at the beginning the students answered 1 or 2 questions or left them incomplete, but as the questions helped their reading comprehension, the students complemented their answers more and finished most of the questions. Below is a graph comparing the results in activities before the implementation of the strategy, the results of the first and second session using open and closed questions and the results in the exam section:

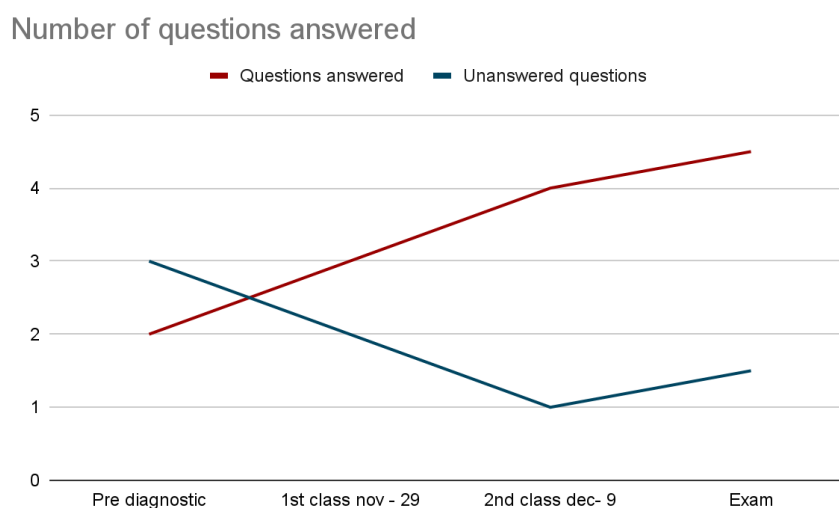


Table 20: Number of questions answered during different classes

As can be seen in the graph, at the beginning the students answered from 0 to 2 questions as a minimum and these were answered very slowly and just to "finish" the

activity. After having the first guided contact with these questions presented as a reading strategy, a small but important increase could be appreciated since out of 5 questions 28 students answered three during the activity, in this class the use of the strategy of clue words was implemented, therefore in the second section the students presented an increase in the number of questions answered and showed a better development in their answers. Therefore, in the partial exam, out of 23 students who took the exam, 19 students answered all the questions correctly.

The way in which both the answers and the comprehension of the student in the activities and in the exam were evaluated was with the help of the rubric shown above (Figure 18). Below is an example of the evaluation of one of the students in the activity carried out during the didactic sequence number five, where they worked under the three stages of reading comprehension questions:

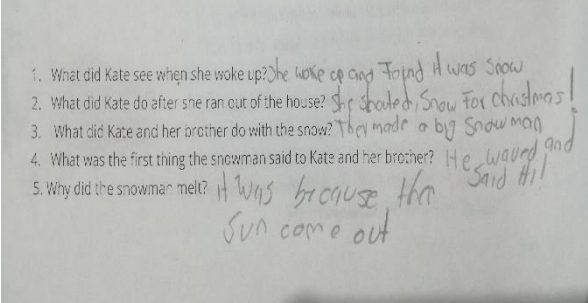
Student' evidence	Evaluation
 <p>1. What did Kate see when she woke up? She woke up and found it was snow 2. What did Kate do after she ran out of the house? She shouted, Snow for Christmas! 3. What did Kate and her brother do with the snow? They made a big snowman 4. What was the first thing the snowman said to Kate and her brother? He waved and said hi! 5. Why did the snowman melt? It was because the sun came out</p>	<p>Student was able to</p> <ul style="list-style-type: none"> • Find the significant clues. • Find more than one interpretation or meaning in what they read. • Locate data or ideas that the writer intends to convey.

Table 21: Evaluation of the application of open and closed questions as a metacognitive reading comprehension strategy

According to the evaluations made of the work and the continuous evaluation carried out during the different sessions, it can be reported that the students had a significant progress with the use of this metacognitive strategy that not only their way of putting them into action to understand the text changed but also their way of thinking and perceiving this type of activity had a positive response that from being a tedious or boring activity became a strategy to test the knowledge of the language, and reading comprehension as well as reasoning and written expression.

Even so it should be mentioned that the learning process is not so simple and is shaped and must have a review and a constancy to the moment apply a new strategy, so it should be considered that although the results presented in both activities and final exam may vary in the adaptation of topics because as can be seen in the planning most of the content always managed to make connections with the prior knowledge of students.

Therefore, this strategy has shown on this occasion and with this focus group its functionality and its progress in improving the detected problem thanks to the activation of previous knowledge that the brainstorming strategy brings with it, which allowed to achieve a scaffolding in student learning, showing its results in the increase of retention of information derived from a text at the time of reading time in class. The application of this metacognitive strategy for reading comprehension showed favorable results but also led to the application of other strategies to support the students such as the clue words, which not only helped in the questions but also in the comprehension of the vocabulary while the student was reading the different texts used.

Finally with this strategy it was discovered that the students evaluated showed better retention of information in the stage of questions before the reading and after the reading since in the different answers it was noted that the students related the answers to the questions of the first stage with the answers of the last stage helping to better express the retention of specific information, details and characters during the reading discussions showing a reading comprehension close to the average that corresponds to third grade students in the secondary education curriculum.

Proposed strategy: Mind map

This strategy was introduced in the second class that was held with the students, as mentioned above the main topic to start with the use of this strategy was the birthday parties, this was planned as the students had more experience on this type of events as it is something that everyone has experienced on several occasions therefore this would help them to express their ideas more easily, which could be observed during the implementation of the activity.

Students mentioned that they had previously made mind maps in other classes, although when I asked for an example, some were confused with a concept map, so it was necessary to explain what a mind map was and how it integrated information as well as its benefits, being a group with a visual learning they immediately understood its operation and showed interest in the realization of the map. The mind map activity was combined with the brainstorming strategy, since it helped to introduce the information that should be included in the mind map.

In the first class working with this strategy, the interest of the students in the elaboration of the mind map was demonstrated, although the information they included was very scarce for being the first time elaborating one, even when they followed the template proposed by the teacher. According to the results and the supervision during the class, it was detected that even though the students had the template, they had problems to order the information, since they left out important information and instead included data that are part of the reading but are not relevant or do not help you to create or identify the main idea of the reading. The following is the work of one of the students, which was evaluated according to the rubric used as an evaluation instrument:

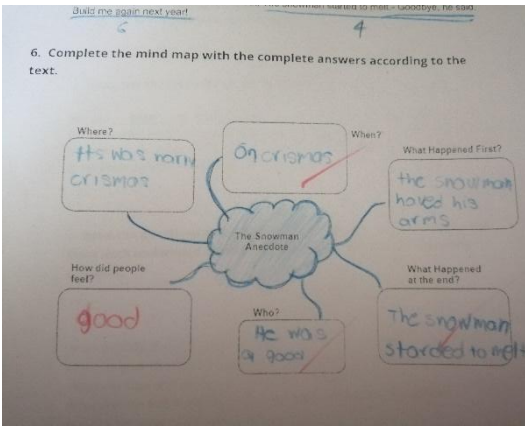
Student's evidence	Evaluation
	<p>The student ...</p> <ul style="list-style-type: none"> ● Recognizes the main idea but does not express it completely. ● Has problems understanding the end of the reading. ● Recognizes the main characters but not their relationship to what happens in the text. ● Does not add extra information

Table 22: Student evidence and evaluation

Students presented an improvement in the quality of their work in the third class and in the final evaluation, their answers became more specific and everything was consistent with the reading when they presented orally, the graph helped them to understand their confidence since it was possible to observe that when they were nervous,

got stuck or forgot something when speaking, they looked at the mind map and were able to pick up what they wanted to say; also the students used this graph to present some examples from their daily life.

To witness the impact of this strategy, a comparison of the products reviewed in the first and second week is shared below, as this evidence shows the development and quality of the implementation process of this strategy during the classes.

First Class	Second class

Table 23: Student’s Evidence

Proposed strategy: Brainstorming

This strategy was included as an introductory part of almost all the lessons that were planned for the didactic section, the reason for this decision was that at least one of the metacognitive strategies was constant in order to compare the impact of the other two strategies.

It should be noted that the students had already been exposed to something similar, although they had never used it to understand a text and improve their reading comprehension. However, it should be pointed out that the students were accustomed to only carry out this strategy orally, and in this proposal, it was contemplated that it would be oral and visual so that the students would be motivated to participate. The brainstorming helped the students express their ideas and thoughts in the target language, and helped them to make inferences and ask questions in order to explain the reading.

The following comparative table shows the students' performance in their answers obtained in the diagnostic exam and in the activities where this strategy was not applied prior to reading compared to the answers obtained in the final exam.

Pre-class results of brainstorming as a metacognitive reading strategy	Results of classes where the student made use of brainstorming in their reading process.
<ul style="list-style-type: none"> ● Decoding deficiencies. ● Confusion about task demands. ● Poor vocabulary. ● Poor prior knowledge. ● Lack of knowledge and/or mastery of comprehension strategies. ● Poor comprehension control (metacognitive strategies). 	<p>Students were able to:</p> <ul style="list-style-type: none"> ● Be able to predict ● Anticipate ● Achieve inference ● Paraphrase ● Achieve a normal level of analysis ● Use their prior knowledge ● Achieve monitoring

Table 24: Comparison of results of using brainstorming as a metacognitive reading strategy

The effect that the application of this strategy during the readings is reflected both in the number of questions that the student answers as well as the reading skills developed

from brainstorming, concluding that not only improves reading comprehension but that the students develop in the reading environment by applying different reading skills while retaining information, analyzing and reflecting on it, contributing to their learning.

III. Conclusions

During the development of this paper and in the process of applying strategies and coexistence with the learners, I was able to reflect, analyze, develop and study the process of reading comprehension in a group of students who at the beginning had no motivation for reading in general and even less interest in reading in a foreign language such as

English, but with the passage of time and with a more careful and thorough analysis, trying to get to know the students better and with the implementation of my intervention as a teacher in training, an important progressive change was manifested within the English class, which could be observed in a constant fulfillment of activities and tasks, as well as an increase in the capacity of autonomy in the realization of activities, as well as the increase of participation and motivation during the reading process.

