



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

TITULO: Reading strategies to improve reading comprehension in a middle school efl class.

AUTOR: Zaida Rebeca Moreno Gómez

FECHA: 11/25/2024

PALABRAS CLAVE: Comprensión lectora, Estrategias, Lenguaje, Habilidad lectora, Aprendizaje del inglés

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

2020



2024

**“READING STRATEGIES TO IMPROVE READING COMPREHENSION IN A
MIDDLE SCHOOL EFL CLASS”**

INFORME DE PRÁCTICAS PROFESIONALES

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

PRESENTA:

ZAIDA REBECA MORENO GÓMEZ

ASESOR (A):

DIANA KARINA HERNÁNDEZ CANTÚ

SAN LUIS POTOSÍ, S.L.P.

NOVIEMBRE 2024



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 Zaida Rebeca Moreno Gómez
autorizo a la Benemérita y Centenaria Escuela Normal del Estado de San Luis Potosí, (BECENE) la
utilización de la obra Titulada:

"Reading Strategies to Improve Reading Comprehension in a Middle School EFL Class"

en la modalidad de: Informe de prácticas profesionales ☒ para obtener el

Título en ☒ Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria ☒

en la generación 2020-2024 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 deslindo 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 Noviembre de 2024.

ATENTAMENTE.

Zaida Rebeca Moreno Gómez

Nombre y Firma

AUTOR DUEÑO DE LOS DERECHOS PATRIMONIALES



POTOSÍ
PARA LOS POTOSINOS
GOBIERNO DEL ESTADO 2021-2027

SEER
SISTEMA EDUCATIVO
ESTATAL REGULAR



BENEMÉRITA Y CENTENARIA
ESCUELA NORMAL DEL ESTADO
SAN LUIS POTOSÍ

BECENE-SA-DSE-RT-PO-01-05

Revisión 1

Administrativa

Dictamen Aprobatorio del
Documento Recepcional

San Luis Potosí, S.L.P.; a 04 de Noviembre del 2024

Los que suscriben, tienen a bien

DICTAMINAR

que el(la) alumno(a): C. MORENO GOMEZ ZAIDA REBECA
De la Generación: 2020 - 2024

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

Titulado:
READING STRATEGIES TO IMPROVE READING COMPREHENSION IN A MIDDLE SCHOOL EFL CLASS

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 COMISIÓN DE TITULACIÓN

DIRECTORA ACADÉMICA

MTRA. MARCELA DE LA CONCEPCIÓN MIRELES
MEDINA



DIRECTOR DE SERVICIOS ADMINISTRATIVOS

DR. JESÚS ALBERTO LEYVA ORTIZ

RESPONSABLE DE TITULACIÓN

MTRO. GERARDO JAVIER GUEL CABRERA

ASESOR DEL DOCUMENTO RECEPCIONAL

MTRA. DIANA KARINA HERNÁNDEZ CANTÚ

AGRADECIMIENTOS

A mis papás por enseñarme los principios y valores de vida, por escucharme y entenderme, por apoyarme siempre, por ser las primeras personas que creyeron en mí, por ser mis guías y mi compañía cuando más lo necesito, por ser unos grandes padres, responsables, que me llenan de amor y de diversión cada momento.

A mi mamá Zaida por siempre estar ahí para mí, por desvelarse conmigo siempre que tuve que terminar una tarea a altas horas de la noche, por las risas, las lágrimas, por los momentos madre e hija, por la comida más rica que he probado en el mundo, por ser un ejemplo a seguir para mí y una mujer sumamente fuerte en todos los sentidos, por ser alguien en quien puedo confiar y simplemente por ser mi mamá.

A mi papá Emmanuel por ser un ejemplo a seguir para mí, por ser la persona más trabajadora que conozco, por tener ese gran sentido de responsabilidad en sus deberes y siempre darlo todo y esforzarse al máximo para cumplir metas laborales, e inculcarme estos valores. Por ser la persona más chistosa que conozco, por todas las risas y locuras que decimos, por enseñarme la importancia del deporte y lo bonito que es correr, por enseñarme sobre buena música y disfrutar de películas juntos.

A toda mi familia que durante toda la vida me han inspirado para convertirme en una gran maestra, a seguir adelante, a seguir mis sueños y siempre luchar por lo que quiero, por siempre llevarme por un camino de armonía y paz.

A mi familia materna por siempre estar ahí para mí, por brindarme un hogar, un espacio de estudio y todo el cariño que puede existir por medio de sus acciones.

A mi familia paterna por ser un lugar donde me siento en paz, en calma, donde puedo reír, bromear con otros y sentirme en casa.

A Ricardo por estar y por ser, por habernos elegido mutuamente para estar juntos como pareja, por las infinitas risas, por las noches interminables de planeaciones, por brindarme seguridad, por los lindos recuerdos juntos, por ser alguien de quien estoy realmente feliz de

tener a mi lado y por siempre estar ahí para mí demostrándome su cariño y su apoyo en mis decisiones.

A la maestra Karina que en poco tiempo me enseñó muchas lecciones importantes de vida, que me apoyó y me asesoró cuando más lo he necesitado, que sin su ayuda el documento no hubiera salido, por su entrega, por ser un ejemplo para mí, por su pasión a la docencia y sin duda por siempre alentarme.

Al Cenei por ser mi segunda casa, a sus maestros por siempre enseñar con el corazón, por demostrarme que aprender un nuevo idioma nunca es difícil, por tener compañeros de trabajo que anteriormente fueron mis maestros y me han apoyado tanto, por ser mi inspiración para convertirme en una maestra, por abrirme las puertas siempre, por creer en mí, por ayudarme a conocer el mundo, a Efrén, a Marco, a Roberto por abrirme las puertas de sus salones como alumna y haberme brindado los momentos y recuerdos más felices de mi vida.

A Kenya y a Mixtli por siempre estar ahí para mí, por ser las mejores amigas del mundo, por confiar en mí y siempre impulsarme a seguir.

A Magui y a Maryfer por su amistad eterna, por tantas risas, por tantos recuerdos y momentos juntas, que a pesar de la distancia se que estarán ahí siempre para mí.

A mi Bolita que ya está en el cielo pero me acompañó acostada en mis pies o a un lado de mí durante toda la escritura de este documento pero más que eso, fue una compañera de vida y un corazoncito que brindó felicidad y paz a mis días desde que estaba muy pequeña.

Y sobre todo a mí misma por el amor que le tengo a la enseñanza, por siempre haber querido ser una maestra y haber podido lograrlo, por ser fuerte en todas las decisiones que he tomado a lo largo de mi vida, por nunca rendirme y seguir intentando, por siempre querer más, por dar lo mejor de mí y esforzarme, por quererme mucho.

-If we believe in the possibilities and hope even when the unexpected happens, we won't lose our path, if not we will discover new ones-

Kim Namjoon, RM from BTS.

INDEX

INTRODUCTION

General description of the context	7
Reasons why the topic was chosen	7
Personal Interest in the topic	8
Context of the problem.	8
Main and Subsidiary Aims of this Research Project	10
Competences to develop.	10
General description of the document.	11

CHAPTER I. ACTION PLAN

13

1.1 Context of the Educative Situation.	13
1.1.1 External Context	13
1.1.2 Infrastructure and Internal Context	14
1.1.3 Group Profile: “1ºE”	15
1.2 Description of the Chosen Issue	17
1.2.1 Study Program	17
1.2.2 Main issue	19
1.2.3 Open- Ended Questionnaire	20
1.2.4 Diagnostic Exam	22
1.3 Action plan	23
1.4 Literature review.	25
1.4.1 Language	25
1.4.2 Skill	25
1.4.3 Productive skills	26
1.4.4 Receptive skills	26
1.4.5 Listening	26
1.4.6 Reading	27

1.4.7 Reading skills	27
1.4.8 Reading Comprehension	29
1.4.9 Reading Strategy	31
1.4.10 Strategies for Reading Comprehension	32
1.4.11 Pre-Reading-Strategies	32
1.4.12 While and Post Reading-Strategies	36
1.5 Description of the proposal	40
CHAPTER II. DEVELOPMENT, REFLECTION AND EVALUATION OF THE PROPOSAL	42
2.1 First implementation	42
2.2 Second Implementation	46
2.3 Third Implementation	49
2.4 Fourth Implementation	54
2.5 Fifth Implementation	58
2.6 Sixth Implementation	61
2.7 Proposal consistency.	64
CONCLUSIONS	66
Curriculum approach and proposal improvements.	66
Developed competencies through the process.	69
Applied resources.	70
Tracking of results and ongoing improvements.	71
Proposal evaluation.	72
Proposal redesign.	74
REFERENCES.	78
APPENDIXES.	84

APPENDIX INDEX

Appendix A- Location of the school.	84
Appendix B- Classroom area.	84
Appendix C- -Graphs of the open-ended questionnaire	85
Appendix D- Reading Exercises used in the diagnostic exam	85
Appendix E- Diagnostic Exam Results	86
Appendix F- Reading comprehension results	86
Appendix G- Students answers in the diagnostic exam	87
Appendix H- Gantt Chart	88
Appendix I- Top-down process	89
Appendix J- Bottom-up process	89
Appendix K- first implementation students during the chart completion activity	90
Appendix L- Rule Sign reading	90
Appendix M- Students results in the activity	91
Appendix N- Graph of results	92
Appendix O-Second implementation, students' progress in the activity	92
Appendix P- Third implementation, students' results in the activity	93
Appendix Q- Video and students	94
Appendix R- Second implementation progress in the activity	94
Appendix S- Reading conversation	95
Appendix T- Third implementation students' results	96
Appendix U- Graph of results	96
Appendix V- Sample of the comic stripe reading	97
Appendix W- Fourth implementation students' results	97
Appendix X- Graph of results	99
Appendix Y- Color code for the survey results	99
Appendix Z- Answers of the survey	99
Appendix AA- Fifth implementation, matching exercise	100
Appendix BB- Reading Food in the USA.	100
Appendix CC- Fifth implementation results	101
Appendix DD- Graph of the results in the activity	103
Appendix EE- Graph of the results of the survey	103
Appendix FF- English School reading	104

Appendix GG. Sixth implementation results	105
Appendix HH- Graph of the results in the activity	106
Appendix II- Answers of the survey	106

INTRODUCTION

General description of the context

This Professional Practice Report is an analytic and reflective document focused on reading strategies intended to improve reading comprehension in students of middle school English as a Foreign Language (EFL) Class. This document analyzes and reflects on six different implementations of strategies dedicated to this study during practice periods developed along the school year 2023-2024 in the Secondary School "Escuela Secundaria Tecnica 83".

The application of these strategies was implemented with students of the first-grade group E, between 12 and 13 years of age. In this school year, the Nueva Escuela Mexicana (NEM) 2022 program was implemented for the first time. It was a transition between the previous program and the changes in the methodology that have taken place, based on the training of new generations with comprehensive and humanistic ideology, contextualizing the contents according to the problematics presented which promoted critical thinking.

Reasons why the topic was chosen

This document might introduce to practical strategies for different student types and can be used for reading comprehension. For example, Heilman (1998) mentions that "comprehension strategies are conscious plans or procedures that are under the control of a reader, who makes decisions on which strategies to use and when to use them" to get meaning from text and in the future produce language.

Another important aspect to mention is that society is always evolving, and with the help of different tools such as reading comprehension strategies, students must practice with materials adapted to their level, style, way of working, the context of the group, and their needs to improve their attention and receptive skills, create critical thinking, and use the language. Recognizing this, is important to work with materials that match the students level, skills, learning style, way of working, context and individual needs. This could help them improve their focus and understanding, encourages critical thinking and make it easier for them to use the language effectively in the future.

Specifically, talking about receptive skills, it is essential to succeed in real-life situations using the language such as asking for information, giving directions, listening to someone in a meeting among others; students need to learn through practical examples provided by the teacher that can help them get used to the new language and start learning using these tools.

Finally, as a teacher, it is vital to focus on students' reading skills because as the group is very active, gets interested on the topics easily and participative they will use it in their future learning, careers, and personal lives. Finally, it will also help the students understand the language through reading so that they can start producing and using it.

Personal Interest in the topic

During the first observation period in August of 2023, I saw that first- grade students showed difficulties in reading in the second language (L2, English). This deficiency is mainly due to a lack of exposure and practice in the language. I identified these difficulties by using an open-ended questionnaire and a diagnostic exam that included reading comprehension exercises. I could notice that when reading the short texts and sentences provided in the diagnostic, the students could not understand or identify short ideas or main points of the reading exercises.

However, after consulting with teachers from other subjects, I discovered that this issue is not limited to English; most students also struggle with reading in their first language (L1, Spanish). This suggests that without reinforcing their reading abilities in L1 and understanding of grammar and vocabulary in L2 is even more limited. “Reading is essential for accessing different perspectives, cultures and global contexts, and it is crucial for developing independent thinking” (Arifin, 2020).

Context of the problem.

After the observation period and practices happened in August and September of 2023 in the Secondary School "Escuela Secundaria Técnica 83" and after seeing the infrastructure and every day life that students have outside the school that is not majorly related to reading, besides the diagnostic exam and an open interview, I found out that several situations in the school and classroom are the main reason for the lack of English practice.

Talking specifically about my research topic, through observing the class at different points and during the practices I identified a lot of situations related directly to students such as, due to the school context and the students necessities, they are not used to taking an active role in class or even paying attention, they struggle with English and they do not practice with the language. Scrivener explained that the most important job of a teacher is to “create the conditions in which learning can take place” (Scrivener, 2005 p.79). Observing different behaviors of the students inside the classroom such as too much speaking when the teacher was explaining, students ignoring the teacher or even students standing up and running in the classroom which indicated a lack of interest in the subject.

According to some comments, such as "La verdad maestra, estoy aquí porque me mandan" or "Ni me importa la clase, no es importante el Inglés para mí." They usually need to be more focused, have a lot of energy, and always speak because they feel that regular classes are boring and tiring. Students also struggle with paying attention, and they are not used to following instructions.

Different observation formats were used to describe and reflect on students profile and generate a group context. These discoveries were made when I observed the classes before my first intervention and through the interventions made during my practice weeks. I used a teacher journal where I wrote down important aspects that happened during the classes and I also used a format guide with different observation tasks for teacher trainees based on Scrivener in 2005.

Through an open-ended questionnaire students showed that they have a limited English practice in the second language and find it difficult because they have not had enough practice in the language in their daily life. Results showed that twenty-seven students are interested in learning English, they stated that, it is boring because they do not understand it. In addition twenty-six students are not familiar with reading in the second language, even less with understanding information in a text and expressing its information. Detailed information about this discoveries will be explained in the context of educative situation.

Main and Subsidiary Aims of this Research Project

Main aim:

To learn and apply different reading strategies to identify which one allows students to have a better comprehension of a text.

Subsidiary aims:

- Adapt six reading activities with pre, while and post reading strategies for first grade of secondary school students.
- Implement a variety of reading activities using different strategies to see how they work.
- Analyze and reflect about the results of the strategies to the implementation of more effective strategies in the future.

Competences to develop.

As a future teacher, I must cover a profile where specific knowledge, skills, attitudes, and values that are involved to be able to teach in the future. (Secretaría de Educación Pública, SEP, 2018). Through the competencies, this profile can be evaluated and integrated into my future teaching. These skills are necessary to observe my commitment and understanding my work, life, and especially education. To label it, the three types of competencies are generic, disciplinary, and professional.

Generic competencies:

- Solve problems and make decisions using critical and creative thinking.

Professional competencies:

- Relate English knowledge contents with other subjects using an integrated vision to help students learn.

Disciplinary competencies:

- Use the language functions to express social practices of communication.

General description of the document.

During my practice period at the "Escuela Secundaria Técnica 83" during 2023-2024 school year, I had the opportunity to fully immerse myself in the environment and engage with students and other teachers to learn about the educational situation the school has. This was helpful in carefully implementing the different pre, while and post reading strategies selected such as top down, summarizing, Experience Text Relationship, prediction, question and answering, among others, with real contexts in the group of 1ºE. I will explore different sections such as the school environment, issue detected, strategy selection, application of these strategies, reflection, and conclusion of my practices. The objective of this research is to provide a description of my experiences and the impact that they had on my professional growth and academic advancement through the application of different reading strategies.