As a future teacher, it is very important for me to understand the relevance of educating students in the classroom with a better reading comprehension, which in turn will allow them to have students with critical thinking, they will make judgments about what they read and consciously decide what is useful and what is not, on the other hand, with regard to the subject of English, students will acquire through reading and reading comprehension what they need to develop in the language.

Although this is a very strenuous task and it turns out to have a high degree of complexity and teacher commitment, through the selection of strategies that allow the development of this skill in the students in our care, considering that by performing these actions correctly we can give greater strengthening to this area of opportunity and motivate the student to get involved in reading not only in the educational environment but as an area that will be of benefit for their entire life.

On my part, I can mention that each and every one of the strategies put into practice throughout the school year were of great support for the students to mobilize their knowledge, they were motivated and decreased the concept that they had been presenting towards reading activities, which was only boredom and laziness. Likewise, the application of diverse topics of interest to the students provided the opportunity that each

strategy could be applied, since this allowed the attention and engagement of the student in the class.

The purpose and objective of this study was to explore the use of metacognitive strategies to improve reading comprehension in an English as a foreign language classroom in a group of third grade jr. high school students. In order to conclude this purpose, the following research question was posed at the beginning: how can reading comprehension in third grade high school students improve with the use of metacognitive reading strategies in the classroom? and how does this affect students' learning of the target language?

In order to answer the research question, certain aspects were taken into account. First, the use of metacognitive strategies was analyzed from the planning, monitoring and control that the learners made during the reading comprehension of a text. Second, the relationship between the use of metacognitive strategies and academic performance in the area of language was examined.

Therefore, I present the reflections and conclusions that the results and analysis of each of the activities applied during the present didactic proposal determined, thus giving an answer to the research questions and making known the result of the pedagogical intervention.

Emphasizing the following question: How did reading comprehension in third grade jr high school students improve with the use of metacognitive reading strategies in

the classroom? The answer is that based on the experiences, observations and analysis, the use of metacognitive reading strategies helped third grade students not only to improve their comprehension but also to develop important skills within the process, one of them, autonomy.

According to Anastasiou and Griva cited by Caicedo (2011)) for a good reading comprehension process to take place, students must autonomously construct their learning, for example, a student actively articulates his or her prior knowledge with the information presented in the text. In this case, the use of metacognitive strategies allows students to achieve the goals proposed at the beginning of reading, evaluate the state of their comprehension and use appropriate strategies to maintain or improve it.

Initially it was shown that brainstorming, despite being done in the classroom as a group, helped students to be motivated to participate and to have the autonomy to, after sharing prior knowledge, predict and/or infer, read the reading to check the relationship from before reading to after reading, This was done under certain criteria determined by the teacher but independently developed by the student, which compared to the initial classes, the students did not have the intention to get involved in the reading, mainly because of language barriers.

With the use of brainstorming and as mentioned in the class reflection, students were able to use their prior knowledge to anticipate and predict a text before reading, providing a high-performance mental process to infer with the reading. In the same way this strategy showed as a result the increase of the vocabulary of the students since during the use of this one the students clarified their doubts of vocabulary, they were exposed to it

and then they used it at the moment of sharing ideas and this related it with the text, which answers the question of how the reading comprehension through metacognitive strategies influences language.

On the other hand, the implementation of open and closed questions in the 3 stages resulted in more than the majority of the students being able to perform Rapid localization of data, ideas and theme: the first step of the perceptual process of reading, which includes an optical component and a cognitive component by which visually perceptual graphic stimuli are converted into meaningful units (Gispert, 2001); which it can define as scanning and skimming skills.

This same strategy helped the students to learn the grammatical focus structure that was being covered during the classes, as well as the formulation of more complex sentences in the target language. Demonstrating again that the reading comprehension and of course the strategies used made the students' written and oral language progress stand out.

The third metacognitive strategy used was the mind map as a graphic organizer, considering that the students presented visual learning characteristics, the use of this strategy was proposed, having an important impact since during the classes where it was used, there was a development in reading comprehension, the organization of ideas and the analysis of information; which is another of the important reading skills in the comprehension process since it helps to distinguish and discriminate ideas that the reader obtained after reading.

According to Hoyos & Gallegos (2017) The information analysis skill corresponds to the deepest level, in which the information is integrated with the reader's knowledge and skills; it is the organization of thought, where the reader summarizes and presents a global sense of the text: which allows connecting information from different parts of the text to give the main idea, using the rules of selection, generalization and elaboration; it is going beyond the text: selecting, categorizing, prioritizing and applying, and activating previous knowledge. (p, 28).

When the students worked with the mind map, they carried out these actions at a level according to their school grade, which can be expressed as the most significant advance in the process, since I personally underestimated the students and was surprised by this result, which I hope will be equally important for the work in the other school subjects that the students have.

Through the activities of the research project, the children understood that actions that they may consider basic or not as relevant as making predictions and hypotheses based on information such as the title, the characters or an image of the reading situation or context and their previous experience mean too much when it comes to improving reading comprehension.

Likewise, they verified the predictions, inferences, questions and anticipated ideas are coherent with the information presented in the text, or if in the verification process misconceptions are corrected, it is easier to integrate the information or their knowledge to an assigned task such as the realization of a mapping, which helps them to continue in the

construction of a global meaning of the text, as well as to transfer such learning to other reading experiences.

From all this process it is highlighted that the participants in the development of the proposal entered a stage of improvement and even interest in English as a foreign language, since thanks to the contextualization based on the experiences and interest of the students, the attention and engagement was captured not only to English as a school subject but as a world language that can be a useful tool for their future not only in the educational field, but also in the labor and social fields. In terms of reading comprehension, and to conclude, the students developed a series of skills and abilities that contributed to their reading comprehension process, the following are those that were most evident during the pedagogical intervention:

- Recognition of details, locating and identifying facts such as characters, specific situations and the place where events occur, among others.
- Sequence recognition, where the order of actions in a selected piece is located and remembered.
- The relationship established between what is read and what is already known.
- The elaboration of conclusions that give an idea of the meaning of the text.
- The organization of the information in a graphic organizer.

It is worth mentioning that each of these skills were developed by the participants at different levels due to some factors that arose during the intervention, even so they were considered since I personally understand that learning and especially reading comprehension is a process that takes time and perseverance. By virtue of the results obtained at the end of my intervention with the students, I can conclude that the activities

applied were able to strengthen each of the students who participated, always taking into account the pace of learning and, as I have already mentioned, the level of achievement varied among the participants.

Furthermore, while there were mostly positive results, there were also situations that leave us to reflect and reimplement, to mention a few; the lack of commitment of students who still did not attend school daily and missed important classes, class time, activities outside the classroom that were organized by the school but that could not be prevented with enough time to be adequately measured, the situation after returning from confinement for a global pandemic, remains a challenge in the classroom, since safety measures still have to be met and some activities involving interaction between students cannot be performed as usual.

As far as I am concerned, the experience that I developed personally and pedagogically is the most pleasing result of this intervention, which would not have been possible without my interest in education, students, reading and especially English. The part of living all this process with the third grade "A" group, helped me to put into practice and continue with my conviction which is to put the student in first place taking into account their interest and learning, as well as the importance of motivation, autonomy and learning to learn, which could be possible thanks to the implementation of metacognitive strategies applied.

Last but not least, after this experience, the reflection, the analysis and the results obtained with the action plan that was implemented, have led me to raise some questions

related to reading comprehension, metacognitive strategies and language teaching. The questions are the following:

- How important is the vocabulary in the reading process?
- What other metacognitive strategies are useful in teaching and learning English?
- How can the strategies used in this proposal help improve other language skills?

These questions keep me interested in educational research and continue exploring and using different metacognitive strategies, leaving me with the challenge of working with my future students and during the exercise of my profession the constant search for reading comprehension, as well as instilling in my students the pleasure of reading.

IV. References:

- Alonso, C., Gallego, D. & Money, P. (1994). Los estilos de aprendizaje: procedimientos de diagnóstico y mejora. Ediciones Mensajero, Bilbao
España. <https://files.eric.ed.gov/fulltext/ED474273.pdf>
- Armstrong, T. (2016). *The power of the adolescent brain* (ASCD). ASCD.
- Badger, E., & Thomas, B. (1992). Open-Ended Questions in Reading. *ERIC Clearinghouse on Tests Measurement and Evaluation Washington DC*.
<https://www.ericdigests.org/1993/open.htm>
- Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy. Englewood Cliffs, New Jersey: Prentice Hall Regents
- Dunn, R. & Dunn, K. (1992). Teaching elementary students through their individual learning styles. Boston: Allyn & Bacon.
- Escobar, Raúl. (2010). Competencias Básicas. Comunicación en equipos interdisciplinarios una propuesta metodológica y estrategia de aula. Memorias congreso iberoamericano de educación. OEI. Buenos Aires (Argentina).
- Escuela Secundaria Rafael Nieto Compeán – Calidad educativa que trasciende. (2022). Nietocompean.edu.mx. <https://nietocompean.edu.mx/#>
- Gallego, Teresita María, Hoyos Flórez, Ana María (2017). Desarrollo de habilidades de comprensión lectora en niños y niñas de la básica primaria. Revista Virtual Universidad Católica del Norte, (51),23-45.[fecha de Consulta 28 de Abril de 2022].

ISSN: 0124-5821. Disponible en:

<https://www.redalyc.org/articulo.oa?id=194252398003>

Gispert, C. (2001). *Lectura y memorización*. España: Editorial Océano

González Gómez, Lizette Adriana (2019). La comprensión lectora y su importancia para estudiantes de la Universidad Mundo Maya, campus Campeche. *Revista Electrónica Gestión de las Personas y Tecnología*, 12(36),33-41.[[Accessed on December 12, 2021].

ISSN: . Disponible en: <https://www.redalyc.org/articulo.oa?id=477865646004>

Hamodi, C., Manuel, Teresa, A. (2015). Medios, técnicas e instrumentos de evaluación formativa y compartida del aprendizaje en educación superior. *Perfiles Educativos*, 37(147), 146–161.

http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S0185-26982015000100009

Hernández, G. (2009). La importancia de la Evaluación para mejorar el proceso de enseñanza - aprendizaje en la escuela primaria [Dissertation]. <http://200.23.113.51/pdf/26938.pdf>

Iskandar, J. (2017). *Teaching and learning reading comprehension Through herringnone* [PhD Thesis].

<http://repository.radenintan.ac.id/322/1/SKRIPSI LENGKAP JONI ISKANDAR.pdf>

Jesús, J., Gordillo, T., Hugo, V., & Rodríguez, P. (n.d.). *LA RÚBRICA COMO INSTRUMENTO PEDAGÓGICO PARA LA TUTORIZACIÓN Y EVALUACIÓN DE LOS APRENDIZAJES EN EL FORO ONLINE EN EDUCACIÓN SUPERIOR*.
<https://www.uaem.mx/sites/default/files/facultad-de-medicina/descargas/la-rubrica-como-instrumento-pedagogico.pdf>

Johnson, D. W. (1981). *Student-Student Interaction: The Neglected Variable In Education*. ResearchGate; SAGE Publications.
https://www.researchgate.net/publication/239541917_Student-Student_Interaction_The_Neglected_Variable_In_Education

Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. Cambridge: Cambridge University Press.
http://scholar.google.com/scholar_lookup?hl=en&publication_year=1998&author=W.+Kintsch&title=Comprehension%3A+A+paradigm+for+cognitio

Magipoka, S., & Soontornwipast, K. (2021). Effects of intensive and extensive reading instruction on Thai Primary Students. *English Reading Ability. LEARN Journal: Language Education and Acquisition Research Network*, 14(1), 146–175.

Martinez, M. E. (2006). What is Metacognition? *Phi Delta Kappan*, 87(9), 696–699.
<https://doi.org/10.1177/003172170608700916>

- Mélida, M., Rubén, H., Maldonado, P. (2021). LA ENSEÑANZA DEL IDIOMA INGLÉS, UN REZAGO DE LA EDUCACIÓN BÁSICA EN MÉXICO.. enero, 2022, de Universidad de Oriente Sitio web:
<https://pozarica.uo.edu.mx/blog/la-ense%C3%B1anza-del-idioma-ingl%C3%A9s-un-rezago-de-la-educaci%C3%B3n-b%C3%A1sica-en-m%C3%A9xico>
- Muhid, A., Amalia, E. R., Hilaliyah, H., Budiana, N., & Wajdi, M. B. N. (2020). The Effect of Metacognitive Strategies Implementation on Students' Reading Comprehension Achievement. *International Journal of Instruction*, 13(2), 847–862. <https://doi.org/10.29333/iji.2020.13257a>
- Ramírez, I. (2017). Desarrollo de habilidades de comprensión lectora en inglés -como lengua extranjera- en estudiantes de quinto de primaria*. *Revista Interamericana de Investigación, Educación Y Pedagogía*, 10(2), 59–78.
<https://www.redalyc.org/journal/5610/561059354006/html/>
- Ramírez Pérez Cynthia . (2020). Enseñanza del inglés a través de la historia de México. México : D. R. © 2020 Ediciones Normalismo Extraordinario.
- Reading - TKT Cambridge (Teaching Knowledge Test)*. (2021, March 8). TKT Cambridge. <https://www.tktcambridge.com/module-one/reading/#:~:text=Reading%20for%20gist%20is%20another,subskill%20is%20reading%20for%20detail>.
- Reifman, S. (2008). Eight Essentials for Empowered Teaching and Learning, K-8: Bringing Out the Best in Your Students. Corwin Press.
- Piñero, J., & Flores, P. (2018). Reflexión sobre un problema profesional en el contexto de formación de profesores. *Educacion Matematica*, 30(01), 237–251.
<https://doi.org/10.24844/em3001.09>

- Romo, P. (2019). La comprensión y la competencia lectora. *Not Found*, 136–179. Universidad Central del Ecuador. file:///C:/Users/Acer/Downloads/10288.pdf
- Santiesteban, E., & Velázquez, K. (2012). LA COMPRENSIÓN LECTORA DESDE UNA CONCEPCIÓN DIDÁCTICOCOGNITIVA. *Didáctica Y Educación.*, 103–110. Didasc@lia:file:///C:/Users/Acer/Downloads/Dialnet-LaComprensionLectoraDesdeUnaConcepcionDidacticocog-4228654.pdf
- Sánchez, D., Vez, E., & García, Y. (2021, January). Factors that de-motivate EFL students' participation at a school of languages in the state of Veracruz, Mexico. *Gist Education and Learning Research Journal.*, 147–172. <https://files.eric.ed.gov/fulltext/EJ1307704.pdf>
- Sidek, H. M., & Rahim, H. Ab. (2015). The Role of Vocabulary Knowledge in Reading Comprehension: A Cross-Linguistic Study. *Procedia - Social and Behavioral Sciences*, 197, 50–56. <https://doi.org/10.1016/j.sbspro.2015.07.046>
- Smith, F. (1973) Creative Teaching of Reading in the Elementary School (Boston, Allyn-Bacon). <https://files.eric.ed.gov/fulltext/EJ1284553.pdf>
- Smyth, J. (1991). Una pedagogía crítica de la práctica del aula. *Revista de Educación*. 294, 275– 300. Recuperado el 22 de febrero de 2022 de: <http://www.educacionyfp.gob.es/dam/jcr:48778ad4-643b-4fb8-b5dc2277afbe240b/re29414-pdf.pdf>

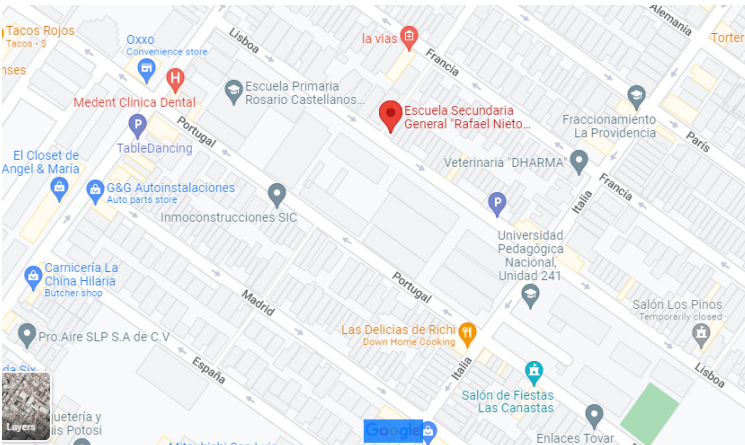
- Suk, N. (2015). *Impact of extensive reading in a Korean EFL university setting: A mixed methods study* [PhD Thesis].
<https://www.proquest.com/docview/1696319050/9C60B6655E364675PQ/1>
- Tsui, A. (2001). Classroom interaction. In R. Carter & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (The Cambridge Guides, pp. 120-125). Cambridge: Cambridge University Press.
doi:10.1017/CBO9780511667206.018
- Umar, U. (2016). The Implementation of Skimming-Scanning Technique in Teaching Reading. *Jurnal UNSA Progress*.
https://www.researchgate.net/publication/341592211_The_Implementation_of_Skimming-Scanning_Technique_in_Teaching_Reading
- Vega, L. (2021). “*METACOGNITIVE STRATEGIES IN RELATION TO THE DEVELOPMENT OF READING COMPREHENSION SKILLS IN EFL SENIOR HIGH SCHOOL STUDENTS IN IBARRA- ECUADOR*” [PhD Thesis].
<http://repositorio.utn.edu.ec/bitstream/123456789/11263/2/PG%20835%20TRABAJO%20GRADO.pdf>
- Yahya Al-Jahwari, & Salma Al-Humaidi. (2015). Prior Knowledge in EFL Reading Comprehension: Omani Teachers’ Perspectives & Classroom Strategies. *International Journal of Applied Linguistics and English Literature*, 4(1), 169–181.
<http://www.journals.aiac.org.au/index.php/IJALEL/article/view/1250/1240>

V. Appendixes and Evidence

Appendix A. Group photo, students and trainee teacher.



Appendix B. school location



Appendix C. Parents and Teachers Survey



Honorable y Carismática Escuela Normal del Estado de San Luis Potosí
Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria
"Escuela a Padres"



1. ¿Estás enseñando de forma remota?

☐ Sí ☐ No

2. ¿Cómo está impactando tu escuela el aprendizaje a distancia?

☐ En línea ☐ Material impreso

3. ¿Tienes suficiente tiempo para completar el trabajo que le asigna su escuela?

☐ Sí ☐ No

4. ¿Qué dispositivo usas para el aprendizaje a distancia?

☐ Computadora portátil ☐ Computadora de escritorio ☐ Tableta ☐ Celular

5. ¿Tienes internet de alta velocidad en casa?

☐ Sí ☐ No

6. ¿Qué tan útil ha sido tu [escuela o universidad] al ofrecerte los recursos para enseñar desde casa?

☐ Nada útil ☐ Algo útil ☐ Moderadamente útil ☐ Muy útil ☐ Extremadamente útil

7. ¿Qué tan útiles han sido tus compañeros de trabajo mientras enseñaban desde casa?

☐ Nada útil ☐ Algo útil ☐ Moderadamente útil ☐ Muy útil ☐ Extremadamente útil

8. ¿Qué tan estresante ha sido enseñar de forma remota durante la pandemia?

- ☐ Nada estresante
☐ Un poco estresante
☐ Moderadamente estresante
☐ Muy estresante
☐ Extremadamente estresante

9. ¿Qué nivel de estrés tuvieron tus estudiantes mientras aprendían de forma remota durante la pandemia?

- ☐ Nada estresante
☐ Un poco estresante
☐ Moderadamente estresante
☐ Muy estresante
☐ Extremadamente estresante

10. ¿Qué tan bien podrías mantener el equilibrio entre el trabajo y la vida mientras enseñas de forma remota? (Considera que 5 está extremadamente bien y 1 no está en absoluto)

1 2 3 4 5

Equilibrio trabajo-vida

Control del horario académico

11. ¿Disfrutas enseñando a tus alumnos de forma remota?