This document consists of an introduction, two chapters and the conclusion in which the theory, strategies, and their application are described and reflected, on the first chapter, the context of the school and group profile are identified in order to recognize the main issue, also the diagnostic instruments are presented, and using this information as well as the literature review there is a proposal described for the implemented strategies. This process involved a detailed examination of the educational situation supported by the analysis of the data. Furthermore, the prior knowledge and language level were observed to fully understand the main issue to solve using a diagnostic exam and an open-ended questionnaire.

In the second chapter, the implemented strategies are presented in a sequence of 6 sessions where the experiences and applications of the strategies takes places focusing on the positive and negative aspects of these sequences, also the results of these applications are reflected in order to improve for future use also to state what I have learned from this experience and what can be changed in future sessions. The second chapter reflects and analyzes the results obtained during the practice periods, this chapter is the most significant in demonstrating my learning and growth as a teacher.

Finally, in the conclusions a reflection takes place considering the research, application, and results is made to look for better results in future interventions. Here, a reflection on the results is conducted, allowing adjustments to the action plan based on the identified needs and lessons learned. Additionally, the findings are communicated, providing evidence of the results and in the future I would be in the condition to apply the strategies in my teaching.

Equally important through the application of these strategies and the practice periods I have experienced important growth as a teacher. The continuous reflection and adaptation of these strategies through the school year allowed me to improve my teaching skills, the classroom management and involve more the students in order to create more effective learning environments.

CHAPTER I. ACTION PLAN

1.1 Context of the Educative Situation.

The educational context that the students are involved in is in a technical secondary school that incorporates workshops. This system is included to help them acquire different skills and attitudes for specific jobs after finishing secondary school. To analyze this school context is important to mention the curriculum and profile of the students at the end of this period proposed by the Nueva Escuela Mexicana (NEM). Also, the school areas are designed to develop this type of activities. In the next paragraphs, I will discuss the external, infrastructure, and internal contexts of my selected group profile because these aspects are important to understanding the reason for my practice with students and the development of this document.

1.1.1 External Context

The school “Escuela Secundaria Técnica 83” located in Clara Córdoba Morán SN, 6 de Junio, 78370 San Luis Potosí, S.L.P, with the school code 24DST0090A. Is located in city suburbs between important avenues, such as Av Salk or Arbolitos, between houses and condominiums, restaurants, and different stores such as stationery stores, groceries, and corner stores. The school is next to some football and basketball courts, a playground and different machines to do exercise in the park. On the right side of the school, there is a medical center, "Seguro Social," Clinic, at the corner of the block. Also, there are different schools in surrounding areas, such as "Escuela Primaria Toribio Sánchez" and "Escuela Secundaria General Vicente Guerrero". Behind the school, there are some train rails located where trains are all day passing by.

Also, there are different stores nearby, there is a pharmacy, restaurants, and OXXO that is an aoruse store where people can find a variety of items, such as snacks, food, drinks between others, but mainly grocery stores. In addition, there is electricity and enough space to park cars. You can always see a lot of people passing by, and it is quite crowded with music and people. (Appendix A)

Adding to the context is also crucial to know the environment where the school is located to know the basic students needs in and outside the school. The school is located in a rough area where different types of crime are common and people in the surroundings get in trouble easily. These external factors, such as socioeconomic difficulties and safety concerns, directly impact students learning and way of socializing in the school. Being aware of these difficulties, teachers can help students succeed in their personal life through personalized and contextualized contents inside the classroom.

1.1.2 Infrastructure and Internal Context

Understanding the internal context helps an effective planning exercise and problem-solving design methods for the specific needs and capabilities of the school. This is important for school observations and environment. The school has 15 groups in total, five groups per grade. Each group has approximately 35-42 students from 12-15 of age, and on average, there are 550 hundred students on the morning shift. There are a large number of students in the school, and there are not enough teachers to attend the groups. The large number of students shows the complexity that managing this educational context has.

A significant obstacle faced by the school is the insufficient number of teachers to cover all groups and staff so there are teachers who occupy two or three roles in the school because they are needed helping in different areas or doing different activities. The school is medium-big; it has a principal civic area, three significant buildings with eight classrooms each, medium hallways where the majority of students fit at the same time to change to another classroom.

There is one inspector office, two football/basketball courts, one football field made of soil, one big building for the workshop, two bathroom areas for the students in separate buildings, different extensive green areas in all the school, one separate classroom for art subject and a building for the administration and offices of the school with bathrooms for the teachers, stationery and a cafeteria for the students.

There is one small library with old books and a teacher's classroom with a big table and sofas, but there is no more space in the room to move more than that. There is a computer classroom with enough computers for all of the students, an air conditioning system, internet,

and a projector. Each classroom and area of the school has all the necessary services (electricity, water, internet, technology, etc.).

Even though the classrooms are big, there is not enough space for that number of students, and there is not much space for them to move freely between their desks. There are extra chairs and desks for the students, but they are not in the best condition. Teachers always cover the desks with colored plastic, and students destroy them.

At the front of the classroom, there is a higher step so the teachers can see in every direction to see what the students are doing. I find this an advantage because having every place in the room covered and watching the number of students and their actions cannot be seen if you are not in a higher position.

The classroom has many windows that allow light to enter, and the color of the walls helps to lighten the classroom to keep the students as active and attentive as possible. The windows do not open or they partially open, and every day, the classroom is really hot and without good air in all areas. (Appendix B).

1.1.3 Group Profile: “1°E”

Specifically, regarding my group of study, “1°E”, it is really important to know them to adapt my activities, strategies, and material to their level and help them with their learning to produce the language.

This group consists of 36 students now, but it started with 42 due to different personal circumstances, some students stopped attending, and the group was reduced significantly. The group has 20 male students and 16 female students. At the beginning of my observation period, I observed that teachers had previously divided students in two groups inside the classroom, the boys were sitting in front of the classroom and the girls at the back. There was always a difficult environment and behavior, all students made a lot of noise and did not pay attention.

In some cases, depending on the hour of the class, the students were, urgently required to leave and anxious if the class was before recess time, also they were tired and bored if they came from a class that the majority did not like or understand finally also, they seemed energetic and talkative if their class is after recess time. Their behavior was changing all the time, even

depending on the weather. On rainy days, they are a little bit calmer than on sunny, hot days. Besides the majority frequently maintain the same behavior.

I could define “1°E” as an energetic group. They are always talking in their places, standing up with their classmates, and even yelling in the case of some students. I identified two or three male students as the "leaders" of the classroom because in some cases, depending on their behaviors, the rest of the class acted. These three students were active and always tried to play a physical game inside the class, and when they did not attend, I saw how the atmosphere changes, because the class is calmer and paying attention.

However, apart from that, they were an integrated group. They liked to work together on the activities and discuss the reasons for the answers. The majority of the group was social and friendly with each other; it had a good atmosphere. The bad thing was that they sometimes worked fast to deliver the assignment, and I had seen students copying each other's tasks to finish them.

Also, this group needed to be more focused. If someone entered the classroom or there is a slight change in class, they lose their attention quickly. If a new activity keeps them interested, like a game or video, they participated and paid attention. I chose this group because they needed to understand and learn the language. They are generally behind schedule due to their characteristics compared to the other groups.

“1°E” is a group that worked efficiently the majority of the time, they cooperated and paid attention to instructions. They told me that they liked the activities they saw in class and are "starting to like English more." They took more time to understand instructions and phrases in English than the other groups, but some even try to answer in English. Some of the students got distracted easily and question me several times when they did not understand what we are doing because there is much noise inside the classroom, and paying attention to the class itself or instructions was a difficulty.

In the activities and strategies applied I got different results from every student depending on their behavior, context and abilities for the subject. Besides the observation, I applied an

open-ended questionnaire and a diagnostic exam that I will talk about later to learn the characteristics, knowledge of the language, and likes and dislikes of the group.

1.2 Description of the Chosen Issue

In the following paragraphs I will explain the issue identified and the challenges it presents. This issue emerged from my observation periods and the analysis of the key areas that need attention and improvement talking about reading comprehension. By examining these difficulties I propose in future parts of this document different strategies to try giving a solution to the lack of reading comprehension in the students of first grade group E.

1.2.1 Study Program

In 2023 the Secretaria de Educación Publica (SEP) implemented the new educational programs for preschool, primary, and secondary school. These programs are based on the new NEM model, which aims to promote an integral, humanistic, and equitable education.

According to SEP some of the primary objectives of the NEM are to develop critical and scientific thinking, help form competent and critical readers, form students with moral and civic values, and promote humanistic values. This new program introduced changes to the educational model, for example, that now students belong to different learning phases instead of a year grade, the incorporation of four training fields, more attention to cultural and linguistic diversity, etc. (SEP, 2023).

This program is still new, and teachers are evaluating its real impact on students. They hope to improve Mexican education and prepare the students for the future. To achieve this, the NEM teachers are focused on integrating the objectives between the school subjects to achieve the goals set in an integrated project, using the Project-Based Learning (PBL) methodology as one of the principal ways of teaching in the classes.

Project-based learning is a student-centered form of instruction which is based on three constructivist principles: learning is context-specific, learners are involved actively in the learning process and they achieve their goals through social interactions and the sharing of knowledge and understanding (Cocco, 2006).

Moreover, this new methodology and program have affected different aspects of secondary education positively and negatively. For example, in "Escuela Secundaria Tecnica 83," in the first project, students worked by grade. Each grade presented a different project to solve an issue that was previously detected. These difficulties are related to the subjects, their internal context, and the community context.

Later, due to the unequal participation of the different subjects in the projects, the teachers decided to divide the projects into training fields, which are the "mathematical, language, and social studies fields," where the students have to solve a situation previously detected in their context. Specifically, talking about my group, I have observed that they have adapted to working in this modality because, as they told me, "está bien fácil trabajar por proyectos maestra, por que en todas las materias hacemos lo mismo siempre." They can focus on one obstacle and find different ways to solve it using the tools that they have learned and developed with our subject.

In order to solve this issue, teachers (including myself) planned the lessons around solving the situation, using the environment, contexts, and group culture. Based on the open interview I applied for, some of the conclusions are that the majority want to learn English but are not related to it because they are not in an English as a Foreign Language environment; they listen to music and watch movies in Spanish. In other topics, they like to work in teams and just know some words and vocabulary.

According to the plan and programs of the NEM, this new program

"Is an educational project focused on a critical, humanistic, and community approach, seeking to train students with a comprehensive vision that includes self-knowledge, critical thinking, social skills, ethical and democratic values, as well as the ability to collaborate to social transformation, with the aim of developing autonomous citizens committed to their society." (La Nueva Escuela Mexicana, 2023, p.5).

Unfortunately, English is not taken into account as much as other subjects, so our work as English teachers has been left behind. Teachers have issues integrating the objectives with the topic of the practice and making it for a second language is even harder

1.2.2 Main issue

The issue is the lack of comprehension when reading in English in a group of first grade in a secondary school. This situation was detected through observation and two instruments that were an open-ended questionnaire and a diagnostic exam, which ones I will explore in further paragraphs.

English language education in Mexico needs improvement, although the government programs require students to learn the language from kindergarten to secondary school, many schools do not use these programs properly and often leave English out of the curriculum.

The issue explains different circumstances in which education in the English language currently needs to be better provided and taught in the best way in the system. Currently, there are plans and programs that force the study of English as an external language in Mexico from kindergarten to secondary school. However, most of the time, the government's effort to introduce the language is not used when it arrives at the school. That is why all programs are made to be adapted to the circumstances of each school and context in Mexico, but sadly in the majority of them, the easier way to do it is just to not include the subject in the curricula.

English is lacking of a level in our basic education, teachers are always in a constant effort to adapt the detected situations into the content in the subject to produce language, but due to their profiles and workload, it is a challenge to adapt the proposal.

Several obstacles affected students learning of the language, for example for some a completely lack of English in primary school, for some others a partial education in the language, also distractors such as electronic devices, but more importantly they have not had enough exposure to the language and even less practice in their daily life. This leads students to negative environments such as lack of attention or not getting the English level and practice that is needed at the end of the school year.

Another challenge observed is that public schools are not equipped with the materials, technology, and efficient books to include English in the curricula. This prevents students from developing a supportive learning process by practice of the language, and not achieving the goals established. With the challenges that education in a foreign language presents nowadays, I will

continue by contextualizing and speaking about the issue chosen in my study group and the reasons for choosing them.

After the open-ended questionnaire and observation, I have seen and stated with the results that most of the students of “1°E” in this school did not have the enough exposure to reading for pleasure more than for academic purposes. The students expressed me their dislike for reading, giving reasons such as “ "leer es bien aburrido," "para mí ni es interesante," "prefiero hacer otras cosas que sí me gustan,". Additionally, many students do not have the habit of reading because there is not an established tradition at home, as it is not encouraged by adults or modeled by their parents. Moreover, students belong to different generations where reading is not a priority so to be part of this groups they do not even consider trying to develop this skill.

1.2.3 Open- Ended Questionnaire

In the beginning, a survey with twelve questions was planned to be applied to the students. However, only some of the information was helpful, so I asked the four most valuable questions for collecting information in reference to the contact with authentic use of language and reading habits in an open-ended questionnaire. These were four open questions related to the topic and to understand students' closure with the language trough them.

To understand students' ideas better, open ended questionnaire is the best option to ask. Kvale, S. (1996) explains that " the interviewer follows the lead of the interviewee, allowing the interviewee to express their views in their terms. The open-ended questionnaire format is less structured than a formal questionnaire, enabling a more flexible and in-depth exploration of the interviewee's experiences and perspectives."

He adds that the qualitative research open-ended questionnaire aims to describe and understand the meaning of key topics in the student's experiences,

"The qualitative research interview seeks to describe and understand the meanings of central themes in the life world of the subjects. The main task in interviewing is to understand the meaning of what the interviewees say. In an open interview, the emphasis is on understanding the topic from the interviewee's perspective and eliciting as much detailed information as possible." Kvale, S. (1996).

A survey is highly structured, expecting specific answers and facilitating the analysis of the data. In contrast, an open-ended questionnaire is flexible and easy to adapt. The most important thing is that it adapts to a natural conversation, gaining more information about the interviewee's experiences and perspectives and providing more detailed information for qualitative studies.

The open-ended questionnaire was applied during the first period of practice. To understand the students' context and their likes and dislikes about the language, it consisted of 4 open questions. The questions were in Spanish to be sure students would understand.

The selected questions for this study were the following:

- Do you like English?
- What is your favorite music genre?
- What do you do in your free time?
- Do you like reading?

The first and third question Do you like English? And What do you do in your free time? Had the purpose of finding out if English is really something that is part of their daily life and they can practice with easily. The second question What is your favorite music genre? Had the purpose of knowing if the students have had at least a minimum exposure to the language or not. Finally the fourth question Do you like reading? Had the purpose of identifying if naturally reading was a choice for students to do in their free time and that they could express how frequently they read.

The main discovery about the student's opinions of the subject is that the twenty-seven students do not like the language and do not consider it essential to them. Three or four students mentioned in their answers that also are interested in learning or want to know more about it. Also, they mentioned that they find it boring or stressful because "it is different" and "they do not understand it."

Another important aspect was that the students' contact with the language was limited outside the classroom. They rarely used or practiced the language because of the activities they usually do in their day or because they did not use input in the language.

Students' reading habits are limited. The answers showed that most of the group did not like reading, but there were different opinions related to its utility and that they did not find it interesting.

To summarize, some aspects to take into account are the little effective time practicing and contact with the language that the students have, the fact that they find the language not useful for them, and the fact that they do not pay attention for long periods. This is a challenge for me to design activities related to their context, level, and needs. (Appendix C).

1.2.4 Diagnostic Exam

In the same modality, during the first period of practice, I applied a diagnostic exam with thirty-one multiple option questions to determine students' knowledge of the language so that I could adapt my classes and activities to their context.

I adapted a tool with different questions and exercises to assess the student's knowledge of vocabulary, tenses, and English use. I also used some reading examples from Cambridge University Assessment to assess the student's reading comprehension level according to A1. (Appendix D)

The exam had thirty-one questions and exercises and seven short reading exercises where students needed to answer simple questions about cardboard they could typically see in the streets. To understand their level of English based on common grammar, vocabulary questions, and exercises, I considered that thirty-nine students attended the class, but only thirty-seven of them delivered the activity. Those thirty-seven students proved that they have a low A1 level or even less than that. (Appendix E) Out of the thirty-nine students in the group, twenty-eight had low grades at the diagnostic exam, nine approved it, but the majority had just 1 or 2 questions above the lowest passing score, and finally, two students did not answer.

However, focusing on the reading comprehension exercises to evaluate and understand their comprehension of the language, I applied three questions taken from Cambridge and one

activity with four questions in which the language focus was present simple habits and routines, so as is a common topic that in their words "Siempre nos enseñaban lo mismo maestra" they always saw when it is English class, it is supposed to be easy for them to understand.

The results show that 60% of the group got the majority of answers incorrect related to the reading questions. Also, 30% of the group got some of the answers correct, and finally, 10% of the students left all of the questions unanswered. However, an important observation is that some of the students who answered were talking between themselves and saying, "Hay que hacerlo como sea, al fin pues que," so some of them chose the answers randomly. (Appendix F).

In conclusion, the reading diagnostic exam answers show that the students are not able to comprehend a text, even with pictures or phrases containing small parts of the language, which will cause difficulties with their future production of the language. (Appendix G)

1.3 Action plan

The action plan is a process with steps that I follow in my research, application, and conclusions of practice to evaluate and reflect on what I have learned through my degree, especially this last year. The steps taken from the proposal of Hernandez-Sampieri (2018) are specially created to implement the plan and evaluate my results with the target group. It is carried out with three different stages to solve the issue that my selected groups have.

Action research is the key to the investigation process because it allows teachers to tackle real-world situations in a specific context and helps the students reflect on them to enhance language production.

"Action research is a systematic approach to investigation that enables people to find effective solutions to problems they confront in their everyday lives. It is a collaborative process involving participants in all research phases, including planning, acting, observing, and reflecting on the actions taken" (Stringer, 2013, pp. 1-3).

McNiff, explains this critical process,

"Is a form of inquiry that enables practitioners everywhere to investigate and evaluate their work. Their accounts of practice show how they are trying to improve their learning and influence the learning of others. They do this by producing validated evidence to support their claims to knowledge." (McNiff, J., 2013)

Now, I will explain the process I followed during all the planning stages and what happened. In this plan, there were a total of 6 implementations that happened during 6 lessons- The materials used include printed worksheets, presentations, videos and cardboards to support the main resource. For assessment students evaluated by answering questions and completing true/ false exercises. The reading topics were adapted from the planning and design of the unit topics in each "Consejo Tecnico Escolar" (CTE). These topics are related to everyday life, allowing students to connect with their environment and use them in the future. For example text messages, rules in different places between.

The diagnostic stage was held between August 24th and September 8th in different forms; I observed my groups, I went to the teacher council meeting to learn the new plans and programs, and during the week of August 28th to September 1st, I applied a diagnostic exam that covered two skills of the students and such as listening, reading and grammar questions a survey about their interests, activities, likes and dislikes and some other information related to the way they work inside the classroom.

The definition of the background stage was held during the same weeks, and I just added three more weeks between September 4th and September 22nd to write the background and context information. Then, theoretical research, which is a process that never ends, is where I have been looking for information even before the semester started about the topic of my research to finish with the first research momentum in this process. The Lesson Plan is related to this project because, in it, I will apply different strategies proposed; it is planned to develop the planning between September 11th and September 29th.

Leading to the first implementation of my project was carried out during the next period of practice between October 2nd and October 20th. The second implementation of my project

was carried out during the week of November 20th to November 24th. Finally, the third implementation was carried out from November 27th to December 1st. After that, during the second part of the school year, I kept doing more implementations with the groups to analyze the results and the changes. (Appendix H).

1.4 Literature review.

The following section will express key theories, ideas, models, and principles I intend to explain important concepts taken from different authors who are experts in the topic to help me explain and focus the document to the practice aims. The following section also highlights the leading techniques and ideas used to adapt strategies to show how they effectively improve performance.

1.4.1 Language

To live in society, a language is needed as the basis of building and understanding the communicative world around us. Without Language, society would be unable to progress and survive as people know it. Different authors define Language and explain why it is necessary in different ways. According to Block & Trager- "A language is a system of arbitrary vocal symbols using which a social group operates." (Husain, 2015). Following his concept of Language as a system that needs different parts of Language to work and complement this idea, the same author also mentions that Language is "a means of communicating thoughts." (Husain, 2015)—putting people's thoughts as the principal way of communicating.

Language needs different processes to succeed and has different characteristics to work. For example, Husain states that Language is "The system of language functions through sounds, words, and structure. These are integrated and constitute the complex whole which is language" (Husain, 2015).

1.4.2 Skill

To use the Language, it is necessary to master different ways to communicate an idea; this can be done by using different skills. Husain defines *skill* as "the ability to do something well." (Husain, 2015). Generalizing the concept but using a complete definition, the Cambridge Dictionary states that skill is "a particular ability that you develop through training and experience and that is useful in a job" (Cambridge Dictionary, s.f). This is a more accurate definition for my

investigation document because what I am looking for is that by constant practice, the students can improve these skills to use the Language in the future.

These language skills are part of daily communication, speaking face to face, listening to others, writing to communicate something, and even understanding others' thoughts. Gower et al. (2007) mention that "Within the skill areas there are several "micro-skills" or strategies which language learners use to all languages." In the English Language, four different macro skills can be found (listening, reading, speaking, and writing), and you need a certain amount of practice with this strategy to master them and have effective communication. For it is practical uses are divided between receptive and productive skills.

1.4.3 Productive skills

The productive skills involve the active use of Language, such as speaking and writing. They aim to communicate a message and interact with someone or the environment. Productive skills let the students perform in communicative aspects, for example, presentations, reports, essays, or simply talking to others. According to Hussain, these productive skills are "not only active but also produces sounds in speaking and symbols (letters, etc.) in writing. (Husain, 2015).

1.4.4 Receptive skills

On the other hand, receptive skills are the different processes through which the student receives information to analyze and produce it. I will discuss receptive skills more deeply as they are the topic of my investigation. As Dr. Fadwa and Dr. Al-Jawi state in their book Teaching the Receptive Skills, these are "the ways in which people extract meaning from the discourse they see or hear" (Dr. Fadwa and Dr. Al-Jawi, 2010, p.3). Moreover, that is the understanding process of the given information. Receptive skills are listening and reading, which are considered receptive skills because the learner receives information. (Husain, 2015)

1.4.5 Listening

This is the first receptive skill in Language, and as Tri Listiyaningsih explains in the paperwork, "The influence of Listening English songs to Improve Listening Skill in Listening Class." Listening is "the ability to accurately receive and interpret messages in the communication process." (Tri Listiyaningsih, 2017, p.41). Moreover, adding to this concept, (Namaziandost et al,

2020). stated that listening "provides input for the learner." I agree with both authors that listening is receiving messages, but something significant to mention is the input and intention of the message. I will focus the most on Reading, so I will now explain it in more detail.

1.4.6 Reading

Different authors have specialized in the reading field and have defined it in several concepts, but they have also given different strategies to master this skill in the English language. For example, David Nunan, who has specialized in and explained different aspects of Language, including Reading, defines reading as "a fluent process of readers combining information from a text and their background knowledge to build meaning" (Nunan, 2003). This definition is the most accurate to build knowledge in students because reading from a place is a typical example. However, if you do not have any previous knowledge about the read piece, it would not be easy to understand the text, and you will not be able to pass the message.

He also points out that Reading needs to include different aspects that are key to the process. He says Reading is not just decoding symbols; it needs the reader's connections between the text and their experience or background knowledge to make sense of it.

In addition, he points out that Reading has three characteristics: interactive, goal-oriented, and strategic. The text is interactive because it is associated with creating meaning based on your knowledge and expectations. It is also goal-oriented because the reader gives a purpose for the text to read, and it is strategic because the reader uses different strategies to understand the text.

Hodgson makes another relevant definition in the field of Tarigan. *Reading* is defined as "a process that is done and used by the reader to get a message to be conveyed by the writer by words or writing." (Hodgson in Tarigan, 1985, p.7). In other words, reading for the author is defined as a process by which a person has to get a message, information, or new knowledge that is written and that the author of the text intends to express.

1.4.7 Reading skills

Also, since Reading is a process of receiving a message, it is important to mention that to understand that message, the student must practice and develop different skills to extract and

process information from the text, use that information in the future, and communicate in the Language.

In the following paragraphs, the concept of reading comprehension will be mentioned and explained so that the reader can identify strategies that different authors have used in their investigations that have proven effective for students.

For example, to build a good understanding of the text, Grellet summarizes the main ways of reading as practicing through the different skills that are: Skimming: quickly running one's eyes over a text to get the gist of it. Scanning: quickly going through a text to find a particular piece of information.

Extensive Reading: reading more extended texts, usually for one's pleasure. This is a fluency activity, mainly involving global understanding. Intensive Reading involves reading shorter texts to extract specific information. It is more of an accuracy activity involving reading for detail. (Grellet, 1981, p.3).

Moreover, by using all these skills and practicing with them, the student will understand the text more easily over time. He explains that "understanding a written text means extracting the required information from it as efficiently as possible." ((Grellet, 1981, p.3). So, when the student can create a point of view, even if it is short, the process is followed correctly. Additionally, it is essential to focus on the proper material and techniques to achieve the comprehension goal.

According to Grellet's basic skills, Munby proposes a Communicative Syllabus Design, which states that the primary reading skills are 15, and mastering language comprehension through Reading requires practice. However, I will summarize the most relevant for my study.

- Deducing the meaning and use of unfamiliar lexical items (that is a familiar concept among authors)
- Interpreting text by going outside it
- Identifying the main point or essential information in a piece of discourse

- Distinguishing the main idea from supporting details

(Munby, 1978)

1.4.8 Reading Comprehension

In education, teachers state that Reading is completed or understood and processed in people's reality if the student comprehends what Reading is. First, it is important to define this concept from various authors' points of view.

For example, first, the idea of comprehension as an ability is set by Grabe and Stoller when they provided the definition that says that comprehension is "the ability to understand a text, to analyze the information, and to interpret correctly what the writer is stating" but this concept provides an open opinion about it and a complex process for low-level students so also they stated that "no one defines reading comprehension by itself, but together they provide a fairly accurate account of the processes required for fluent reading." (Grabe and Stoller, 2002, p.17).

Expressing comprehension is necessary to get through the process and know how to read correctly, as well as different strategies and tips for better understanding. This is important to consider when selecting strategies for future use with students.

Concluding their idea, Grabe and Stoller explained that "Reading comprehension is a complex, multiple task ability," so summarizing all these great outdoor ideas, it is essential for teachers to be focused on the text characteristics to be presented to the students, but also pay attention to the student's previous knowledge, context, level and abilities in the Language so that the student can comprehend a message provided in a text to express using the Language to learn through its future.

However, to define this process and help the teacher facilitate his daily work, some other authors proposed different concepts that would explain in deeper words what this process considers. In a similar perspective, Veeravgu shows that reading comprehension is "a thinking process by which a reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decides how they relate to previous knowledge;

and judge their appropriateness and worth for meeting the learner's objectives." (Veeravgu et al, 2010, p.206).

Furthermore, considering and adding to this concept, not only printed material but all types of texts and their meanings added to the student's knowledge to create a comment about it. Also, Alyousef (2005) says Reading can be seen as an "interactive process between a reader and a text." His concept is relevant because giving the student time to read or have a first look into the text without interfering is essential for their understanding to combine their prior knowledge and the information about to read. The final sample of Reading is seen as a product to express a message and involves different processes for the students to comprehend what Reading is. Having said that, Reading is a process, and it takes different stages to comprehend it, such as interacting with the text as the reader or combining prior knowledge. Some authors explained different principal strategies to master this.

For example, Daniel T. Willingham mentioned that "building connections between the new information and existing knowledge is a good strategy to comprehend the text; this is called metacognition." He adds that "memory is necessary to reach an effective reading." (Babayigit and Stainthorp, 2011). So, according to these different authors, comprehension depends on the reader inside from previous knowledge and reality. However, it also depends on memory and how the text is presented to them.

Adding to these authors' concepts, Sadeghi (2007) explains that the comprehension of texts depends on different internal and external factors to succeed. He says internal factors are "things such as cognitive abilities and strategies, background knowledge, and affective characteristics." (Sadeghi as cited Abbas, 2021, p. 582). In the reader, such as student curiosity, interest, and effort for the new information. On the other hand, external factors "are identified as text modality, text characteristics, time and place of reading, and others." These external factors consider the Reading itself and how it is presented to read.

Moreover, these internal and external factors are decisive in reaching the main goal: comprehending a text with a purpose. For example, Nunan defined *reading comprehension* as "reading for meaning, understanding, and entertainment." (Nunan, 2006, p.71). He states that it

also involves thinking skills in the student and decoding words. He says this comprehension leads to understanding the meaning of words and the text.

Allington explains that comprehension has been measured by "the ability of students to be able to recall the details of what they have read" (Allington as cited in Mckee, 2012, p. 50). If students can not demonstrate that in some way, they understand the text; they need to understand what they are reading. It depends on the type and number of details understood that will determine what has been comprehended from the text.

1.4.9 Reading Strategy

Strategies are important helpers in class planning and execution. They provide structure and give the teacher an effective teaching approach. With strategies, the students achieve the class objectives.

According to Schumaker and Deshler (1992), a learning strategy is "an individual's way of organizing and using a particular set of skills to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings" (Schumaker & Deshler, 1992). Strategies are created to practice language, and these skills are used to learn something new or complete a task.

Other experts, such as Gagne, state that a learning strategy is "an arrangement of cognitive operations aiming to guide the students towards understanding problems until they find adequate answers." (Gagne 1985). Both authors agree on the process and that strategies provide structure for the class. However, Gagne also explains how the role of the student is vital in this process of cognitively talking to understand something new or solve an issue. So, to master a language, strategies should be practiced.

Several agencies identified different strategies that could be used to improve reading comprehension in readers and students. Different authors also have proposed strategies to work with this ability.

The National Reading Report (2000) identified different strategies for comprehension tasks: "prediction/prior knowledge, think-aloud, text structure, visual representations, summarization, questions/questioning, comprehension monitoring, and cooperative learning."

Now, I will add the ones that will be used in the strategies applied to the target students. Different authors agree on the same strategies but name them in different forms.

1.4.10 Strategies for Reading Comprehension

In the reading comprehension field, there are different strategies with different characteristics. Some of them are complex and require an extensive process to complete to achieve the objective of the task set as a goal, and some others are simple strategies that work as helpers of methodologies or the skill itself. For practical uses of the Language, the strategies and reading process are divided between pre-, while, and post-reading to identify easier what the reader needs to do to practice that strategy and focus on it for better results.

Among the different strategies that will be presented in this document, it is important to clarify that a student can completely understand a text if it is well presented, taking into consideration the English level, context, and type of text. However, prior knowledge is also essential to working in the different parts of the class.

As Duffy says, comprehension "is a fluid cycle of trial and error in which a reader uses prior knowledge to predict what meaning is coming, monitors during reading to see what does come next revises the prediction when an anticipated meaning does not pan out, problem-solves when blockages to meaning occur, and reflects on what has been read after finishing reading." (Duffy, 2009)

He also states that "there are only a few strategies readers use in various combinations over and over again, with slight variation from one reading situation to another." (Duffy, 2009).

1.4.11 Pre-Reading-Strategies

To help the students use them easier, these strategies are categorized between before you begin reading, during Reading, and after Reading. It is also important to mention that different authors proposed other names for this categorization, but they serve the same purpose.

Duffy explains that this categorization "emphasizes the ongoing continuous pursuit of meaning from before starting to read until well after the last page has been turned." (Gerald G.

Duffy, 2009). The previous strategies are created to awaken the reader's attention and generate the first connections with the text.

He also says, the reader starts asking, "Why am I reading this?" and finding a purpose for it so that later, the student can activate prior knowledge and predict it. Then, during the reading strategies, students learn the basic things about the text, and they have a first look at their first Reading to learn what it is about. As Duffy says, "the predicting, monitoring, and predicting cycle is repeated over and over again as the reader proceeds through the text." (Gerald G. Duffy, 2009). Also, in this stage, they are given an easy task to get involved with the text.