- ☐ Sí, absolutamente
☐ Sí, pero me gustaría cambiar algunas cosas del programa
☐ No, hay bastantes desafíos
☐ No, en absoluto

12. ¿Qué tipo de respuesta has obtenido de tus alumnos?

- ☐ Pobre
☐ Por debajo del promedio
☐ Promedio
☐ Buena
☐ Excelente



1. ¿Con qué tipo de acceso a internet cuentas en tu hogar?
☐ Banda ancha
☐ Dial-up / Dongle
☐ Red de telefonía móvil
☐ Sin internet
2. ¿Trabajan todos los adultos de su familia?
☐ Sí
☐ Algunos de los adultos
☐ No
3. ¿Qué tan cómodo se siente recolectando los recursos necesarios para el aprendizaje a distancia de su hijo / a?
☐ Muy incómodo
☐ Incómodo
☐ Neutral
☐ Algo cómodo
☐ Muy cómodo
4. Si la escuela decidiera ofrecer las herramientas necesarias para la educación a distancia, ¿cuál de las opciones preferiría?
☐ Que los envíen a mi casa
☐ Recogerlos en la escuela
5. ¿Qué tan satisfecho está con las aplicaciones / plataformas utilizadas para el aprendizaje a distancia?
☐ Muy insatisfecho
☐ Insatisfecho
☐ Neutral
☐ Satisfecho
☐ Muy satisfecho
6. ¿Cómo ha sido su experiencia de aprendizaje a distancia hasta ahora?
☐ Pobre
☐ Por debajo del promedio
☐ Promedio
☐ Buena
☐ Excelente

Appendix D. diagnostic test

are / am

A. Hi. My name _____ Terry Tyson.

B. hello. I _____ Patricia Chavez. Nice to Meet you

A. Where _____ you from, Patricia?

B. I _____ from Toluca.

A. What _____ your Nationality?

B. I _____ Mexican.

B. Match the Questions and the Answers.

_____ 1. How do you spell that? A. Australia

_____ 2. How old are you? B. Australian

_____ 3. Where are you from? C. L - O - G - A - N

_____ 4. What's your name? D. 12

_____ 5. What's your nationality? E. Herny Logan

C. Number Search. Complete the Series.

1. nine, eleven, thirteen, fifteen _____

2. twenty, seventeen, fourteen _____

3. _____ Doce, once, nueve, diez

4. Nueve, doce, quince _____

5. ocho, doce, quince _____

6. tres, seis, nueve _____

7. _____ seis, ocho, diez, doce

8. cuatro, nueve, catorce _____

D. Llene los espacios en blanco con "Su" o "Ella". Leer los ejemplos.

1. Elena es mis amigos, _____ apellido Robles.

¿• Dirección de _____ What's?

• (It's) 71 Texas Ave.

¿• What's _____ el número de teléfono?

• (It's) 684-3279.

2. Alfred es mi amigo, es el apellido de _____ Nogueira.

¿• What's _____ nacionalidad?

• Él es cubano.

¿• What's _____ número de teléfono?

• (It's) 234-5678.

I - orden: Completa el uso de frases: hay, hay, están ahí, está ahí, hay aren't, hay isn't.

201.- _____ cualquier estudiante en el laboratorio?

02.- _____ una roja rosa en el jar

Bob	Homer	Alice
28 years old	39 years old	9 years old

- Bob is 55 kg – 1.50 mts (young) than Homer.
- Homer is 80 kg - 1.55 mts. (old) than Alicia.
- Alice is (slim) than Bob.
- Bob is (short) than Homer.
- Homer is (fat) than Bob.
- Alice is (short) than Homer.
- Homer is (ugly) than Alice.
- Bob is (tidy) than Homer.
- Alice is (beautiful) than Bob.
- Alice has got (long) hair than Bob.
- Alice can run (fast) than Homer.
- Bob is (intelligent) than Homer.
- Homer is (interesting) than Bob.

33 kg – 1.20 mts

V. Lee el siguiente texto sobre la Familia Addams. Encierra en un círculo la respuesta correcta de las palabras que están entre paréntesis y escribe el nombre de cada



Hello! My name (**is - has**) Pugsley Addams and I (**have - am**) twelve years old . I (**has - have**) got three pets – an octopus, a jaguar and a lion. This (**are - is**) a photo of my family. We (**are - am**) from America. My parents' names (**have - are**) Homer and Morticia. My sister's name (**is - has**) Wednesday. My mum and sister (**have - has**) got long black hair but my dad and I (**has - have**) got short, brown hair and brown eyes.

Mr.father/ have _ has I not a brother /die

Nombre del Alumno: _____ Grado: _____

Grupo: _____ Nombre de la Escuela: _____

- A. Verb to be: Simple Present. Complete this conversation with the appropriate word: is / are / am
- A. Hi. My name _____ Terry Tyson.
- B. hello. I _____ Patricia Chavez. Nice to Meet you
- A. Where _____ you from, Patricia?
- B. I _____ from Toluca.
- A. What _____ your Nationality?
- B. I _____ Mexican.
- B. Match the Questions and the Answers.
- _____ 1. How do you spell that? A. Australia
- _____ 2. How old are you? B. Australian
- _____ 3. Where are you from? C. L - O - G -
- A - N
- _____ 4. What's your name? D. 12
- _____ 5. What's your nationality? E. Herny
- Logan

• (It's) 684-3279.

2. Alfred is my Friend, _____ Last name is Nogueira.

- What's _____ nationality?
- He is Cuban.
- What's _____ Telephone Number?
- (It's) 234-5678.

I. - ORDER: COMPLETE THE SENTENCES USE: there is, there are, are there, is there, there aren't, there isn't.

01.- _____ any students in the laboratory?

02.- _____ a red rose in the garden

03.- _____ any books in the bag

04.- _____ many student in the classroom

05.- _____ many teacher in the classroom

II.-ORDER: MATCH THE DESCRIPTION WITH IT'S CORRESPONDING PICTURE.
WHAT DO THEY LOOK LIKE?

06.- () José is tall and fat

07.- () Ana is short and her hair is black and strait

08.- () she's tall and thin

09.- () Gustavo is romantic

10.- () Emilia is shy

11.- () Maria's hair is long and straight. She's thin.

12.- () Miriam is tall and thin. Her hair is blond and straig

13.- () Luis is fat.



III.- ORDER: OBSERVE THE PICTURE AND COMPLETE THE SENTENCES USE THE FOLLOWING WORDS: on, in, front, under, near

14.- There are dreeses _____ the closet

15.- There are dolls _____ the closet

16.- Maria is _____ the closet

17.- The dog is _____ the closet

18.- There is hats _____ the closet

19.- There is shoes _____ the dreeses

Nombre del Alumno _____ Grado: _____ Grupo: _____ Calif _____

A. Verb to be: Simple Present. Complete this conversation with the appropriate word: is /

1. I'm big and strong. My hair is short *
and black. My eyes are brown and
my ears are small. My arms are long
and my hands are big. I love
bananas.

- ☐ A cat
☐ A gorilla
☐ A giraffe
☐ A panther

2. I'm very small. My eyes are small
and black. My hair is gray. I have a
long tail. I love cheese.

- ☐ A lion
☐ A dog
☐ A mouse
☐ An eagle

II.- Escribe la oración en el orden correcto. Fijate en el ejemplo.

0. height / of / they / average / are /
They are of average height.
1. has / wavy / hair / he / short / blond /

2. eyes / he / color / does / what / ? / have /

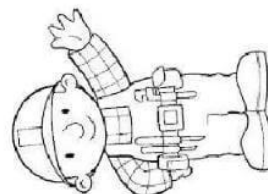
3. she / eyes / dark / big / has / brown /

4. dyed / she / blond / has / hair /

III.- Indica la palabra opuesta. Fijate en el ejemplo.

0. short d a. straight
1. unkind _____ b. short
2. thin _____ c. kind
3. curly _____ d. long
4. long _____ e. plump
5. friendly _____ f. unfriendly

IV.- Completa las oraciones utilizando el adjetivo en su forma correcta.



Bob
28 years old



Homer
39 years old




Alice
9 years old

55 kg - 1.50 mts

80 kg - 1.55 mts.

33 kg - 1.20 mts

1. Bob is _____ (young) than Homer.
2. Homer is _____ (old) than Alicia.




☐ a) In the closet

☐ b) In the drawers


☐ c) In the night table

☐ d) In the yard

very good! you finished the test!



4. Can bees make honey? *




☐ Yes, they can

☐ b) No, it can't

☐ No, they can't

☐ Yes, it can

5. Can mosquitos dance? *



15. It's a room where people brush
their teeth or take a shower. *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4

16. It's a room where people have
breakfast, lunch or dinner. *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4



7. How often do you play soccer? *



- ☐ A) We always go swimming on
Sundays
- ☐ B) I never play soccer
- ☐ c) She sometimes rides a horse
- ☐ d) I always go biking with my
brother

8. How often do you go swimming? *



Appendix E. Survey, How I like to learn?

<div> <div>Type text</div> <div>Name: _____</div> </div>		<div> <div>Type text</div> <div>How Do You Like to Learn?</div> </div>	
1.	<div>I like to work ...</div> <div> <div>— alone.</div> <div>— with a partner.</div> <div>— in a small group.</div> </div>	1.	<div>My favorite special is...</div> <div> <div>— Science.</div> <div>— Music.</div> <div>— P.E.</div> <div>— Spanish.</div> <div>— Library.</div> <div>— Computer.</div> <div>— Art.</div> </div>
2.	<div>I learn best when I...</div> <div> <div>— read about things.</div> <div>— use hands-on materials.</div> <div>— listen and watch.</div> </div>	2.	<div>When I need help I like to...</div> <div> <div>— ask the teacher.</div> <div>— ask a classmate.</div> <div>— wait and keep to myself.</div> </div>
3.	<div>My favorite subject is...</div> <div> <div>— Math.</div> <div>— Social Studies.</div> <div>— Reading.</div> </div>	3.	<div>My favorite type of book to read is...</div> <div> <div>— fiction.</div> <div>— non-fiction.</div> </div>



1. Imagina que te tienes que ir fuera de casa durante 15 días a un lugar alejado. ¿Qué objetos llevarías contigo?
☐ Teléfono móvil
☐ Ordenador
☐ Algunos libros
☐ Televisión
☐ Revistas de entretenimiento (Social, deportivo, musical, etc.)
☐ Una película
☐ Instrumentos para trabajos manuales (Caja de herramientas / Bricolaje)
2. ¿Te acostumbras a leer en tu tiempo libre? T
3. ¿Cuántos libros leíste aproximadamente el año pasado?
Un libro
☐ De 2 a 4 libros
☐ De 5 a 8 libros
☐ De 9 a 12 libros
☐ De 13 a 15 libros
☐ Más de 15 libros
4. ¿Cuántas horas a la semana, dedicas a leer?
☐ Hasta 2 horas semanales
☐ De 3 a 5 horas semanales
☐ 6 o más horas semanales
5. ¿Qué has leído durante la última semana? (Selecciona todas las opciones que se

Nombre: _____

2. ¿Puedo quedarme... _____

_____ alone

_____ when I'm in a place

_____ with a few people

3. I often feel when... _____

_____ I can use my hands

_____ I can listen and watch

_____ I need about things

_____ again to other people

4. When I'm watching I need _____

_____ quiet

_____ to move around

_____ music

_____ to sign to myself

5. I usually _____ fast by heart. _____

_____ addition

_____ subtraction

_____ multiplication

_____ division

_____ none of the above

© Cambridge University Press 2003

How Do You Like to Learn?

Directions: Check off all that apply.

3. My favorite subject in school is... _____

_____ reading

_____ math

_____ science

_____ English _____

6. What kind of books do you like to read?

7. When I need help... _____

_____ I don't like to ask for help

_____ I will ask my teacher for help

_____ I'm afraid people will make me feel shy for help

8. How do you feel about how you learn?

_____ learning

_____ testing

_____ drawing

9. Anything else you would like to add about how you learn?

Appendix F. Reading preferences survey

☐ De 3 a 5 horas semanales
☐ 6 o más horas semanales

5. ¿Qué has leído durante la última semana? (Selecciona todas las opciones que se correspondan)
 Libros de texto / profesionales / técnicos / científicos Obras de literatura
☐ Periódicos y revistas

6. ¿Estás leyendo en este momento algún libro que te hayan mandado en el instituto?
☐ Sí
☐ No
 En caso afirmativo ¿Cuál es su título y autor? Título _____ Autor _____

7. De los últimos libros que has leído
 ¿en qué idioma estaban escritos?
☐ Portugués
☐ Español

 
 Dirección General de Innovación y Mejora de la Calidad Educativa
 Dirección General de Evaluación e Investigación Educativa
 Dirección General de Fomento de la Lectura
 Dirección General de Formación Profesional y Aprendizaje
 Dirección General de Investigación Educativa
 Dirección General de Promoción Educativa
 Dirección General de Recursos Humanos
 Dirección General de Seguimiento y Evaluación Educativa
 Dirección General de Tercera y Cuarto Grado
 Dirección General de Tercera y Cuarto Grado
 Dirección General de Tercera y Cuarto Grado

8. ¿En qué lugares acostumbra a leer? (Selecciona, si es necesario, más de un lugar)
☐ En tu casa
☐ Parque / Aire libre
☐ En la biblioteca municipal
☐ En la biblioteca del instituto
☐ En transportes públicos
☐ En el patio / Recreo
☐ En una cafetería
☐ Otros _____

9. ¿Por qué motivo leíste el último libro? (Selecciona, si es necesario, más de una opción)
☐ Por placer
☐ Por obligación
☐ Por recomendación
☐ Por curiosidad
☐ Por necesidad
☐ Por interés
☐ Por otro motivo

Appendix G. Lesson plan

ESL/EFL Lesson Plan

Lesson Number: 01

Topic: Talking about experiences during a road trip using simple past

Objective/Aim: By the end of the class, students will be able to identify actions made during a road trip by someone else in a conversation.

Previous topics seen in class: Simple present review

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up minutes	The class will begin with a brainstorming session around a picture that the teacher will present. Students will look at the image and say some ideas that come to mind just by looking at the image, in order to introduce the topic of road trips.	Speaking	Picture (Appendix 1.0)	S - T S -S	*Engaging students in the class *Generate ideas for the class topic	Problem: Lack of attention from students Solution: The teacher will ask all students to participate in order to get everyone to pay attention.
Pre - Listening	At this stage, the teacher will begin to introduce vocabulary (past tense verbs) that will help the students understand the audio of the main activity. The vocabulary will be introduced in the form of drill and oral repetition.	Speaking	Flashcards (Appendix 1.1)	S - T T -S	Prepare students for the information they will hear on the audio	<ul style="list-style-type: none">students are having trouble remembering the topic the teacher will pause and explain using examples that are easier for each student.

While-Listening	Students will listen to an audio about two friends talking about their most recent road trip. As students listen to the audio, they will have to identify and underline the verbs they hear during the audio in the script found in the worksheet that will be given to each student.	Listening	Worksheet (Appendix 1.2)	T - S S - T	*Identify verbs in the past tense as well as obtain specific information .	*Problems with irregular verbs * The teacher will hand out a list of verbs
Post - Listening	After listening to the audio, students will work in pairs (keeping a healthy distance and following sanitary protocols). Students will act out the audio, each student will represent a character from the audio pair, act out the script together and complete the table with each person's information.	Speaking	Worksheet (Appendix 1.2)	S - S T - S	*Identify verbs in the past tense as well as obtain specific information	<ul style="list-style-type: none"> Students do not respect the indications, Teacher will stop the activity, mention again the directions that cannot be omitted and resume the activity until the students agree to follow the directions.
Wrap- Up	Students will share the answers that allowed them to complete the information table.	Speaking	Worksheet (Appendix 1.2)	S - T T - S	*Share answers and close the class	<ul style="list-style-type: none"> Low participation Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress.

ESL/EFL Lesson Plan

Lesson Number: 02

Topic: Talking about experiences during a birthday party using simple past tense

Objective/Aim: by the end of the class students will be able to indicate which actions someone else did and did not do using the did auxiliary.

Previous topics seen in class: Talking about experiences during a road trip using simple past

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up	The class will begin with the following questions: What did you do on your last birthday? students will comment on different actions they did on their last birthday.	Reading	Pictures (Appendix 2.0)	S - T T - S	*Engaging students in the class *Generate ideas for the class topic	<ul style="list-style-type: none"> Low participation Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress.
Pre - Reading	Each student will have a worksheet in which the first part will have an image and a reading, the students will look at the image and brainstorm about what they think happened in the story prior to their reading.	Reading	Worksheet (Appendix 2.1)	S- S T- S	* General ideas according to the predictions made with a picture about the reading	<ul style="list-style-type: none"> Problems with vocabulary Teacher will make a pre-reading list of words that may be unfamiliar to the students.

While - Reading	Before starting the reading the students will read the questions on the worksheet and with that while reading the text they will identify the answers and underline them in the text (scanning).	Reading Scanning	Worksheet (Appendix 2.1).	S - T T- S	read for specific information.	<ul style="list-style-type: none"> Students will have or may be confused by some of the verb conjugations. <p>Teacher will use the above text as an example for the students.</p>
Post - Reading	After the reading, students will brainstorm again based on the answers to the questions. After the brainstorming the students will complete the chart in the last part of the worksheet. They will identify several actions that ruby did at her birthday party, as well as the actions that ruby did not do.	Reading	Worksheet (Appendix 2.1).	T - S S- T	Identify the actions that did and did not happen in the text	<ul style="list-style-type: none"> Problems identifying actions <p>Teacher will help them through the technique of mimicry</p>
Wrap- Up	At the end, students will share their answers with the teacher and the rest of the class.	Reading Speaking	S- S S- T		*Share answers and close the class	<ul style="list-style-type: none"> Low participation <p>Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are</p>

ESL/EFL Lesson Plan

Lesson Number: 03

Topic: Talking about the Tecnoly in the past

Objective/Aim: By the end of the class the students will be able to express what someone did and did not do in the past.

Previous topics seen in class: Talking about experiences during a birthday party using simple past tense

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up minutes	The class will begin with two images presented by the teacher. The students will compare each image and tell some of the differences between them.	Speaking	Pictures (Appendix 3.0)	T - S	*Engaging students in the class *Generate ideas for the class topic	<ul style="list-style-type: none"> Low participation <p>Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress.</p>
Presentation	The students will read a story about the adolescence of two grandparents when they were young. After reading the story, students will cross out the activities identified in the text.	Reading	Worksheet (Appendix 3.1)	T- S S- T	*Identify the different activities mentioned in the text	<ul style="list-style-type: none"> Problems identifying actions <p>Teacher will help them through the technique of mimicry</p>
Practice	According to the activities in the chart, students will drill each activity using the "did" auxiliary in the affirmative or negative depending on the activity and choosing a member of their family. T: Social media S: my parents didn't use social media T: Computer	Reading	Worksheet (Appendix 3.1)	T- S S - T	students practice the grammatical structure of	<ul style="list-style-type: none"> students will have trouble completing their sentences. <p>Teacher will give them different vocabulary that can help them complete their sentences.</p>

	S: my grandmother didn't use a computer t: did your brother write on twitter? S_ yes, hhe did.				past tense sentences. .	
Production	<p>In the last section of the worksheet, students will choose 5 activities from the table that they are used to doing and that their grandparents did not do in their youth.</p> <p>Example: I play video games on the computer but my grandfather didn't play video games when he was a kid.</p> <p>Students will write down their sentences on the worksheet and then present them in class.</p> <p>Performance in the activity will be evaluated according to the criteria set forth in the rubric (Appendix A).</p>	Speaking	Worksheet (Appendix 3.1)	S - S T- S	Produce in the target language	<ul style="list-style-type: none"> students will have trouble completing their sentences. <p>Teacher will give them different vocabulary that can help them complete their sentences.</p>
Wrap- Up	students will have this time to continue to share their answers in class and identify the differences in their characters.	Speaking	Worksheet (Appendix 3.1)	S - S T- S	*Share answers and close the class	<ul style="list-style-type: none"> Low participation <p>Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress.</p>

Class 1 APPENDIXES NO.