Later, after applying these strategies, the text is read when the after-reading strategies appear, but the comprehension "does not stop when the last page of a selection is read" (Gerald G. Duffy, 2009). There are several strategies, such as questioning, summarizing, and speaking time, between the teacher and students to label and evaluate their understanding of the text.

It is important to say that all of these strategies don't work alone; they can mostly be combined to improve comprehension of the text. As Duffy explains, the important thing in comprehension is "that it communicates the big understanding that comprehension is a continuous process and that thinking continues after the last page of text has been read" (Gerald G. Duffy, 2009).

I will present the categorized strategies and briefly explain each author's opinion. It is also essential to know that all authors give the strategies different names, but they used them for the same purposes.

Prediction

Hock and Mellard (2005) used a framework to practice comprehension of texts in better and easier ways. These framework characteristics include the text structure (how it is presented) and the reading comprehension strategy. However, they explain and talk about Prediction as:

Drawing inferences, also called meaning, is basically where the readers anticipate what will happen next in the text based on the information they already have. They explained that the students are directly related to and engaged with the materials.

Duke and Person (2002) explain this important strategy, and they also contribute to other reading comprehension strategies that are suitable for lower-level students to understand information quickly. They set up six different strategies that will be explained in this chapter. However, they explain that good readers "frequently make predictions about what is to come" and claim that this strategy "encourages students to use their existing knowledge to facilitate their understanding of new ideas encountered in the text." (Duke and Person, 2002, p.213).

Later, Block and Israel (2005) got deeper into different experts' work and summarized the most important strategies to improve reading comprehension, which will be explained in this chapter. However, they explain and talk about Prediction as an important process where the student can understand a text easily from a text; they cite that "This strategy also allows for more student interaction, which increases student interest and improves their understanding of the text" (Oczkus 2003, as cited in Echeverri and McNulty, 2010).

Research has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). After that, Teele explained that this process can easily be approached using graphic organizers, pictures, partners, or charts. (Teale, 2004).

Auerbach and Paxton also suggested nine pre-reading strategies in their study. I will mention during this chapter the strategies that fit better in my students' level. They talk about prediction as an active process that increases comprehension using material. (Auerbach and Paxton, 1997, p.259).

Visual Representation of Texts

National Reading Report explained that visual representations help "visual graphs benefit the ability of the students to remember what they read and may transfer, in general, to better comprehension and achievement in Social Studies and Science content areas." (National Reading Report, 2000, 4-45).

In their definition, Hock and Mellard (2005) call this strategy creating visual images and using graphic and semantic organizers. They explained that forming mental images in the students is a good strategy for making comprehension easier.

Duke and Person (2002) explained that conceptual maps, semantic networks, charts, and graphs are examples of visual representations of texts. They explained that "organization helps students relate ideas to one another in ways that make them more understandable and memorable."

Block and Israel contribute by explaining that this strategy is called visualization: "Students can practice the visualization strategy by writing and drawing or drawing and writing. Teachers have students visualize a story's settings, characters, and actions." Visualization also requires the reader to construct an image of what is read. This image is stored in the reader's memory to represent the reader's interpretation of the text (Block and Israel in the National Reading Panel, 2000).

Generate and Answer Questions

This is one of teachers' most useful strategies to help students progress in comprehension. According to some authors, this strategy can be used before, during, and after the reading process; it is adaptable to any part of it.

The National Reading Report (2000) explained that teachers and students propose making and answering questions to provide different types of feedback. They say that "comprehension instruction can effectively motivate and teach readers to learn and to use comprehension strategies that benefit the reader."

Duke and Person (2002) explained that Think-aloud is a circle process provided by the teacher-student time and student-teacher moments. This is a strategy that, in their words, "involves making one's thoughts audible and, usually, public—saying what you are thinking while you are performing a task, in this case, reading." Also, they explained that "Think aloud has been shown to improve students' comprehension both when students themselves engage in the practice during reading and when teachers routinely think aloud while reading to students."

Skimming, Scanning and Looking for clues

In their definition, Hock and Mellard (2005) call this looking for clues and inferring students can construct mental images that help them understand and remember the content of the text.

He believes the reader uses multiple strategies to understand the text. The reader starts by surveying the text, then makes hypotheses about the content, predictions, and confirmations by skimming and re-reading the text for new predictions and more details" (Grellet, 1981).

According to the Cambridge Dictionary, skimming is "to move quickly just above a surface without touching it," and scanning is "to look at something carefully, with the eyes or with a machine, to get information" (Cambridge Dictionary, 2024).

1.4.12 While and Post Reading-Strategies

In this part, other strategies are presented, such as summarizing and text structure. It is important to mention that these are categorized together, enhancing their importance and highlighting that both stages use similar strategies that could be adapted and used during the complete reading process.

Summarizing

National Reading Report (2000) explained that summarization is a strategy that cannot be used for lower-level students due to its complexity. Adler said that summarizing a text requires the student "to determine what is important when reading and to condense the information in the reader's own words" (Adler, 2001).

In their definition, Hock and Mellard (2005) call this summary, and this strategy is well used for adults "to address higher-level literacy demands, but adult learners also need a metacognitive strategy to self-regulate reading behavior."

Text Structure

National Reading Report (2000) explained that story structure is "from which the reader learns to ask and answer who, what, where, when, and why questions about the plot and, in some cases, map out the timeline, characters, and events in stories." It gives formality to the reading process without making it difficult for lower levels. "Story Structure is a procedure used extensively in reading comprehension of narrative texts."

Duke and Person (2002) explained that text structure emphasized the structural aspects of text organization rather than the substance of the ideas. The logic was that structure, not content, would transfer to new texts that students would encounter independently.

Making Connections and Prior Knowledge

It is also a strategy that can be used and adapted to every stage. Block and Israel (2005) contribute by explaining that making connections has shown that good readers use their experiences and knowledge to make predictions and formulate ideas as they read (Block & Israel, 2005). Some examples of making connections correctly could be by "teacher modeling, using graphic organizers, think-pair-share, and teacher questioning. Students can make text-to-self connections through drawing, making a chart, or writing".

Experience Text Relationship

The last strategy to tackle during this document is Experience Text Relationship (ETR), one of the best strategies for helping students relate to the text they are reading.

According to Au in Jarmianik, "ETR is a model of teaching that develops as a total reading activity to improve the student's comprehension." (Au in Jarmianik, 2012.). In this part, I will talk about the characteristics and different definitions proposed by authors to explain and understand the process and benefits of this strategy

Au in Edwards said that "Experience Text Relationship is a method that gives spirit to the students, makes them interested, and helps them to develop their comprehension in reading" (Au in Edwards, 2003). According to him, ETR is a successful method for attracting students, helping them understand a text, and motivating them to learn.

ETR is a teaching strategy proposed by Kathryn Au. After trying the strategy, the children had better comprehension in Reading. This strategy was applied in Hawaii in 1979. The principal purpose of this strategy is to activate the students' knowledge using background information or past experiences.

Different experts have argued about this strategy, enhancing its similar characteristics. For example, Wood and Blanton said, "Experienced Text Relationship is a strategy that draws on

background knowledge and prior experience." (Wood and Blanton, 2009). Medina also explains that "ETR helps learners to activate and develop their background knowledge of the text." (Medina, 2012, p.83).

In similar words, Lawrence claimed that using this strategy, "students active and build upon their prior knowledge facilitates reading motivation and comprehension." (Lawrence, 2007, p.59). It is essential to understand the authors' different perspectives because even though they differ in some aspects, all of them agree on the connection that is needed between the background information and the topic in the text to improve comprehension.

As in every class, teachers must plan the activity and the strategies to achieve the objective; teachers' preparation is the first step in the process, and it is necessary to include the material and lesson plan. The second step is the actual teaching of the activity, and according to Blanton and Wood, ETR has three stages that can be applied in the classroom:

1. Pre-teaching: The teacher engages and prepares the students for the class.
2. Whilst teaching: The primary teaching moment.
3. Experience: (pre-reading) This is the pre-reading stage of the process, during which the students discuss their personal experiences that relate to the topic or central idea of the text and generate predictions about the story.
4. Text (Reading): There are several ways of Reading. For example, students can read together individually or silently on their own and be guided and read by the teacher. However, in this strategy, letting the students read to discover is preferable. Students must read one section of the story at a time, then discuss it with the teacher and change their predictions.
5. Relationship (post-reading): After reading, there is a final review of the text, which is connected to their experiences to help them comprehend it.
6. Post Reading: In this stage, the teacher and students discuss their work and feedback.

(Blanton and Wood, 2009, p.135)

Top-Down Approach

Top-down is a reading process that focuses on the reader's background knowledge to understand a text. In that idea, Harris and Sipay explained, "In top-down models, the reader's prior knowledge and cognitive and linguistic competence play key roles in the construction of meaning." Due of this, the student makes hypotheses or previous ideas about the text.

To understand this process, Harris and Sipay add that these predictions "are based on the reader's prior knowledge of the topic, the specific content of the material, and syntactic parsing" (1985, p.9).

Angosto, A. (2013) Et. Al. Stated that "comprehension begins with more global aspects (the title, the basic idea of each paragraph, etc.) and subsequently, goes into smaller linguistic units. In this way, this type of processing is principally based on the prior knowledge the speaker has and in the communicative situation". To understand a message following his idea, it is needed to understand the meaning of a part of the text and later turn to the sentences and words that make up the message". (Appendix I).

Bottom-up Approach

Bottom-up is the opposite of the previously mentioned approach because it focuses on developing fundamental skills by matching the sounds of letters, syllables, and words. This approach is not directly or politically related to reading comprehension because it focuses more on the lexical units of Language to learn new words, sounds, and their relationships.

According to Harris and Sipay "process of translating graphic symbols into speech during oral reading into inner speech during silent reading.". (Harris and Sipay, 1985, p.8). This approach is useful for lower levels to get introduced to texts but not directly for understanding more than words or short phrases.

Angosto, A. (2013) Et. Al. Explained that in this view, "the comprehension process starts with words (their pronunciation, semantic value, morphology, etc.), which later give access to more extensive units (syntagms, sentences, paragraphs) and finally to interpreting the whole text.

The two approaches checked before in their extreme forms are the opposite. However, nowadays, most researchers add that the comprehension of a text is more than seeing these approaches developed separately; Reading is an interactive process that includes both bottom-up and top-down elements. As Kintsch (2005, p. 126) notes: "Both top-down and bottom-up processes are integral parts of perception, problem-solving, and comprehension. Without sensory input (bottom-up), we could neither perceive, nor comprehend, nor think". (Appendix J)

1.5 Description of the proposal

My proposal has different elements that helped me develop the reading strategies to increase reading comprehension in the “1°E” group. Following Alyousef (2005), who says that "reading can be seen as an interactive process between a reader and a text," the strategies that were applied during different sessions are:

1. Prediction: Named by different outdoors in different ways

- Draw inferences (Hock and Mellard, 2005)
- Predict (Duke and Person)
- Predicting (Block and Israel, 2005).

That is basically what students previously read to guess about the text.

2. Think aloud: named by different authors like

- Question answering (NICH, 2000).
- Questions and brainstorming (Au erbach and Parton, 1997).
- Thinking aloud (Duke and Person).

This rereading strategy helps the students to understand what they will read about activities that guide them like a process.

3. Clues.

- Deducing the meaning and use of unfamiliar lexical items (Munby's Communicative Syllabus Designs).
- Looking for clues (grammar, vocabulary, or signs) (Hock and Mellard, 2005).
- Skimming for general ideas (Auerbach and Paxton, 1997).

During the activities, students look for words or chunks of Language to increase their comprehension of the text.

4. Background knowledge

- Making connections (Block and Israel, 2005).
- Experience Text Relationship (ETR)
- This is a helpful strategy for helping students connect the new topic by providing background through their life experiences.

5. Identify the text's main idea (Hock and Mellard, 2005).

6. Visual representation of texts (Duke and Person).

7. top-down

8. bottom up

To continue, I will present six meaningful activities, including the strategies I used during the different periods of practice in the school year from September 23 to March 24, their characteristics, and how they worked with the focus group.

CHAPTER II. DEVELOPMENT, REFLECTION AND EVALUATION OF THE PROPOSAL

This different implementation is helped by different strategies used during the students' complete reading process, previously mentioned in the literature review. The main strategy of this implementation is top-down because, as the students cannot understand complex ideas yet, the purpose is that they can understand and comprehend general ideas and compare them to their previous knowledge and expectations.

As, Angosto, A. (2013) Et. Al. Stated that "comprehension begins with more global aspects (the title, the basic idea of each paragraph, etc.) As a teacher is important to start with understanding big ideas before going into specific topics. Now, I will present the implementation that, as mentioned, were supported by the different reading strategies and for the first-year of secondary students with a low level of English.

2.1 First implementation

The first activity, "Rules in the pool," taken from "The British Council BBC reading," was held in the first practice on October 9th. I used different strategies to increase and develop reading comprehension in the group of "1°E".

The topic of the practice period was "Rules in the School and Other Places." With this activity, the students practiced reading comprehension while working on the project's objective previously set in the teacher council meeting: Students elaborate a consistent agreement that works, and the students can eliminate violence and improve coexistence conditions.

The subject took part in the project, which involved using English in the construction of messages in favor of inclusive values. Using practical and real examples, students identified the characteristics of rule signs to later produce and create visual messages that can communicate the agreements established.

The objective of the activity was that students would be able to contextualize some rules and the correct signaling with reading examples. So, to achieve this goal, I adapted an activity taken from the BBC (British Broadcast Corporation) to my students' context, level, and needs.

Implementation Process

At the beginning of the class and after introducing myself to the students, a YouTube video was shown to the students. This was the first video that was played to them, so they were excited and paying attention; at that moment, some of the students were talking in low voices about the video with comments like:

“Ah! Se ve bien el agua, ojalá estar ahí!”

“El agua se siente bien relajante siempre maestra”

This part of the class is included in the pre-reading strategies to help connect student's previous knowledge with the new topic. This strategy is visual representation of texts and as it is mentioned in the literature review and as Hock and Mellard mentioned this helps the students to form mental images but also to connect it to the topic.

After watching the video, the students answered different questions, such as, "Have you ever gone to a swimming pool?" "Tell me an example." "Share something that has happened to you in a pool." These questions were related to the video, and the students participated a lot with some anecdotes.

Generating and answering question is other strategy mentioned that in my opinion and after practicing with the students is one of the most effective strategies because in the moment you can identify if the students understood the main and principal ideas of the text and in this case from the video just with a brief information given.

For practical purposes and to earn their trust, I asked them to tell me in Spanish. First, I told them one anecdote that happened to me in a pool, and I saw that it was easy for them to open up and participate more confidently. Between other stories, two students participated with their anecdotes.

A: “Nombre maestra deje le cuento, estaba con mis primos en una alberca y nos agarramos a correr alrededor aunque la gente y nuestros papás nos dijeron que no lo hiciéramos y uno de ellos mientras corría se cayó en un charco de agua, nombre su mamá ni le preguntó que

cómo estaba, inmediatamente lo comenzó a regañar, estuvo super gracioso aunque ese día aprendimos una lección”.

B: No teacher!, deje le digo mi historia, casi me ahogo en una alberca y ya no me contarían aquí con ustedes jajaja, por que nadie me estaba viendo, yo tenía 3 o 4 años de edad y mi familia me dejó caminando solo mientras ellos platicaban por allá lejos de la alberca. Entonces nombre teacher, empecé a caminar sin rumbo hasta que llegue a la alberca y vi el agua tan rica! Qué me aventé, unos minutos después un tío me sacó del agua, me salvó pero ya estoy bien maestra!”.

This strategy was the most important for me because as some authors say it's the connection that students have with real life, students can connect with memories and moments that have lived with the new knowledge. This strategy for some authors is called making connections and prior knowledge but for its characteristics and other authors opinions I see it as an Experience Text Relationship (ETR) strategy.

Here the students focused in telling me an anecdote about the same topic we were seeing and meanwhile they are preparing their comprehension for vocabulary related to the topic and in that way comprehend better.

After their stories, I told them about the video's relation to the class and the importance of their anecdotes in helping them better understand the cardboard. Then, students watched different images related to the vocabulary included in the reading.

Is also important to mention that this cardboard is added as a strategy for itself because its part of the visual representation of texts category where students can recognize the basic structure, phrases, pictures and vocabulary to know what is the cardboard about without any translation or other thing.