Appendix 1.0



Worksheet (Appendix 1.2)

Name: _____
Group & Date: _____
Work: _____

Let's go on a road trip

1. Listen and underline the verbs you hear in the text.

ROAD TRIP!

Robert: Hi Alan. I heard you went on a road trip last weekend?
Alan: Yes, I went with my family. It was great!
Robert: Oh yeah. And where did you go?
Alan: To the mountains. It was beautiful!
Robert: How many hours did it take to get there?
Alan: About 4 hours. It was a long drive, but it was very nice.
Robert: And you went by car?
Alan: Yes, we went by car. It was a bit slow, but it was nice.
Robert: I went around and saw the center of town. And what did you do in there?
Alan: I took a horse and decided a mountain.
Robert: What interesting?

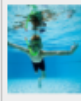





2. Complete the information according to the audio.

Information	Alan	Robert
Place visited		
When did they go?		
Who accompanied them (in the trip)?		
Did they like the trip?		
What activities did they do in the trip?		

Flashcards (Appendix 1.1)

	I Hear I Heard		you go You went		They Ride They Rode
	He walks He walked		She sees She saw		We climb We climbed

Flashcards (Appendix 1.1)

	He swims He swam		We eat We Ate		I do I did
	You play You Played		They Drink They Drank		She sings She sang

Picture
(Appendix 2.0)



Worksheet
(Appendix 2.1)

Date: _____
Group & Grade: _____
Name: _____

It's Party Time

1. Read the text

Ruby's Quinceañera Party

My birthday party was great but a total disaster. What I loved the most was my pink dress, as I danced I could see how the dress sparkled in the lights. I received many gifts. This was because I had many guests. I think the whole city attended my party. But I don't eat the dish of my party. The delicious ones that my mom cooks. All the guests ate the rice. My aunt brought me a pink cake. It was delicious, and I had a limousine that took me all over town after the party. The terrible thing was when the DJ played hard music at my party. I wanted to have only pop music. It was very embarrassing.



2. Answer the questions

- A) Did Ruby wear a pink dress?
B) Did Ruby dance at your party?
C) How did Ruby feel at her party? Why?
D) Did Ruby have a blue cake?

3. Complete the Chart

Party Activities	Did Ruby do that?
Dressed by limousine	Example: Yes, She did. She Travelled by limousine
Dance	
Received many gifts	
Ate a horse	
Eat Maki	
Used Pop music	

Class 3 APPENDIXES NO.

Pictures
(Appendix 3.0)



Worksheet
(Appendix 3.1)

Date: _____
Group & Grade: _____
Name: _____

Technology in the past

1. Read and cross out the activities that the grandparents did



Mark: You can believe how times have changed, I read the newspaper when I was in school and my grandchildren now read something called better.

Anthony: yeah, I remember when I rode my bike to the other side of town to watch a football game, my kids just use the car and watched the games on youtube.

Mark: Sure, when I fell in love for the first time, I wrote a love letter, now teenagers just "love" each other on facebook.

Anthony: I did a lot of homework on the typewriter, now everything is on the computer.

Mark: My wife never used the computer but now I use my grandchildren's tablet.

Anthony: You are now part of the technology!! hahaha.

Mark: I'm just trying! haha

2. cross out the activities that the grandparents did when they were young

Drove a car	Used Facebook	Watched Tv	Fell in love	Wrote a letter
Did Homework	Used the computer	Read the newspaper	Wrote A love letter	Watched video on youtube

3. Write down 5 things you do now that your grandparents didn't do when they were young.

Example: I play video games on the computer but my grandfather didn't play video games when he was a kid.

ESL/EFL Lesson Plan

Lesson Number: 04

Topic: Talking about historical events that occurred in the past

Objective/Aim: By the end of the class students will be able to share information about historical events that occurred in the past.

Previous topics seen in class: Talking about the activities our grandparents used to do when they were young

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up minutes	Teacher will start a brainstorming session based on an image presented, the students will share everything they know about that image.	Speaking	Imagen (Appendix 4.0)	S - T T- S	*Engaging students in the class *Generate ideas for the class topic	<ul style="list-style-type: none"> Low participation Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress.
Pre-Reading	Before beginning the reading, students will skimming and underline all the verbs they find in the past tense whether they are regular or irregular. Then with the verbs found they will brainstorm what they think happened in the reading based on the verbs found.	Reading Skimming	Worksheet (Appendix 4.1)	S- S T -S	*Identify verbs in the past tense as well as obtain specific information	<ul style="list-style-type: none"> Students will have or may be confused by some of the verb conjugations. Teacher will use the above text as an example for the students.

while Reading	Before the reading, the teacher and the class will read the questions together. Students will be able to predict or guess the answer to each question based on the brainstorming done previously, and then check their predictions. As students read the text, they should underline the answers to the questions they find during the reading.	Reading Scanning	Worksheet (Appendix 4.1)	S -S T - S	*Identify verbs in the past tense as well as obtain specific information	<ul style="list-style-type: none"> Students will have or may be confused by some of the verb conjugations. Teacher will use the above text as an example for the students.
Post - reading	Students will write down their answers and share with the class whether their predictions were correct or not.	Reading	Worksheet (Appendix 4.1)	t- s s -t	verify previously made predictions	
Wrap- Up	Together with the class, the teacher will check the answers obtained, if necessary they will do a group reading.	Reading	Worksheet (Appendix 4.1)		*Share answers and close the class	<ul style="list-style-type: none"> Low participation Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress.

ESL/EFL Lesson Plan

Lesson Number: 05

Topic: Talking about events occurring in an accident

Objective/Aim: Students will be able to formulate questions to obtain information about events that occurred during an accident.

Previous topics seen in class: Talking about historical events that occurred in the past

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up	The teacher will review what has been seen in previous classes, to help students remember what has been seen in past classes.	Speaking	-----	T -S S T	*Engaging students in the class *Generate ideas for the class topic	<ul style="list-style-type: none"> Low participation Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress.
Pre - Listening	students will use the dictionary and look up the translation of the vocabulary words prior to listening.	Listening Speaking	Worksheet (Appendix 5.0)	T - S S- T	*Prepare students for the information they will hear on the audio	<ul style="list-style-type: none"> Problems understanding the topic Teacher will help by formulating different examples to make it easier for the students.
While - Listening	Students will listen to an interview with Ariana Grande talking about her accident in Manchester during a concert. As they listen they will answer the different sentences with true or false depending on what they hear.	Listening	Worksheet (Appendix 5.0)	T - S S- T	*Identify verbs in the past tense as well as obtain specific information .	<ul style="list-style-type: none"> Forgotten or unknown words Students can check their different notes and also use the dictionary.
Post - Listening	In the last part of the worksheet, students will formulate questions they would like to ask Ariana Grande about what she experienced in her accident.	Speaking	Worksheet (Appendix 5.0)	S -S	ask questions in the past tense	<ul style="list-style-type: none"> Students will have some problems converting the information into questions.

						students will formulate their questions following the same color coding as in the previous activity.
Wrap- Up	students will share their questions with the rest of the class, and agree on which questions are the most creative.	Speaking	Worksheet (Appendix 5.1)	S - S S- T	*Share answers and close the class	<ul style="list-style-type: none"> Low participation <p>Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress.</p>

ESL/EFL Lesson Plan
Lesson Number: 06

Topic: Our Last christmas

Objective/Aim: By the end of the class, students will be able to organize the information from events held at a Christmas party into a mind map.

Previous topics seen in class: Talking about events occurring in an accident

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up	The students talked about how the image makes them feel and what they imagine when they look at it.	Speaking	Picture (Appendix 6.0)	T - S S- T	*Engaging students in the class *Generate ideas for the class topic	<ul style="list-style-type: none"> Low participation <p>Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress.</p>

Pre - Reading	The teacher will present a mind map where she will present information in different sections about what she did in her last Christmas. Students will analyze the information and share if they have done the same at Christmas or what else they have done.	Reading	Mind map (Appendix 6.1)	S - T	Introducing the topic in a graphic organizer	<ul style="list-style-type: none"> Students will have or may be confused by some of the verb conjugations. <p>Teacher will use the above text as an example for the students.</p>
While - Reading	Before beginning the reading, students will read the pre-text questions, then read for specific information and answer the questions.	Reading	Worksheet (Appendix 6.2)	S- T S- T	Read for specific information .	<ul style="list-style-type: none"> Students will have or may be confused by some of the verb conjugations. <p>Teacher will use the above text as an example for the students.</p>
Post - Reading	After the reading, students will organize the information in the mind map found in the last part of the worksheet. Students will identify the main sections and complete them with the information from the reading.	Reading Writing	Worksheet (Appendix 6.2)	T - S S- S	organize the information in a mind map	<ul style="list-style-type: none"> students will have trouble completing their sentences. <p>Teacher will give them different vocabulary that can help them complete their sentences.</p>
Wrap- Up	students will share the results they have obtained	Reading	Worksheet (Appendix 6.2)	T - S S- S	*Share answers and close the class	<ul style="list-style-type: none"> Low participation <p>Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress.</p>

Class 4 APPENDIXES NO.

Pictures
(Appendix 4.0)



Worksheet
(Appendix 5.0)

Date: _____
Group & Grade: _____
Name: _____

Arms grade, accident in Manchester

1. Read the text.

Interviewer: Hello, Arlene. Today marks five years since the terrible explosion that happened during a concert. Can you tell me how it happened?

Ar: That night, I was at a gig that was going to be held at the Manchester Arena. I was standing near the stage.

Interviewer: How did it happen?

Ar: I was standing in the crowd when I heard the sound of the explosion. I saw something like a bright light and I felt like I was being pushed back by the crowd.

Interviewer: How did you feel?

Ar: I was shocked and I didn't know what to do. I was just standing there, not knowing what was going on.

Interviewer: What happened next?

Ar: I saw people running and I heard the sound of the explosion again. I was just standing there, not knowing what to do.

Interviewer: How did you feel?

Ar: I was shocked and I didn't know what to do. I was just standing there, not knowing what was going on.

Interviewer: How did you feel?

Ar: I was shocked and I didn't know what to do. I was just standing there, not knowing what was going on.



2. If you were the interviewee, what would you have asked Arlene about what she experienced at that concert? Formulate your questions below.

Worksheet
(Appendix 4.1)

Date: _____
Group & Grade: _____
Name: _____

Mexican Independence Day

1. Read and underline the verbs you find in past tense.

Mexican Independence Day (Día de la Independencia) is celebrated every year on September 16 to commemorate the country's freedom from centuries of Spanish rule. It's one of Mexico's most important holidays and is celebrated by Mexicans and Mexican descendants worldwide.

Father Miguel Hidalgo y Costilla

Miguel Hidalgo y Costilla is considered the father of Mexican independence. The priest in Dolores, Guanajuato was passionate about restoring the rights of all Mexicans and belonged to one of the secret societies. After several members were arrested by Spaniards in September of 1810, Hidalgo called the townspeople to fight back the night of September 15.

On September 16, Hidalgo rang the church bell in Dolores to announce a revolution for freedom and the war against Spain was declared. Father Hidalgo's battle cry was dubbed "El Grito de Dolores" and "El Grito de Independencia."



Along with the Mexican army, the war was supported by a troop of Native Americans and peasants. They successfully took control of several major cities before reaching Mexico City.

2. Answer the following questions

- When is independence day celebrated in Mexico?
- Did Miguel Hidalgo ring the bell of the church of Dolores?
- Did Hidalgo start the war of independence?
- Did the Spanish arrest members of the secret society in September 1810?

Class 6 APPENDIX NO

Picture
(Appendix 6.0)



Poster (Appendix 6.1)



Worksheet
(Appendix 6.2)

My last Christmas

Write a story about your last Christmas. Use the information in the mind map to help you. Write about what you did, where you went, who you were with, and how you felt. Use the words in the box to help you.

My last Christmas

Write a story about your last Christmas. Use the information in the mind map to help you. Write about what you did, where you went, who you were with, and how you felt. Use the words in the box to help you.

My last Christmas

Write a story about your last Christmas. Use the information in the mind map to help you. Write about what you did, where you went, who you were with, and how you felt. Use the words in the box to help you.

ESL/EFL Lesson Plan

Lesson Number: 07

Topic: My last Christmas

Objective/Aim: By the end of the class, students will be able to gather and organize information about what someone else did during their last Christmas.

Previous topics seen in class: By the end of the class, students will be able to organize the information from events held at a Christmas party into a mind map.

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up minutes	The teacher will start the class with a key question: Do you like Christmas? yes or no and why? To start a discussion on the topic	Speaking	Picture Appendix 7.0	T - S	*Engaging students in the class *Generate ideas for the class topic	<ul style="list-style-type: none"> Low participation <p>Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress</p>
Presentation	The teacher will present a poster of what her Christmas was like last year. Students will be able to ask questions and find similarities of what they did last Christmas with what the teacher presents.	Speaking	Poster (Appendix 7.1)	T - S S- T	Present the topic	<ul style="list-style-type: none"> Students will have or may be confused by some of the verb conjugations. <p>Teacher will use the above text as an example for the students.</p>

Practice	Based on the information presented, students will fill out the table "find someone who? where they will ask some of their classmates if they have done the selected activity. S1: Did you eat turkey last Christmas? s2: no, I didn't. Did you get presents? S1: yes, i did! S2: very good, I will write down your name.	Speaking	Worksheet (Appendix 7.2)	S - S T- S	Ask questions to obtain information .	<ul style="list-style-type: none"> Students will have or may be confused by some of the verb conjugations. Teacher will use the above text as an example for the students.
Production	In pairs, students will share their findings and ask their partners the same questions.	Speaking	Worksheet (Appendix 7.2)	S- S	Ask questions to obtain information .	students can review their previous notes if they have any problems with the activity, and they can always ask the teacher any questions they may have.
Wrap- Up	Some of the couples will share the information obtained from their partner.	Speaking	Worksheet (Appendix 7.2)	S - T	students will share the results they have obtained	<ul style="list-style-type: none"> Low participation Teacher will encourage students to present their work, letting them know that it is a safe environment and that mistakes are valid for progress

ESL/EFL Lesson Plan

Lesson Number: 08

Topic: Reading Exam

Objective/Aim: Assessing the use of meta-cognitive strategies in student reading comprehension

Previous topics seen in class: My last Christmas

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose
Reading Exam	Students will be evaluated with an exam focused on reading where students will be able to evaluate the use of meta-cognitive strategies such as: brainstorming, closed and open-ended questions and graphic organizers (mind mapping).	Reading	(Appendix 8.0)	individual test	Assessing the use of meta-cognitive strategies in student reading comprehension

----- Final Project -----

ESL/EFL Lesson Plan

Lesson Number: 09

Topic: It's christmas time


Objective/Aim: At the end of the class, students will be able to give thanks for actions that a family member or friend did for them during the year.

Previous topics seen in class: My last Christmas


Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Interaction Patterns	Purpose	Possible Problems and Solutions
Warm-Up minutes	<ul style="list-style-type: none"> who am I? Game The classroom will be divided into two teams, each team will choose a team member who will come to the front of the classroom, place a card on his forehead, and will be given a template with possible answers.	Speaking teamwork	cards and template (Appendix 9.0)	T - S S - S	*Engaging students in the class	<ul style="list-style-type: none"> Students do not respect the indications, Teacher will stop the activity, mention again the directions that cannot be omitted and resume the activity until the students agree to follow the directions..

	<p>The other team members will also have the template and will act as clues for the student to guess what it is (the card on his forehead), only mime can be used and team members are not allowed to speak except for the person in front of them.</p> <p>Each team will have 10 seconds for their partner to guess, the team that guesses first wins.</p>					
Presentatio n	<p>Teacher will present a Christmas card written for a friend in which she thanks the friend for all the things he/she has done for her during the year.</p> <p>Students will analyze the letter and answer the questions that the teacher will write on the board.</p>	Speaking	christmas card (Appendix 9.1)	<p>T - S</p> <p>S - T</p>	Present an idea for the final class project.	<ul style="list-style-type: none"> Students will have questions about how to make a Christmas card. <p>Teacher will brainstorm ideas for general ideas among all the students.</p>
Practice	<ul style="list-style-type: none"> Filling the gaps <p>students will complete the text with using the correct form of the verbs found in the text.</p>	<p>Reading</p> <p>Writing</p>	Reading (Appendix 9.2)	<p>T - S</p> <p>S- T</p>	Practice the correct use of past tense verbs in a text.	<ul style="list-style-type: none"> Students will have problems with some irregular verbs. <p>Students will be able to make use of the verb list.</p>
Production	<p>In the last part of the class the students will make a Christmas card for a family member or friend to thank for things that family member or friend has done for the student in the past.</p>	writing	<p>christmas card (Appendix 9.1)</p> <p>colored sheets</p>	S- T	Present what students have learned	<ul style="list-style-type: none"> Students will have problems with some irregular verbs.

Picture
(Appendix 7.0)



Poster
(Appendix 7.1)



Worksheet
(Appendix 7.2)

Date: _____
Teacher & Grade: _____
Name: _____

Find someone who...⁹

I ask and find a friend who has done the activity, and another friend who has not done the activity the previous Christmas

Ex: Did you decorate your house last Christmas?

Activity	Student 1 (yes)	Student 2 (No)
I decorated my house	Kevin did. She decorated her house last year.	Patricia didn't decorate his house.
I ate Tiramisu at Christmas		
I broke the plates		
I gave gifts to my family		
I visited my grandparents		
I played with my cousin		
I watched Christmas movies		
I went to visit "papa" and "mama"		

1. Write your partner's information in the table below.

My partner is: _____

Cards and Template
(Appendix 9.0)

1. Complete the text with the correct form of the verb

My dad _____ (travel) to Canada to visit my grandmother. My mom cooked a delicious meal for the Christmas dinner. Santa _____ (give) me a new toy. We went to church in Christmas. They _____ (have) to work on Christmas Eve. My aunt _____ (come) to my house to have a Christmas dinner. I bought a gift for my cat.

We _____ the house, for the Christmas spirit. My brother and I waited for Santa. My brother and I _____ (sleep) in the living room. Santa _____ (come) when we were asleep. My grandmother _____ (bake) a cake for Christmas. My little brother put the star on the top of the tree. We _____ (take) a lot of pics of last Christmas. They brought wine for Christmas cheer.

2. Complete the text with the correct form of the verb

My dad _____(travel) to Canada to visit my grandmother. My mom cooked a delicious meal for the Christmas dinner. Santa _____(give) me a new toy. We went to church in Christmas. They _____(have) no work on Christmas eve. My cat _____(come) to my house to have a Christmas dinner. I bought a gift for my cat.

We _____ the house, for the Christmas spirit. My brother and I waited for Santa. My brother and I _____ (sleep) in the living room. Santa _____ (come) when we were asleep. My grandmother _____ (bake) a cake for Christmas. My little brother put the star on the top of the tree. We _____ (take) a lot of pics of last Christmas. They brought me for Christmas cheer.

3. Complete the text with the correct form of the verb

My dad _____(travel) to Canada to visit my grandmother. My mom cooked a delicious meal for the Christmas dinner. Santa _____(give) me a new toy. We went to church in Christmas. They _____(have) to work on Christmas eve. My cat _____(come) to my house to have a Christmas dinner. I bought a gift for my cat.

We _____ the house, for the Christmas spirit. My brother and I waited for Santa. My brother and I _____ (sleep) in the living room. Santa _____ (come) when we were asleep. My grandmother _____ (bake) a cake for Christmas. My little brother put the star on the top of the tree. We _____ (take) a lot of pics of last Christmas. They brought wine for Christmas cheer.