Later, a practice activity where the students had to categorize the actions in a chart named "What can you do in a swimming pool?" Together on the board, the chart consisted of identifying different actions that can be done or not in a pool. In previous practice periods, they have seen models with can and cannot, so now they identified immediately how to solve the activity. (Appendix K)

I guided this activity, but the students solved it by themselves without my help. The students participated and paid attention during this activity. I was happy because the majority of the group understood the activity without the need to translate.

Then, I read the rule sign for the first time so that the students could skim through it, notice its structure, rules, parts, and basic information, and answer questions like, "What is this?" "What is a rule sign?" "Why is it useful?" and "How many rules do we have in the sign?". This strategy as mentioned previously is generating and answering questions.

I got a few answers for example "Es un reglamento", "Es un cartel de reglas", "Es de una alberca, no maestra?", "Se usa para saber qué debe hacer la gente y qué no debe de hacer en las albercas", "Tenemos 6 reglas maestra". (Appendix L)

Everyone was paying attention, and the students who were always active in class participated a lot in the activity. Meanwhile, I asked the students to help me look for some words in the dictionary related to the rule sign. This strategy was implemented after skimming quickly to the text to identify the words they don't know. While, the students were looking for the answers, the ones who didn't bring their dictionaries got distracted and started to make a lot of noise and talk too much.

Then, I asked them to read again by themselves and answer the true-or-false exercise guided by me. They just asked me some questions about vocabulary, but the majority of the time, they were asking each other. There was not enough time at the end of the class, the activity was not checked in class.

Results

The students applied and used the strategies without noticing they were doing it; at the end of the class, I asked them if they felt the cardboard was reading, and they answered, "Apoco eso es una lectura maestra?" "no! El cartel estuvo bien facil, eso no puede ser una lectura". So, the students understood without the need for me to translate for them, but in some cases, to help each other, I heard them translating my instructions, the questions, or the cardboard between them.

They worked very cooperatively and enthusiastically, but I observed that the last ones delivering their work and the ones who didn't pay attention copied the answers to their classmates. This group tends to copy a lot between them.

They depended on me a lot because they got distracted or simply did not work if I was not directly talking to them or guiding them through the true-or-false exercise. I consider that the ETR anecdote activity provided better results than just the isolated reading. The anecdote worked well because it connected the rules in the rule sign with things they can and can not do in that place. (Appendix M)

Only 30 out of 40 students attended that class, and all 30 students delivered the worksheet with the exercise. Due to their behavior in class, this number will decrease in future implementations. In the next chart, I will represent the results of their work. The activity consisted of 6 true-and-false statements. In the next graph, I will represent the average number of correct answers that the students got. (Appendix N)

To conclude, as shown in the graphic, the majority of the students had more correct answers than the average: 12 students got six answers correct, seven students got five correct, four students got four correct, five students got three correct, two students got two correct, and finally, there were no students with one or fewer correct answers. This was because the majority was involved in the activity and always paying attention.

2.2 Second Implementation

The second activity, "The Lion and the Mouse," was taken from a YouTube video by Roving Genius and held in the second practice on November 22nd. I used different strategies to increase and develop reading comprehension in the group of "1°E".

The topic of the practice period was "A week without violence." With this activity, the students practiced reading comprehension while working on the project's objective, which was previously set in a teacher council meeting: "The students can reflect about the benefits of coexisting without physical, verbal, or written violence or incivilities, and with that recognize the advantages and disadvantages of living in a space that is violence-free."

The subject participated in the project by elaborating on violence prevention cardboards and presenting them in other classes. So true, a fable reading and video, students will understand a selected value and leave a moral message to the students to later produce and create visual messages and signs that communicate without violence.

The objective of the activity was for students to comprehend and dialogue about the moral of a fable. To achieve this goal, I adapted the activity taken from a YouTube video to my students' context, level, and needs. The activity was planned for two sessions because the procedure through all the stages, including watching the video, was long and could not fit into one class.

Implementation Process

The activity was not conducted normally due to different external factors that happened in the school during that week. The groups were a little bit noisier and more distracted because the head teacher was sick and not in the classroom, so I needed to use more group control strategies to keep them calm.

Also, that week, we had teacher council meetings and official suspensions, so the week was shorter, and with some groups, I needed help to apply the activity as I wanted. Finally, in the school, a survey provided by some students of the Universidad Autonoma de San Luis Potosí (UASLP) faculty of Psychology was taking place during those days, so in the classes, some students were taken out of the classroom to take the test. Due to this, I could not completely apply the strategy because the students were always in a hurry and going in and out of the classroom for several moments.

The UASLP Psychology students asked me to take out about 30 students to do the survey, and for the rest of the class, I worked with only 12 students. Then, when the activity was about to be continued, the counselor entered the classroom to check the students who were missing from the survey; some of them had already taken the test, but there was a student who did not want to do the test and in his words "yo, no estoy loco ¿Porqué me van a hacer examen si yo no estoy loco?" and the counselor gave him and the rest of the students a talk about the importance of taking the test. This also took another 20 minutes of class.

For the rest of the class, I was left with 12 students who casually spoke the most during normal classes and got distracted easily, so it was a little difficult to keep their attention all the time.

First, I showed the students the images of the scenes of the story in disorder, and they had to think for themselves about the correct order of the images for a few seconds; the students discussed the order they thought was the correct one with the following phrases:

Student A: Teacher! Yo digo que la imagen 1 va primero, por que el león va caminando, luego la imagen 6 por que el león se va a comer al ratón.

Student B: No!, no se lo va a comer solo está esperando para hablar con él, yo digo que la neta va primero la 2.

Student C: Yo digo que va primero esa (la señala*), luego la 2 por que el ratón está escapando...

(Appendix O)

Visual representation of texts is a strategy used to link previous knowledge with the new topic. In this way students can understand the text easier without the use of translation.

The students who were always speaking and making noise were the ones who participated the most. In this case, I obtained 5 or 6 participants in the order of different students, but in general, all of the students were talking about why the answers they thought were correct. I told them that I would show them the video at the end of the activity.

Then using the strategy looking for clues, students checked different vocabulary words to understand with the use of that words the general meaning of the text, and with that, they answered, guided by me, a chart named "What do you think happened?" where different adjectives of these animals appeared. They had to categorize the characteristics of each animal to start discovering what happened in the story using visual representation of texts to identify the words easier and separately. Several students were making an effort to participate, even though they did not understand the meaning of every word in the chart. Some of the students translated the words to their classmates, but they seemed interested in participating.

Later, I showed them the text for the first time to read together. Unfortunately, at that moment, the class was over, so the next activity was programmed to be done in the next class. The next class was on November 23rd, and again, half of the group was in the survey. This time, there were 15 students in the class, the ones who spoke the most and some others who were not in the last practice. So, I gave a brief resume of the previous activity in the last class, showing them the pictures again and explaining the vocabulary words without translating them to the students.

At that moment, I gave the students a worksheet with the video script so they can use the text structure strategy previously mentioned and understand the text's purpose and connect the new ideas to the previous knowledge, where they had to answer a true-or-false exercise. However, some students were distracted and did not pay attention because they wanted to go out to recess, and others did not want to work. Also, they needed more confidence in their vocabulary. I guided them through the activity and helped them understand the questions without translating or giving them the answers. (Appendix P)

In the end, the video was watched to check the answers. This strategy is also visual representation of texts where students can finally match their ideas and understand if their thoughts match the real meaning of the text. At that moment, the students were paying attention, but there were always students speaking and ignoring the video. (Appendix Q)

Results

In conclusion, I could not conclude with the activity because the majority was outside the classroom; just some of the students practiced with the worksheet and the answers, but other students needed to be more focused during the class. There are no specific and actual results of the activity; I have more results by observing how they have been working during these weeks and how little by little they understand English without translating. The ones who are invested in the class always encourage their classmates to be part of and understand the class.

2.3 Third Implementation

The third activity, "Text Message to a Friend," was taken from "British Council BBC Reading" held in the second practice period on November 29th. I used different strategies to increase and develop reading comprehension in the group of "1°E".

The topic of the practice period was the same as the second implementation, as previously mentioned: coexisting without violence, guided by the same project, and with the same objective in the subject. So, through practical examples, students related their own lives using the ETR strategy, and with the video and reading, they practiced communication with others.

The activity's objective was for students to identify positive and negative messages in a text and produce text messages to avoid violence between their classmates. To achieve this goal, I adapted the activity taken from BBC to my students' context, level, and needs.

Implementation Process

In that class, and different from other practices, students were calm and even shy for most of the class. I was surprised because most of them were not talking even between them, but neither participated. I asked them what the reason for this different behavior was. They just told me they were tired and exhausted and just wanted to go home. Moreover, As previously mentioned in the description of the group, one of the factors that could affect this was the weather because it was cloudy and rainy.

So, in general, I got a few comments and participation throughout the class, but differently, they were always paying attention and interested in the activity. As they told me "Esta actividad está chida maestra, porque podemos ver los mensajes de WhatsApp de otros y chismear sobre eso".

To start the class, the YouTube video was shown to the students; the video was about one girl realizing that his boyfriend had cheated on her with her best friend, who was also in the video. This strategy used is making connections and prior knowledge because in this way students can match the meaning of the video and later the meaning of the text with something they have already lived.

They took some seconds to understand what was happening in the video and then made general comments, for example:

Student A: “Nomaaaaa! Le puso los cuernos a la novia”.

Student B: “Cómo que con su mejor amiga! Noo!”.

Student C: “Eso no se hace”.

Student D: “Sí soy! Jajajaja”.

Using the strategy of generating and answering questions I asked the students some questions, with the purpose of knowing how much had they learned and comprehended from the video. For example, what was the video about? what is the moral of the video? I got 5-7 answers from the students where they enhanced the importance of respecting others' partners, etc. At that moment, the environment of the class was more relaxed, not tense, and the students started laughing and making jokes to them like:

Student E: “Mira eres ese, jajaja”.

Student B: “Como a ti (student F) que te ponen los cuernooooos!”.

After that, I asked them some questions related to the video, and according to ETR strategy, some questions were made to the students about the video and relating it to the previous experience with different anecdotes, for example:

Student A: No teacher! Deje le cuento cuando descubrí como mi novio me estaba engañando, fue por culpa de una amiga mía que es bien buena investigando! y buscó por todos lados en las redes. Luego fuimos caminando a su casa, ni está lejos de la mía. Y que cree? Su mamá salió a decirme que era mi culpa

Student B: Nombre yo, bueno mi historia no es sobre mi pero a un amigo que tengo por ahí, está siéndole infiel a su novia y a él no le importa pero él lo sigue haciendo.

Student C: Ahorita no tengo novia maestra por que creo que yo no puedo estar con 1 persona a la vez y pues todas las niñas quieren eso así que no.

It was a good activity because all the students were paying attention to the other's stories, laughing or being worried about them, making comments, and giving advice.

Then, together and with the help of their classmates some students that wanted to participate, matched different hours with their names on the board; this activity is related to the text messages to understand the order of the messages and the hours they were sent in the reading. They demonstrated an excellent understanding of numbers, and most of the group participated and paid attention to this point in the class. Some cooperative learning strategies were really helpful to build this part of the text comprehension. (Appendix R)

Then, the students read the text message for the first time, skimming for the context in general; after that, I asked them what they understood from the reading. I got different answers, for example:

Student B: Sabe! Maestra no entendí nada.

Student C: Algo de un café no?

Student G: De unas amigas que se iban a encontrar no? Un café creo o algo.

Student H: Creo que le va a contar un chisme y por eso se quieren ver ahí en el café no?

(Appendix S)

Then, I asked the students to read again using a scanning strategy to look for specific information in the text. They read the text part by part with my help and a little explanation but without translation so that the students could understand the text message conversation. At the end of the reading, some comments were made about how they wanted to know what happened later in the story. After that, I asked the students to check for doubts, and they answered a worksheet with questions about the reading answering some questions provided in an activity. I helped them read the questions and statements, but they answered without help.

Some students needed help with the story's details to answer the questions, and I went back to the reading and explained different times so they could answer the questions without giving the answers. Later, the students checked their answers, sharing some with them on the

board. I asked why the answers were correct to label their understanding of the text, and most of the students showed me a good level of understanding of the story. The class finished, and everyone gave me their worksheet to check their results. (Appendix T)

Results

Through different sessions, the majority of results that I have taken from this group are through the observation of how they are improving little by little and understanding first simple words, then my instructions, and then the activities and the context of the reading. Even though the reading was short, this was helpful in that they could understand it more easily. Students understood me without translating and giving them simple instructions during the reading. And as in most cases, they like me to explain and always work with them because if not, they lose their focus and start to talk.

In that class, 32 out of 40 students answered and delivered the worksheet with the answers. The video and the first questions made with their anecdote were very helpful in activating the students and keeping them interested in the topic because, after that, they participated more and started laughing and speaking. Results of their work. (Appendix U)

There were six option questions and six true or false statements. I will show in the graph, half of the students were over the average of correct answers; 18 students got a ten score for having all the answers correct, six students got a nine score, and one student got an eight score, this was because he was distracted when we were answering 1 question and he loses it. Four students got 7-6 scores, and five students got a five score. These students who are constantly failing tend to pay little attention and are distracted a lot during the reading, so when they answered the questions, they were unaware of how to answer the activity.

I can say that most students got a good grade on the exercise because they enjoyed it and were interested in knowing more about the story and what happened next. This encouraged them to tell their story and relate it to the reading. Also, the class was finished when they answered the worksheet; sadly, they did not have time to produce their text with a partner about the topic.

2.4 Fourth Implementation

The fourth activity, "Where is the Spider," taken from Benji Green Student's Book by Vortex, Lucy Newton, was held during the fourth practice period on February 15th. I used different strategies to increase and develop reading comprehension in the group of "1°E".

The topic of the practice period was "I take care of my school materials and work areas." With this activity, the students practice different reading comprehension strategies while working on the objective of the project previously set in the teacher council meeting: that the student is conscious about taking care of his school materials and his work areas.

The subject took part in the project, which involved using English to communicate consciousness about taking care of their materials through a flier. So, through practice and reading examples, students identified prepositions and parts of the classroom.

The objective of the activity was that students would be able to locate different objects in a text and say where an item is located in the classroom. So, to achieve or reach the goal, I adapted the activity to my students' context, text, and needs. Part of the student's background knowledge is about prepositions because they already saw the vocabulary with the head teacher, so this activity was intended to practice this.

Implementation Process

In that class, the students were really noisy and easily distracted, so the warm-up that was planned (raise your hand if) did not work well because they were making a lot of noise, and only some of them were paying attention to the instructions. The students raised their hands to 2 different statements, but we stopped the activity because the rest were distracted and playing.

After that, I showed the students different images, and using the visual representation of texts strategy they had to match the vocabulary to the word to remember the meaning of these words that are part of the text. This activity was answered well by the students because they identified all of the words without difficulty with the help of the students who always participated; they were really happy and enthusiastic that they understood every word without translating; in their words, "¡órale, sí puedo!" and "es que yo sé Inglés." However, they did not

pass to the board to answer; they just did it from their desks because, as they said, "que flojera, mejor desde aqui," everyone was too lazy to stand up.

Sadly, some students were still not paying attention. Due to that, I asked the students to write the vocabulary in their notebooks so everyone could keep their attention on the activity and not forget the words for the activity later. Also a student told me "Teacher, si no escribo en mi libreta esas palabras le juro que se me van a olvidar". I gave the students one minute to copy.

As the activity was a comic strip, the main strategy in this implementation is the visual representation of texts because students can recognize the basic structure, phrases, pictures and vocabulary to know what is the cardboard about without any translation. Then, students read the comic strip for the first time, and I guided them, image per image, to understand the text without translating; also, I asked generating and answering questions strategy they answered questions like like Where are they? What are they doing? Where is the spider? In order for them to answer simple questions in the first reading, Some of their answers were:

Student A: En la casa!

Student B: House!

Student C: Están buscando a la araña Teacher por que si no los pica y pobres van a tener que ir al hospital.

Student D: Yo creo que la araña está en la mesa

Student E: On the table!.

(Appendix V)

Unfortunately, the students were not paying attention to all of the instructions, and some of them did not work; instead, some of them translated phrases to the rest. Then, I asked the students to read again, this time by themselves, and through a brief skimming and scanning they could underline the vocabulary previously seen to identify it and understand the text more easily.