Rubric
(Appendix A)

Aspect	You're on your way!	Good!	Excellent!	Score	Score obtained
Grammar	The grammatical structures used are simple, lacking the degree of difficulty appropriate to the level.	The written production contains grammatical structures. However, it remains too formulaic; there are few errors and sentences are often short and lack variety in their choice of words and sentence forms and containing some difficulties of structure.	The grammar used in the written version produces a good command of the construction of the sentences. Exposures The writing is varied and talks about past situations (simple past).	70 %	
Vocabulary and spelling	This vocabulary is quite limited. Indeed, it does not follow the progression of the guide.	Although the vocabulary is used occasionally in the same context as in the units studied, its use is limited. There is still difficulty in writing the words correctly.	The text shows a good use of the vocabulary seen in the vocabulary unit of the course. It uses the words and successfully integrates them into the texts required in the guide.	80%	
Cohesion	Ideas and connections in the writing are not related. They are unrelated, they do coherently and the objective of the text is not clear.	The text presents some disconnected observations in the organization and construction of ideas. Between the beginning and the end of the paper is no coherence, ununderstandable.	The written product presents a good combination of sentences, paragraph formation, paragraph cohesion, although reading one of logical logical contents.	90 %	
Cohesive	Ideas are not clear and the organization of the organization of the message unclear the message.	The ideas are not clear. The text does not seem to have been planned. In the absence of the objectives, ununderstandable is un-understandable.	The text is easily to read, without give relevant information relevant information, the meaning of the text being complex and comprehensible.	100%	
Creativity and presentation	The writing is accompanied by little color and makes no creative resources.	The writing is accompanied by color, cleanliness, and uses accessories such as figures, pictures, etc.	The writing is accompanied by color, cleanliness and uses accessories such as images, colors,	10 %	

Appendix B4	Yes	No	Observation
Contemplates the main aspects of the subject			
It starts from the center of the sheet by placing the central idea which is developed outwards in a radiating manner.			
Uses spacing to accommodate ideas or subtopics in a balanced way. Balanced arrangement of ideas or subtopics.			
The Mind Map is creative.			
The map is clear and understandable			
Organiza y representa adecuadamente la información del texto.			

Appendix H. Partial exam

Escuela Secundaria General "Rafael Nieto Campa"
Examen Período del 29 de Noviembre al 17 de Diciembre
Módulo Titular: Omar Ricardo Rivas Morales
Módulo Practicante: Leslie De La Cruz Cuellar



English III

Name: _____ Grade & Group: _____

3. According to the text above, answer the following questions. Follow the example

Example: Did Sam stay in bed late on Saturday?

(Affirmative) Yes, He did. Sam stayed in the bed late on Saturday

(Negative) No, He didn't. He didn't stay in the bed late on Saturday

A) Did Sam have a nice brunch?

B) Did Sam drink a milkshake in the morning?

C) Did Sam buy a lot of vegetables?

D) Did Sam's girlfriend make a pizza?

4. Complete the text with the correct form of the verb

My dad _____ (travel) to Canada to visit my grandmother. My mom cooked a delicious meal for the Christmas' dinner. Santa _____ (give) me a new toy. We went to church in Christmas. They _____ (have) to work on Christmas eve. My aunt came to my house to have a Christmas' dinner. I bought a gift for my cat.

5. Read the questions and underline the answers in the text as you read.

Mark each underlined answer with the number of the corresponding question.

1. What did Kate see when she woke up?
2. What did Kate do after she ran out of the house?
3. What did Kate and her brother do with the snow?
4. What was the first thing the snowman said to Kate and her brother?
5. Why did the snowman melt?

1. Match the verb with its correct past tense

- | | |
|--------------|---------------|
| 1. Go | () Were |
| 2. Do | () Sang |
| 3. Walk | () Had |
| 4. Ride | () Went |
| 5. Dance | () Did |
| 6. Wear | () Rode |
| 7. Eat | () Walked |
| 8. Sing | () Ate |
| 9. Use | () Used |
| 10. Have | () Decorated |
| 11. Decorate | () Danced |

2. Read and underline the irregular verbs with blue color and the regular verbs with red color that you find in the Text

Sam's Saturday

On Saturday I was a bit tired. I stayed in bed until 11 o'clock in the morning and then I had a nice brunch. I ate toast with tomatoes and mushrooms and I drank coffee. I went out and walked around the town where I live with my girlfriend. We went to the supermarket and bought a lot of vegetables. My bags were heavy and we walked home up the hill. My girlfriend made Lasagna for



The snowman



It was nearly Christmas. Katie woke up and found that the world was white and magical. - Snow! she shouted, snow for Christmas.

She ran outside and danced in the snow. Her brother Eddie came out too.

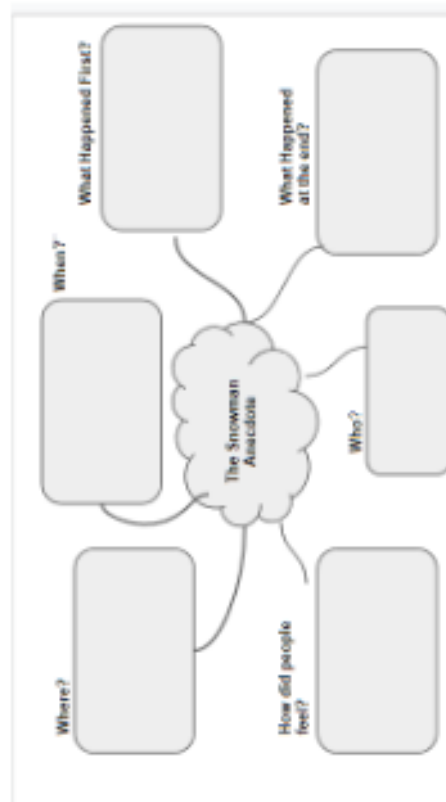
They made a big round snowball and a small one. They put them together and made a huge snowman. On Christmas Eve they looked at the snowman. He waved at them. He was alive!

- Hello, he said, it's Christmas. Would you like a present? - Yes please! The snowman waved his arms. Silver crystal snowflakes filled the sky.

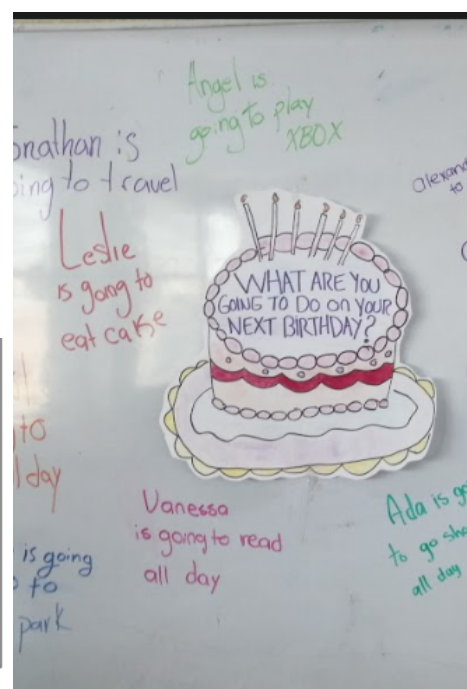
It was so beautiful. We must give you a present too, said Katie. They gave the snowman a carrot for a nose, a scarf for his neck, and a hat for his head. - Happy Christmas! they said.

The snow stopped and the sun came out. The snowman started to melt. - Goodbye, he said. Build me again next year!

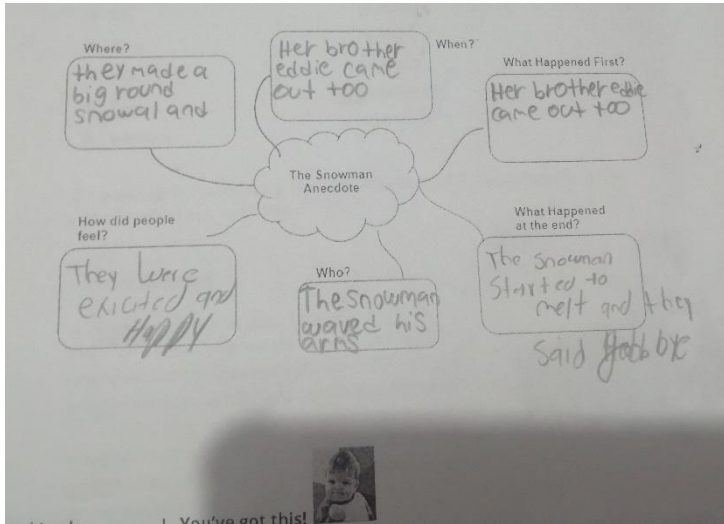
6. Complete the mind map with the complete answers according to the text.



Appendix I. material



Appendix J. students' evidences



Appendix k. Pictures



Appendix L. comparative chart, students' evidence

use the car and watched the games on youtube.

Mark: Sure, when I fell in love for the first time, Lawrence

love letter, now teenagers just "love" each other on facebook.

Antony: I did a lot of homework on the typewriter, now everything is on the computer.

Mark: My wife never used the computer but now I use my grandchildren's tablet.

Antony: You are now part of the technology!!! hahaha.

Mark: I'm just trying! haha

2. cross out the activities that the grandparents did when they were young

Drove a car	Used Facebook	Watched Tv	Fell in love	Rode a bike
Did Homework	Used the computer	Read the newspaper	Wrote a love letter	Watched video on youtube

3. Write down 5 things you do now that your grandparents didn't do when they were young.

Example: I play video games on the computer but my grandfather didn't play video games when he was a kid.

I used Facebook on the computer but my grandfather didn't use the computer.

I had a phone but my grandfather didn't have a phone.

I watch video on youtube but my grandparents didn't watch video on youtube.

Drove a car	Used Facebook	Watched Tv	Fell in love	Rode a bike
Did Homework	Used the computer	Read the newspaper	Wrote a love letter	Watched video on youtube

3. Write down 5 things you do now that your grandparents didn't do when they were young.

Example: I play video games on the computer but my grandfather didn't play video games when he was a kid.

I use the computer but my Grandmother didn't use the computer.

I watched videos on Youtube but my Grandmother didn't watch videos.

I used Facebook but my Grandmother didn't use Facebook.

I watched TV but my Grandmother didn't watch TV.

I used WhatsApp but my Grandmother didn't use WhatsApp.

Appendix M. material



Appendix N. Mind map, Evidence