After that, the students answered questions about the reading. I guided them through option questions and gave examples to understand them. Then, they answered the true-or-false exercise. They just asked me for some doubts, and they worked fast. At the end of the class, students had a few minutes of doubts about answering the survey about the reading.

Results

The strategies were applied and used by the students without their noticing. Sadly, their behavior sometimes affected the class course, and I took even more time asking them and waiting for them to pay attention, scolding them, and explaining the instructions of the activity several times. Also, the ones who were participating and paying attention explained it to the rest of their classmates.

The students understood without translating the text, just with a guide I provided through the text and the image. Also, two students who always understood more quickly and were interested in the class were the ones translating words or phrases that their classmates asked. In each part, I also ensured everyone understood the reading to continue. (Appendix W)

This group typically worked slowly because they do not pay much attention or get lost in the process, so I had to explain several times, but this time, they underline and answer quickly.

Also, I saw some of them working together in the activity, reading and answering even though I did not ask them to; they helped each other. In addition, there are always a couple of students who are left behind by the rest of the class with time to finish, and they just copy the other students' answers.

To conclude, 32 students delivered their worksheets, as shown in the graph. In the exercise, there were 4 true or false sentences, apart from the exercise underlined because as I saw the students distracted, I told them this was a parameter to know if they were paying attention. Also, If the four statements were correct, it was a 10; if three were correct, it was a 9; if two were correct, it was an eight; and if just one answered, it was a 7-6, depending on the other exercise. (Appendix X)

Also, depending on their behavior and their work progress in class that I observed, I gave some students the grade. In this exercise, the majority of students got 3 or 4 answers in the exercise correct. I have observed that if they pay attention to the reading and the instructions, even if they are in English, they understand, but if they do not, they get deficient grades. No one got a five, but some did not pay attention and misbehaved during class. Also, the majority of the students were involved in the activity, participating, but some of them were sadly translating while the rest read.

Survey results

In this implementation, a survey was included for the students to answer independently. The purpose of it was that they could reflect on the activity, and apart from their grades, I could observe their progress and their opinions on reading comprehension of texts with their answers to questions like "Did you understand the text?" " Do you prefer to work guided by the teacher or alone?" etc.

This survey is carried out in Spanish so the students can more easily answer the questions and answer sincerely rather than just doing it to deliver their task. This survey was created for the students to be open to answering with the truth and what they think about the activities, whether they needed my help during the activities, and whether they understood and comprehended the reading. The students answered this rubric anonymously so that they could answer without lying.

I also told them this survey was created to grade assignments for reading activities and to see their progress in understanding texts rather than directly grade them. Immediately in most of the classes, some students started asking me, "Maestra pero estas preguntas son para calificación? "Qué pasa si le pongo que no entendi? "Teacher! Puedo poner sinceramente si entendi o no, y no me pasa nada?".

The questions of the survey were in Spanish and were the following:

1. Do you like the activity? Yes More or less No
2. Did you understand it? Yes More or less No
3. Could you answer the exercise with ease? Yes More or less No

4. Was the teacher's help helpful for you? Yes More or less No
5. Do you prefer to work on your own? Yes More or less No
6. How hard was the reading? A lot More or Less Not that much
7. Did you understand the reading? Yes More or less No

The rubric measures the student's ability to answer the activity, its difficulty, and whether they liked it. Now, I will present the survey results for the group. The percentages included in this chart are the highest percentages that I got in each question, depending on whether the majority answered yes, more or less, or no. (Appendix Y)

(Appendix Z)

2.5 Fifth Implementation

The fifth activity, "Food," taken from Benji Blue Student's Book by Vortex and Lucy Newton, was held in the fourth period of practice on February 28th. I used different strategies to increase and develop reading comprehension in the group of 1^oE.

The topic of the practice period was "I take care of my school materials and work areas." With this activity, the students will develop reading comprehension while achieving the objective of the project previously stated in the teacher consult meeting: the student is conscious about taking care of his school materials and his work areas, emphasizing the importance of taking care of themselves and living a healthy environment.

The subject took part in the project as the use of English in communicating consciousness, taking care of themselves, and living a healthy life through a flier. Through the examples, students identified the characteristics of healthy food habits.

The objective was that the students: would be able to understand culture through a reading example in other countries around the world and compare it to their own food culture. So, I adapted the activity to my students' context and needs to achieve or reach a goal.

Implementation process

To recall the topic seen in previous classes, students played a game called "Where is the teddy bear?" to practice with different prepositions. The activity was successful, but this increased the noise and distractions in the studying the rest of the class. Making connections and prior knowledge strategies were used during this first part of the reading process and as some authors mentioned is crucial because apart from comparing information it also help the students understanding little by little complex ideas and help their retention during the reading.

Normally, the group is really noisy and talks a lot, but I have seen a decrease in their conduct throughout the year because they are less able to be calm and pay attention in every class. Not only in my class, but different teachers have stated that this group is having more problems. Even when I take attendance, give instructions, and help with doubts, some of them find it difficult to be quiet, and I have to do it twice.

Then, to start the class and the topic, I asked the students different questions about their food likes and culture, to engage the students with the texts and help the students connect to the material. For example:

1. What is your favorite food?
2. What country do you think prepares the best food?
3. Why?
4. What is the food you do not like?

The students were very participative and talkative. The questions were made in English without the need for translating, but they answered them in Spanish 2 students who always participated tried to answer in English with short and simple answers, for example:

Student A: Teacher! Me eat pizza

Student B: I hamburgers.

Later, the students matched a list of food with different images, and they had to identify which list belonged to each person to practice the vocabulary of food. Some of them told me this was their favorite activity of the day because it was interesting doing it fast as a competition to identify the correct person. (Appendix AA)

Then, students read the text for the first time, guided by me. Some of them were not paying attention and were distracted, so I guided them to ensure everyone understood the text. The original intention was that they could do it by themselves. However, due to the characteristics of the group and now the increase in bad behavior, I guided them through all the activities. (Appendix BB)

During the first reading, we read with the majority paying attention, but they started immediately translating all the text after some comments from their classmates, such as "Qué dijo?" "Ahora dígallo en Español maestra" "Sabe que dirá".

In the second reading, I served only as a guide to answer the questions. They were working on their worksheets, and the survey was made at the back. However, some of them struggled to answer because they were speaking when I explained the instructions, so we took some minutes of the recess that was up next. Sadly, they could not share their results and compare cultures with their classmates because the time was over.

Results:

The majority of students in the group had bad conduct and were not paying attention to the activity and the instructions. They did not know how to answer the questions and their meanings. However, I could observe the results during and after the exercise because the ones who paid attention understood the reading before translating it to their classmates. Also, I heard some students saying "ya contestalo como sea, al fin pues que", "me vale como caiga".

In general, the students work slowly and are normally distracted while they work, so only the same ones who always participate (5-6 students) helped with the class progress and answered the activity at that moment. The rest copied the answers to their classmates or answered randomly.

In that class, 38 students attended the class, and as I set the rule, it was a requirement to go out during recess, and all of them handed in their worksheets. The activity consisted of 2 open questions, 2 True and False questions, and three questions about them to be able to discuss later. The two open questions are worth 2 points each, the three questions 1 point each, and the last three are worth 1 point each, giving a total of 10.

I enjoy this activity where I guide them, and they answer all together because, in this way, I realize who was paying attention to the answers when their classmates said them out loud and who was not paying attention because of how they had their answers written. When they pay attention, the majority have high grades. In the following chart, I will represent the results of their work. (Appendix CC)

Even with their behavior and the class environment, most of them got grades between 8 and 10. Also, five students got a 7 grade, and nine students got a 6 grade because they were the ones who were not paying attention. So, in the majority, their grade depended on their desire to participate and work; they were really good in the activity or bad. (Appendix DD)

My guide helped keep them occupied while they waited for the rest of their classmates to move together into the questions. Also, my help during the reading was accurate due to their lack of attention, but the objective was that they could do it alone.

Survey Results

This survey is the same one implemented in the fourth application and has the same objective: to get the students to answer the truth about the activities and show their real understanding and comprehension of the reading. The same questions were applied in this case.

The rubric measures the student's ability to answer the activity, its difficulty, and whether they liked it. Now, I will present the survey results for both groups. The percentages included in this chart are the highest percentages that I got in each question of each group, depending on whether the majority answered yes, more or less, or no. (Appendix EE)

2.6 Sixth Implementation

The sixth activity, "The Language School," taken from "British Council BBC Reading," was held during the fourth practice period on March 7th. I used different strategies to increase and develop reading comprehension in the group of "1°E".

The topic of the practice period was "To Eliminate Violence and Create a Positive School Culture." With this activity, the students practice different reading comprehension strategies while working on the objective of the project previously set in the teacher council meeting: that the students know and comprehend the risks of belonging to a gang and its consequences for society.

The subject took part in the project, which involved using English to communicate consciousness to eliminate violence through a flier. The students finished this activity during the period that I was not in the school; the head teacher asked this.

The activity's objective was for students to understand and express themselves in written form using simple phrases about the school culture and organization. So, through practice and reading examples, students identified the basic structure of a class to converse about an ideal school and how they would enjoy their classes to read the future.

Implementation Process

To begin the class, the students took more than the estimated time to get into it, so I could not apply the hot potato activity. Also, as usual, they were making a lot of noise, and warm-ups typically do not work for them because they make them even more distracted and rebellious.

We started with the matching activity, and at first, they were not paying attention at any moment. The Head Teacher and I scolded them a little bit because they had been misbehaving recently. This moment lowered the volume, and the same students who consistently participated are the ones who are doing it now without the necessity of translating; they understand the words with the images. In this pre reading stage the visual representation of texts is used to match the text with the image and make connections for the future steps of the practice.

Then, students read the course charts containing simple information about the school and courses. With my help, they will discuss the meaning of the words. Also, I asked them three main questions to check for a general understanding of the text using specific words. Generating and answering questions strategy was important to know the understanding of the text at this point.

Do you need to learn English for work, study, or fun?

In which city is the language school located?

How many courses are there?

When can you practice speaking?

I got a few answers in Spanish. Later, the students read for the first time to understand the reading together, but they told me they knew all of the words in there, and there was no need to explain the meanings. Then, the question of the heading was asked. I just got some individual answers from the students who always participate. (Appendix FF)

"Es bueno para participar," some students said

"No! es mejor para el trabajo" other group of students claimed

"La verdad no sirve de nada" one or two students said

After the students had a second reading, they answered a worksheet where they matched a list of statements with a list of answers about the school guided by me. At the end, the students answered the survey

I consider that the activity follows the reading process in the class so that the students understand the reading little by little. it is also created for the low level of English because it is short with simple phrases so that students understand the information of the school

Results:

In this class, we ended on time because the students were a little bit calmer, working together and participating, and I had their attention. Usually, I just worked with the ones who followed me, and depending on their mood, behavior, Activities of the day, and even the temperature, they worked better.

In this class, 32 students attended, and all of them delivered the activity. The worksheet includes three open questions worth one point each and a chart that students must match for seven points. (Appendix GG)

Like previous activities, I like these activities because we worked together on them and checked the answers later. This way, I can see who was paying attention and who was not. In the following chart, I will represent the results of their work. As the graph shows, 97% of the students got all or the majority of answers correct, which depends on their participation and attention to their classmates' responses. (Appendix HH)

Survey Results

This survey is the same one implemented in the fifth application and has the same objective: to get the students to answer the truth about activities and see their real understanding and comprehension of the reading. The same questions were applied in this case.

The rubric measures the student's ability to answer the activity, its difficulty, and whether they like it. I will represent the survey results in both groups. The percentages included in the chart are the highest percentages that I got in each question of each group, and depending on what the majority answered yes to, less, or no. (Appendix II)

2.7 Proposal consistency.

Consistency and solidity in the research and the process are really important elements to reflect and be effective. Now, I will evaluate and analyze on the practice and implementation of the strategies to redesign and propose the plan, taking into consideration the context of the students, the school, the level, and the capabilities of the school because all of these aspects influence the educational process.

When designing my proposal, I considered my students' specific characteristics and needs. I recognized that they were not immersed in an English environment, they were not related to the language and they were not used to practice with it, even less they produced the language and neither had reading comprehension in the language. My approach focused on developing strategies that were not only relevant to their English level, to practice but also to increase their comprehension of texts in the language.

To adapt the activities for the students I considered the possibilities and limitations of the school context such as the extra activities, the limited school staff and teachers for the big number of students per classroom, that the students are not really used to the language and even less practicing with it, and that they do not find English as a priority in their life. Although some of the resources were limited, I observed my proposal so it could be adapted to the students necessities that was to have a first real contact with the language.

The proposal was adapted through the methodology that the school was using through the NEM. PBL (Project Based Learning) helped and facilitated the integration of reading strategies to improve basic comprehension of texts and it helped building knowledge between topics and the real-world experiences with the language.

During the implementation of my proposal to the students I observed improvements in some areas with my students such as the comprehension of instructions, short sentences and contexts of the texts in general. Through the strategies like looking for clues, thinking aloud, answering questions, visual representation of texts, Experience Tet Relationship, between others the students demonstrated an increase in reading comprehension from not knowing anything about it to understanding basic and short information.

Also is important to mention that one school year is not the enough time for the students to actually use the language because if the only closure they have to English is three hours per week and nothing else in their free time it is difficult that they show big comprehension of texts and use of the language in real contexts.

CONCLUSIONS

Curriculum approach and proposal improvements.

The strategies used to increase reading comprehension in the students of “1°E” are based on different authors proposals in reading, these strategies were adapted to the plans and programs that the “Nueva Escuela Mexicana” (2022) proposed. According to the “Secretaría de Educación Pública”, “the NEM seeks to form deep knowledge of the diversity of the multiple existing cultures, generate relationships with them, always based on equity and dialogue, and that this leads to mutual understanding.” (SEP, Principios y orientaciones pedagógicas, 2022). So the students can learn about English use in different parts of the world. These “Procesos de Desarrollo de Aprendizaje” (PDAs) were adapted in the teacher's council meetings to the school's issues and the students' needs.

First Implementation:

The use of English in the construction of messages in favor of inclusion

The purpose was that students could understand the importance of rules in different places to live in a positive environment and give some proposal through their rule sign. So, the activity was planned to cover the rules of a pool, and even the activity was successful because the students liked the activity and due to that they were really attentive and participative to the activity. The improvements that I consider implementing are to choose another place that the students frequent more because not all of them have ever been to a pool, which makes more difficult to understand the natural process of the activity and the use of this rules in a real situation. For example, instead of choosing a pool, I could base the activity on the rules of the cinema or even a restaurant.

Second and Third Implementation:

The student can reflect on the benefits of living without physical, verbal, or written violence or incivilities and recognize the advantages of living in a violence-free space.

Both implementations share the same PDA because they were focused on solving the same issue, but to try solving it, it is important to mention that both of the activities try solving

the situation from two different points of view. The second implementation focuses on a fable and the final reflection of the moral in order to promote a violence-free space and the third implementation focuses on a text message where students can relate and see in a real example a conversation online without using violence.

The second implementation was not successful mainly because of external circumstances that happened during the class, but I made the activity shorter so that the students could finish the activity and comprehend the text using visual representation of texts that was the main strategy in this implementation.

The third implementation was successful because the students enjoyed the activity and wanted to know what happened with the girls in the reading. However, some improvements that I will consider are attention-getters for students because when they are reading, they always get distracted easily and forget about the activity.

Fourth Implementation:

The student takes care of his school materials and his working area

This activity was implemented for the students to practice prepositions in context using a reading, the activity was successful cause the students easily got involved in the reading and even some of them were reading along the story with another classmate and laughing with it but the implementations that I will consider for future activities like this is to print larger flashcards so everyone can see the story in every part of the classroom.

Fifth Implementation:

Recover messages in the English language that promote a healthy life and spread in oral or written form using different communication media.

This practice was focused on promoting a healthy life through healthy food, exercise and medicine and even the environment. This implementation was the first part of the process, where students recognized different healthy habits that people have around the world to have a better life. I liked this activity because the students were really involved in the activity and some of them were amazed about the United States culture provided in the reading, but the improvement

that I would consider is adding other countries to the reading so they can see more food cultures around the world.

Sixth Implementation:

Assertive and dialogic communication in English to raise awareness and eradicate violence in families and schools.

The activity was focused on learning about the context in different schools so the students could compare theirs to others. The activity was about an English school and I consider that as they are not directly related to this kind of extra classes school context they did not understand what was the reading about, but I consider I should implement the activity differently or propose a different one because this one was not accurate for their context, and they didn't understand a lot of things, they showed to be lost sometimes and even I lost their attention in some parts of the activity.

Survey Results

This survey was really helpful for me to realize that not only the results of the activity and the progress was effective but also this to know the real opinion of the students about the activity and how they felt.

And as the results show most of them really liked the activity, understood it and completed it with ease. According to their responses my guide through the activity was also helpful and it was especially noticeable that most prefer to work with a guide or someone to assist them rather than working on their own.

I think the students preferred to work guided by me than alone because it provided them a sense of direction and confidence, which can help with any feelings of confusion or any distraction from the task. I consider that with a teacher guidance the students can ask questions, receive feedback and have a clear understanding of my expectations.

This support the group environment and helps them to stay on track, keep a collaborative environment for future activities they feel motivated, encouraged and engaged.

Developed competencies through the process.

In terms of achieving the competencies that I selected:

Generic: "Solve problems and make decisions using their critical and creative thoughts" I consider was partially achieved because students are really used to the traditional teaching way, they like to copy everything and they do not usually give an opinion about it and use their critical and creative thoughts. I asked them questions, asked for anecdotes, points of view, and questions related to the topics we were seeing, some of the students answered shortly, and some of them did not participate.

So even though I was constantly driving them to think outside the box, to find the easiest solution for an exercise, and asking them questions to let go of the routine a little bit, they were not very participative about it.

Professional: "Relate English knowledge contents with contents related to other subjects using an integrated vision to help our students" was developed well because it is related to the NEM methodology that is PBL and in different Teacher's Council Meetings the teachers identified the persistent issues in the student's community to tackle and based on that we planned the classes to solve that situation.

Using humanistic, social, and interaction values, students would solve the issues guided by the teachers during the projects. All subjects worked together, mixing their topics and knowledge in some cases and others where all subjects contributed to the issue solution.

It was a new way of working and integrating different topics and subjects, it was an excellent new way of working and helping the students learn about different cultures, habits, countries, and real-life situations and develop critical thinking to solve issues in their lives.

Disciplinary: "Use language functions as a way of expressing social practices of communication" was partially achieved due to different aspects considering their internal context, the school context, the environment of the classroom, and their English level we could not reach as much as I would like because students had no prior knowledge and all of this factors affect in their understanding of the language through receptive skills, difficulting more to produce the language.

Even with their level of English and age, and reflecting on their results in the activities, I consider that at least a basic understanding and production of simple messages to communicate, describe, or explain was partially achieved.

It is essential to say that I do not consider that all of the competencies were achieved even if I consider it was a successful class or strategy because everything changes and evolves. As a teacher, I should adapt to new contexts, solve issues, and improve my competencies development.

Other important points to consider and reflect on are the coherence of my activities and strategies implemented with the school's internal and external context and the student's context to achieve better results.

The activities were well adapted to the English level of the students because, taking into consideration that they are A1- they are starting to understand the language, and that is why the strategies proposed helped to develop this aspect, for example, using a visual representation of texts (images, doing the text colorful and attractive for their eyes, etc) helped the students to know what were the texts about but something really important that I need to improve is adapting the activities more to their contexts.

For example, as my head teacher told me in the first implementation, the students may have never been to a pool and are unrelated to the topic. So, the strategies and implementations worked well. If I changed the topics for others they are related to, it could be even easier for them to comprehend.

Applied resources.

Using different resources in the activities I applied brought me different positive results and benefited the students. For example, it helps them with their language skills and develops their critical thinking, creativity, and confidence in language and collaboration.

In addition to this, didactic resources enhance the learning experience in the classroom, contribute to the experience in the classroom, get away from the routine, and reach the previously planned objectives that satisfy the class's needs.

The resources that I applied through the practices were:

- Presentation through slides mainly
- Flashcards
- Cardboards
- YouTube videos, games.
- Images
- Music and Listenings

I consider that using more technological resources helps in applying the strategies that helped with the students' attention, and they were engaged at every moment.

Tracking of results and ongoing improvements.

During the implementations, I have been able to observe and evaluate the progress of my students and myself, which has been essential to identify areas for improvement, reinforcing the achievements reached and to see if this strategies were effective and how the students developed them.

Specifically speaking of the progress, I have experienced professional growth as a teacher throughout the practices because, in the beginning, my focus was just the strategies. With time, I learned to adapt them to the needs of my students to create a successful activity, and I consider it to have a positive impact on the student's comprehension and performance. Also I learned different attention getters and I understood how the students work and how the activities worked with them or not. I also learned for future applications of the strategies with similar groups that it is easier for me and more meaningful for them if we are always working together and I am guiding them through the activities.

The students showed significant progress in several areas. For example, with the assessment made with the activities, the majority understood the different texts showing their answers when I asked a question or in the true or false exercise. They were participative when

we discussed the answers, even though they did it in Spanish most of the times some students tried doing it in English. Also, something important is that through the process and more visually at the end of the implementations they understood simple phrases, questions, or instructions without the need for translating. These advances result from a constant and active implementation of English and the reading strategies focused on meaningful learning.

Also, the impact that my improvements as a teacher had been reflected in the students' results because at the end of the practice periods the approach was more student-centered because I could observe that they could work better without my guidance. This allowed them to feel engaged with the activities and the learning process, having a better performance practicing their language skills.

The implementation and practice of these strategies along the school year helped the students to develop their reading comprehension and English skills when needed, they just need more practice to achieve an actual use of the language. Something else really important to consider is that checking the exercises and giving them feedback in that moment was really useful for them to understand the reason of the answers and more importantly the context of the text.

A part from the achievements and improvements that I observed there is always an area where I can improve as an English teacher for future classes and implementations of these useful strategies one of the main areas that I consider essential to work on is in the design of the activities and adapting them into more easier topics for the students to work with in real contexts because due to the NEM program, I was not able to do it. Additionally, it would be to incorporate more formative assessment strategies to have a detailed track of students progress during all school year.

In conclusion, tracking the results and implementation improvements has helped in my professional development and the progress of my students but is always important to continue innovating and adjusting these strategies depending on the group and for the changing needs of education.

Proposal evaluation.

During the implementation of the different practices throughout the complete school year, I have observed that depending on different factors such as the environment of the classroom, students' previous knowledge, and students' changing behavior through the year, the reading comprehension objective of the activities could be reached in totally, partially and even with external interventions the activities could not have worked.

As previously mentioned, the first activity, about rules in the pool, where students comprehend the rule sign using different strategies, such as visual understanding of texts or ETR, was helpful in achieving successful results in students' comprehension. Also, some crucial factors were the students' behavior in class and the attention they gave to the activity.

In contrast, other activities, such as The Lion and the Mouse, where students comprehended the script of the video about the fable, were not carried out correctly, and the process was interrupted so we could reach that learning level.

An issue that affected the development of the activities was the limited number of practical hours and the minimal exposure students have to the language outside of the class, and one school year needed to be more for the students to reach an A1 level in English. This reflection is based on the experience gained during the school year, where it was observed that the objectives do not always align with the student's capacities, needs, and environment because of external issues.

According to the Common European Framework of Reference for Languages (CEFR), it is estimated that between 90 and 120 hours of practical instruction are required to achieve the A1 level in English. However, this can vary depending on factors such as the subject's schedule in the school. To cover that 120 hours, students should have class every day instead of only 3 hours during the week (Council of Europe, 2020).

During the practice periods, it was noted that many educational programs must allocate more time to teaching English. In a standard school year of about ten months, students typically receive 2 to 3 hours of English classes per week, amounting to a maximum of 120 hours per year.

While this meets the minimum recommended hours, the actual effectiveness can be diminished by interruptions, additional school activities, and other factors.

Due to this limited exposure to the language outside the classroom, where English is not part of the everyday environment, students have few opportunities to practice and reinforce what they have learned in the classroom. Without this external closure to the language, progress in language learning is significantly slower.

Due to this, it is always important to be realistic and continuously improve to propose better goals for future practices with similar cases. The curricula should reflect and improve to set achievable and real objectives adapted to real-life conditions of teaching and learning the language.

In real situations, it is advised that school programs should add extra methods to help students experience more English. This could include fun activities, using technology for learning, and encouraging students to immerse themselves in English outside class. Also, planning for the long term is essential so students can keep improving constantly as they continue their education.

Proposal redesign.

In this English context as a second language this redesign of the planning and strategies is really important in the daily practice and future success of the students to see their results. That is why is important to always look for continuous reflection and redesign of these strategies to use better the time.

One of the most important aspects to consider redesigning for the future is adjust the strategies to improve the interaction and talking time between the students so they can produce the language and practice with it. Also, during the practices and implementations is important to observe the students behavior in the activity and prepare something interesting and that they can relate to it to have always their attention.

It is important to recognize that the effective time during the school year even if that was very limited, has been beneficial in helping them increase their language use and comprehension of texts but has not been enough to reach an A1 language level. So, it is evident that there is a

need to redesign the planning and the strategies, also taking into consideration effective time during the school year.

One solution that I found for future implementations of these strategies is to include activities where students can be aware of what reading comprehension strategy they are using to comprehend a text, so they can understand the strategy and keep using it in the future. The strategies that the redesigning process includes are essential to improve future educational practices and help the students maximize their learning by the recognition and integration of their contexts, needs, interaction, time, behavior, language levels, and more to promote significant progress in developing strategies to comprehend what they are reading in a second language.

Throughout the application of the strategies that I have been carrying out during this entire school year and the path that I have traveled with my practice report, I immersed myself in a journey of personal transformations and of my inner teacher in order to become a teacher with a small amount of experience and practice and thus be able to apply these strategies in future teaching experiences.

After having worked the entire school year with them, I was able to observe in the students a general understanding of some very short texts or phrases, as well as the written and auditory understanding of basic instructions that helped them to work easily. However, without a doubt, the experience was not enough time for them to obtain a level of English since the 3 hours of English we had per week were the only amount of exposure to the language they had.

The main issue in my document was the lack of reading comprehension in first-grade students in a secondary school. The fact that I was able to identify different strategies to try to solve the issue in different ways, I think, was very enriching because after having carried out a reading of different proposals from authors about reading comprehension and also after having applied them, I was able to reflect on the useful things and those that have the opportunity to be changed to improve in my future teaching.

An essential process and challenge was adapting the readings to the requested content for the topics selected for the NEM. Given the students' low English level, it is not easy to find a

reading where they could exemplify themselves to produce something in the future. Also, after applying so many strategies, the students were very interested in the activities when I used the Experience Text Relationship (ETR) because, in this way, they could understand the reading from a point closer to them and relate basic ideas.

In addition, another discovery I made was that when they are not so familiar with the topic, or they do not know it that well, it is difficult for them to understand the text because it has topics they do not need to learn about. Another discovery was that visual support (videos and images, above all) was indispensable for them and was a great help because they could connect these ideas and how they look. Also, when the students found a text that was not so interesting, they did not pay attention; they talked and got distracted. That is why it is always vital to adapt the activities to the students' level, knowledge, profile, and tastes.

This document was very useful in exploring my daily teaching work and, day-by-day, improvement in aspects that I needed to do to strengthen my future as an English teacher. Without a doubt, people in general, especially teachers, never stop learning since the constant need in the country and the ever-changing world requires us to continue learning constantly and always adapting to new strategies to help future generations.

In my case, I like learning, innovating, and, above all, trying new things. I think this document was a challenge to get to know myself as a teacher and propose changes for implementing these strategies in my development. Something that I need to work on is my control of such large groups and managing a balanced learning environment, since no matter how well or partially the strategies worked, something that undoubtedly affected was the behavior of the students in class

Recommendations

In my experience working with this type of strategy, where my main focus is that the students can increase their reading comprehension using different strategies, I would like to mention some recommendations that could be helpful in a similar context like the one where my students and I were immersed during the school year.

These strategies were adapted to a group of first-grade students in a public secondary school in Mexico, students between twelve and thirteen years old who were not exposed to the language and who had not practiced it enough.

1. For low English level students, it is always a good idea to use short phrases and images as reading to simplify the information and so they can relate the content of the reading with a visual representation of a text. For example, signs, advertisements, sentences with pictures, and even short texts with a big letter can be beneficial for better understanding.

2. Adapt completely the activities for the student's level, knowledge of the language in terms of grammar and vocabulary, needs, likes and dislikes, and even the topic of the unit because if it is not interesting for them, they will not be interested in the reading, causing disciplinary issues. Adding to this recommendation, it is always important to practice group control strategies if the group is talkative or gets distracted.

3. Understand that if the group has never had interactions with the language in a real context, they are not used to it, even less to read in the language. So, at the beginning, the comprehensive progress can feel slow. The important thing is that you have to always guide them to observe real results, for example, simple understanding of instruction phrases in the text.

4. Understanding what type of texts work better with the strategies is learned only during practice. However, always think about how the students can understand easier, even if it is little phrases or short texts, rather than wanting them to understand a lot. Less but well comprehended is better than a lot and without really knowing what the text is about.

REFERENCES.

- Abbas, K. A. (2021). Factors influencing students reading comprehension difficulties amidst the use of modular distance learning approach in Mindanao State University Sulu – Senior High School. *Open Access Indonesia Journal of Social Sciences*, 4(2), 471–493.
<https://journalsocialsciences.com/index.php/oaijss/article/download/78/341/>
- Adler, (2001). Improving 2nd year prep stage pupils' predicting and summarizing skills through short stories. https://altk.journals.ekb.eg/article_203514.html
- Alyousef, H. S. (2005). TEACHING READING COMPREHENSION TO ESL/EFL LEARNERS. *The Reading Matrix*, 5(2).
<https://www.readingmatrix.com/articles/alyousef/article.pdf>
- Al-Jawi Fadwa, D. (2010). *Teaching the receptive skills, listening and reading skills*. Al Qura University.
https://teachertrainingcourse2014.weebly.com/uploads/4/0/8/7/40879903/receptive_skills.pdf
- Angosto Alberto, Patricia Sánchez, María Álvarez, Irene Cuevas, José Antonio León, Evidence for Top-Down Processing in Reading Comprehension of Children, *Psicología Educativa*, Volume 19, Issue 2, 2013, Pages 83-88,.
<https://www.sciencedirect.com/science/article/pii/S1135755X13700149>
- Arifin, S. (2020). The Role of Critical Reading to Promote Students' Critical Thinking and Reading Comprehension.
https://www.researchgate.net/publication/346169712_The_Role_of_Critical_Reading_to_Promote_Students'_Critical_Thinking_and_Reading_Comprehension
- At the swimming pool*. (n.d.). LearnEnglish Teens.
<https://learnenglishteens.britishcouncil.org/skills/reading/a1-reading/swimming-pool>

Auerbach, E. R., & Paxton, D. (1997). "It's Not the English Thing": Bringing Reading Research into the ESL Classroom. *TESOL Quarterly*, 31(2), 237–261.

Babayigit, S. and Stainthorp, R. (2011) Modeling the relationships between cognitive–linguistic skills and literacy skills: new insights from a transparent orthography. *Journal of Educational Psychology*.
https://centaur.reading.ac.uk/19573/2/Babayigit_and_Stainthorp_2011_JEP_manuscript.pdf

Benji Blue (1st ed.), (2020). Vortex.

Benji Green (1st ed.), (2020). Vortex.

Block, C. C., & Israel, S. E. (2005). *Reading First and beyond: The complete guide for teachers and literacy coaches*. Corwin Press

Cambridge Dictionary, scan. (2024).
<https://dictionary.cambridge.org/dictionary/english-spanish/scan?q=scanning>

Cambridge Dictionary, skim. (2024).
<https://dictionary.cambridge.org/dictionary/english-spanish/skim?q=skimming>

Cambridge University Press and Assessment (s.f.). Cite in the dictionary.cambridge.org recovered on november 2023 in
<https://dictionary.cambridge.org/us/dictionary/english-spanish/skill>

Cocco, S. (2006). Student leadership development: The contribution of project-based learning. *Unpublished Master's thesis*. Royal Roads University, Victoria, BC.
https://www.collectionscanada.gc.ca/obj/thesescanada/vol2/002/MR17869.PDF?oclc_number=271429340

Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume*. Strasbourg: Council of Europe Publishing.
<https://www.coe.int/en/web/common-european-framework-reference-language>
[s](#)

- Duke, N. K., & Pearson, P. D. (2002). Effective Practices for Developing Reading Comprehension. Journal of Education.
https://lchc.ucsd.edu/mca/Mail/xmcamail.2013_09.dir/pdf9F71mfajq3.pdf
- Echeverri and McNulty, Universidad Nacional de Colombia, (2010). Reading Strategies to Develop Higher Thinking Skills for Reading Comprehension.
<https://www.redalyc.org/pdf/1692/169216302008.pdf>
- Françoise, G. (1981). *Developing reading skills. A Practical Guide to Reading Comprehension Exercises.*
://books.google.com.mx/books?hl=en&lr=&id=ht0qOrLtuOUC&oi=fnd&pg=PA2&dq=reading+skills&ots=cjFG6qGqEd&sig=DDcHcMLhBpPj-sk_p0f9S8Lo3rE&redir_esc=y#v=onepage&q=reading%20skills&f=false
- Gagne RM. The conditions of learning and theory of instruction. 4th ed. New York: Holt, Rinehart and Winston; 1985.
<https://dl.icdst.org/pdfs/files1/b5bc043c2c462ac73df47a3151266915.pdf>
- Gerald G. Duffy. (2009). Explaining Reading, a resource for teaching concepts, skills and strategies (second edition). The Guildford Press NewYork London.
- Gower, R., Phillips, D., & Walters, S. (2007). Teaching practice handbook.
https://thisisinsane.wordpress.com/wp-content/uploads/2017/02/teaching_practice_handbook_by_roger_gower.pdf
- Grabe, W., & Stoller, F. L. (2002). Teaching and researching reading. Pearson Education.
https://www.academia.edu/37378139/Teaching_and_Researching_Reading_Grabe_and_Stoller_Routledge_2011_pdf?source=swp_share
- Grellet, F. (1981). *Developing reading skills.*
https://assets.cambridge.org/97805212/83649/excerpt/9780521283649_excerpt.pdf

- Harris, A. J., & Sipay, E. R. (1985). *How to Increase Reading Ability* (8th ed.). Longman.
- Heilman, A. W., Blair, T. R., & Rupley, W. R. (1998). *Principles and practices of teaching reading*. Upper Saddle River, NJ: Merrill/Prentice-Hall.
<https://tea.texas.gov/academics/subject-areas/english-language-arts-and-reading/redbk2.pdf>
- Husain, N. (2015). Language and language skills. *ResearchGate*.
https://www.researchgate.net/publication/274310952_Language_and_Language_Skills
- Jarmianik, (2012). *View of Improving Reading Comprehension by using Experience Text Relationship (ETR)*. (n.d.-b).
<https://journal.unhas.ac.id/index.php/jish/article/view/21150/8288>
- Kvale, S. (1996). *InterViews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage Publications.
https://www.academia.edu/4229478/Interviews_An_Introduction_to_Qualitative_Research_Interviewing
- McKee, S. (2012). Reading comprehension, what we know: A review of research 1995 to 2011. *Language Testing in Asia*, 2(1), 45.
<https://link.springer.com/article/10.1186/2229-0443-2-1-45>
- McNiff, J. (2013). *Action Research: Principles and Practice*. Routledge.
<https://kapanjadibeda.wordpress.com/wp-content/uploads/2010/08/action-research-princip-and-practice.pdf>
- Mellard, D., & Hock, M. (2005). Reading Comprehension Strategies for Adult Literacy Outcomes. *Journal of Adolescent & Adult Literacy*.
https://www.researchgate.net/publication/232536090_Reading_Comprehension_Strategies_for_Adult_Literacy_Outcomes

- Munby, J. (1978). *Communicative syllabus design : a sociolinguistic model for defining the content of purpose-specific language programmes*.
- Namaziandost et al. International Journal of Research in English Education (2020).
<https://ijreeonline.com/article-1-221-en.pdf>
- Nunan, D. (2003). *Practical English Language teaching*.
https://www.academia.edu/34135090/Practical_English_Language_Teaching_pdf
- Roving Genius. (2018, February 17). *The Lion and the Mouse | Bedtime moral story for kids with subtitles* [Video]. YouTube.
<https://www.youtube.com/watch?v=sWLur9IJ97s>
- Sampieri, R. H., & Torres, C. P. M. (2018). *Metodología de la investigación: las rutas: cuantitativa ,cualitativa y mixta*.
- Schumaker, J. B., & Deshler, D. D. (1992). Teaching adolescents with learning disabilities: Strategies and methods (2nd ed.).
- Scrivener, J. (2005). Learning Teaching: A Guidebook for English Language Teachers.
<https://jonturnerhct.wordpress.com/wp-content/uploads/2015/08/learning-teaching-by-james-scrivener.pdf>
- Secretaría de Educación Pública, (2023). La Nueva Escuela Mexicana y su Impacto en la Sociedad.
<https://educacionbasica.sep.gob.mx/wp-content/uploads/2024/05/La-NEM-y-su-impacto-en-la-sociedad.pdf>
- Stringer, E. T. (2013). Action Research. Sage Publications.
https://www.researchgate.net/publication/283025755_Action_research
- Tarigan, H. G (1985). Pengajaran gaya bahasa, Enseñanza de estilo de lenguaje. Ankasa.

Teele, S. (2004). *Overcoming barricades to reading a multiple intelligences approach*. Thousand Oaks, CA: Corwin Press.

Text messages to a friend. (2024, August 31). LearnEnglish.

<https://learnenglish.britishcouncil.org/skills/reading/a1-reading/text-messages-friend>

The language school. (n.d.). LearnEnglish Teens.

<https://learnenglishteens.britishcouncil.org/skills/reading/a1-reading/language-school>

The National Reading Panel, Teaching Children to Read: An Evidence Based Assessment of the Scientific Research Literature on reading and its Implications for Reading instructions. (2000).

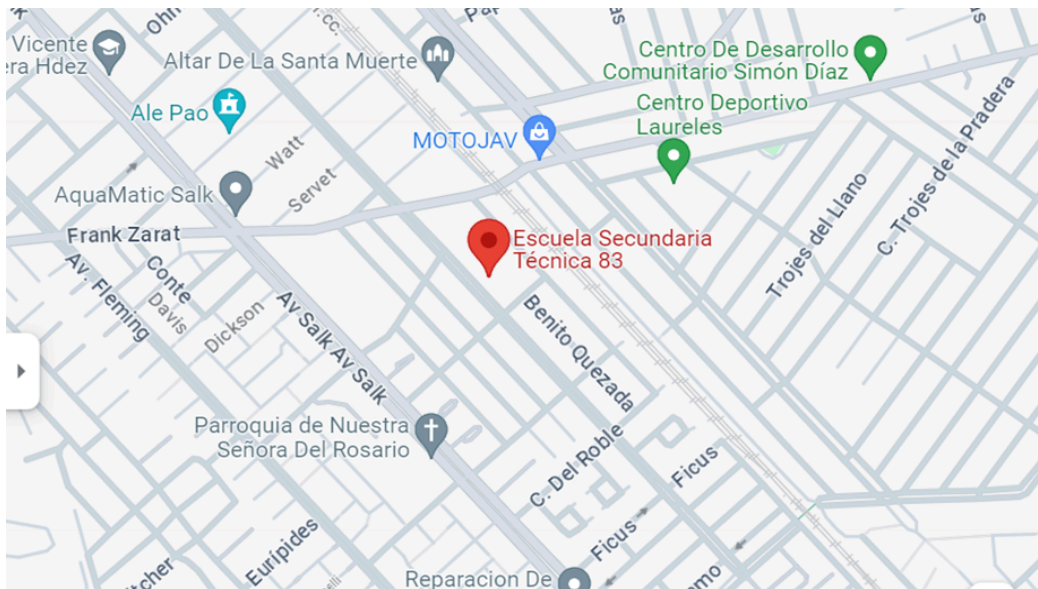
<https://www.nichd.nih.gov/sites/default/files/publications/pubs/nrp/Documents/report.pdf>

Veeravagu, J., Muthusamy, C., & Marimuthu, R. (2010). *Using Bloom's taxonomy to gauge students' reading comprehension performance*.

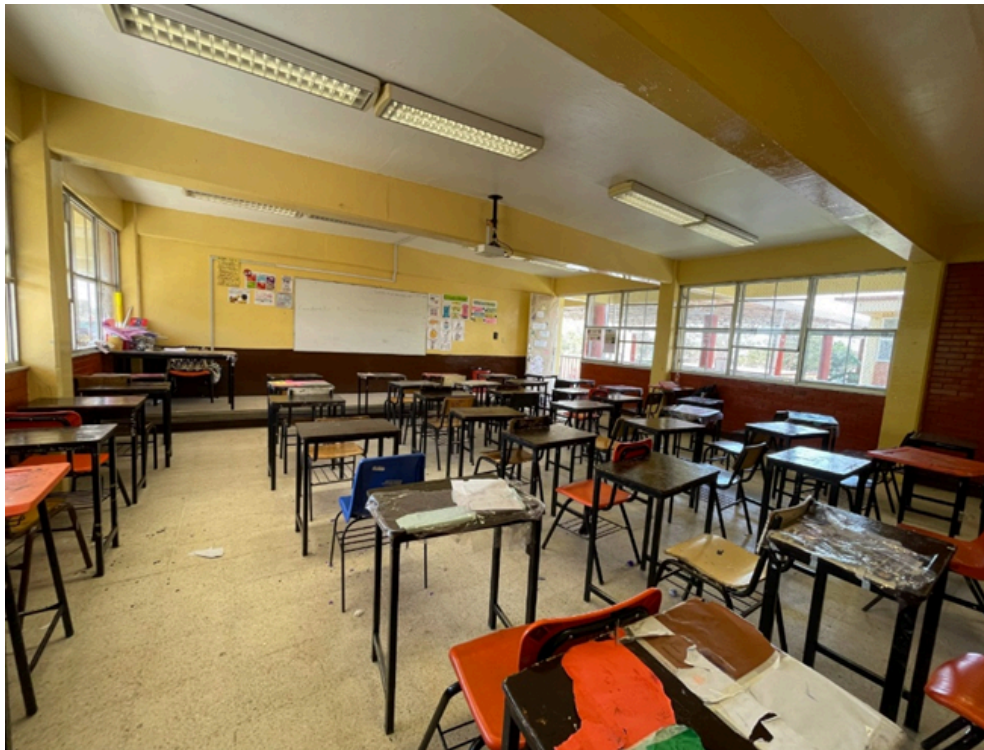
https://www.researchgate.net/publication/44926957_Using_Bloom's_Taxonomy_to_Gauge_Students'_Reading_Comprehension_Performance

APPENDIXES.

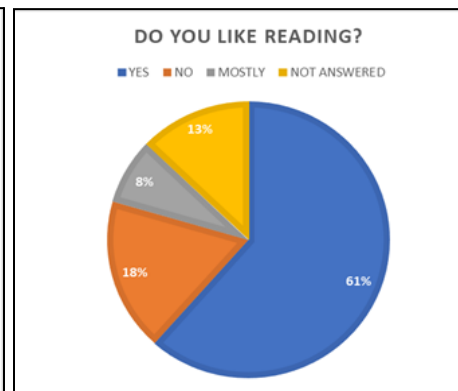
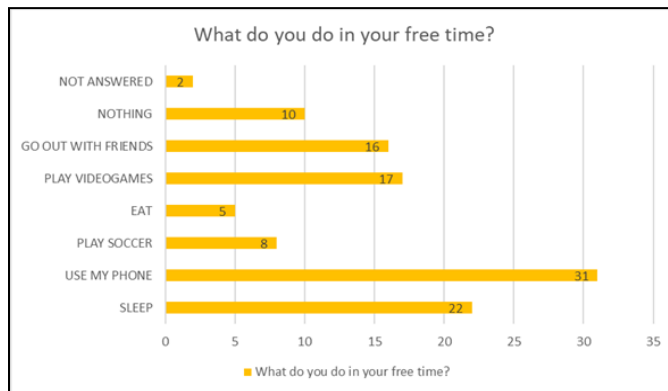
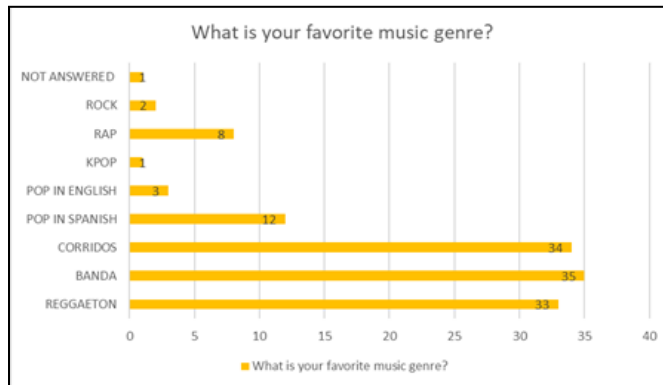
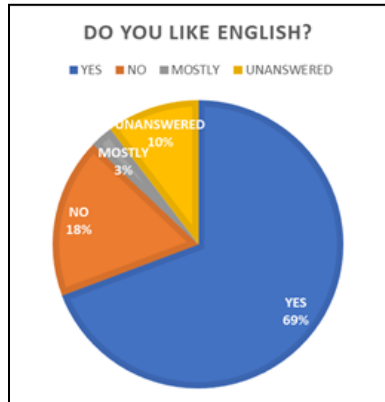
Appendix A- Location of the school.



Appendix B- Classroom area.



Appendix C- -Graphs of the open-ended questionnaire




Appendix D- Reading Exercises used in the diagnostic exam

For each question, choose the correct answer.

1


For Sale
Women's bicycle (small)
 11 years old - needs new tyres
 Phone Debbie
 - 0794587454



A The bicycle that's for sale was built for a child.

B Some parts of the bicycle must be changed.

C Debbie is selling the bike because she's too big for it now.



Hi Ben
 I've booked concert tickets for both of us online. Can you give me the money this afternoon when I see you?
 Tim

A Tim thinks Ben should look on the concert website.

B Tim hopes that Ben will be able to come with him.

C Tim wants to know if Ben can pay him back today.

ADVENTURE PARK
 Half-price tickets for
 groups of 12 or more
 Ask at entrance

A You get into the park by going this way.

B It is more expensive to go here alone.

C You will have fun if you come with friends.

My day

First, I wake up. Then, I get dressed. I walk to school. I do not ride a bike. I do not ride the bus. I like to go to school. It rains. I do not like rain. I eat lunch. I eat a sandwich and an apple.

I play outside. I like to play. I read a book. I like to read books. I walk home. I do not like walking home. My mother cooks soup for dinner. The soup is hot. Then, I go to bed. I do not like to go to bed.

32. What happens first?

a) Wake up

b) Walk to school

c) Eat lunch

d) Get dressed

33. What do I like?

a) Walking home

b) Rain

c) Books

d) Go to bed

34. How do I go to school?

a) I drive a car

b) I walk

c) I ride a bike

d) I ride the bus

35. What do I eat for dinner?

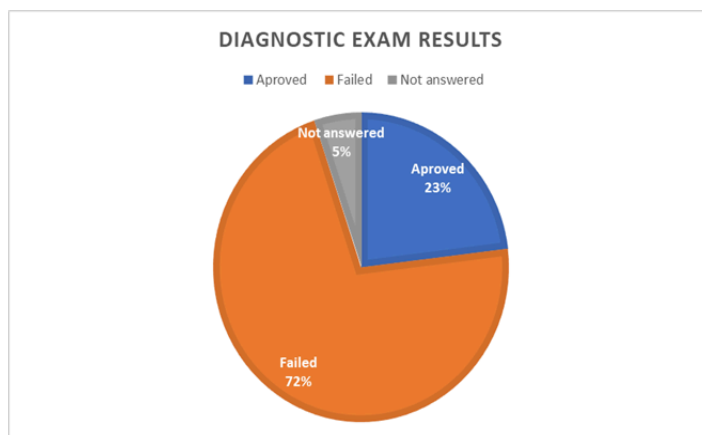
a) Pie

b) Soup

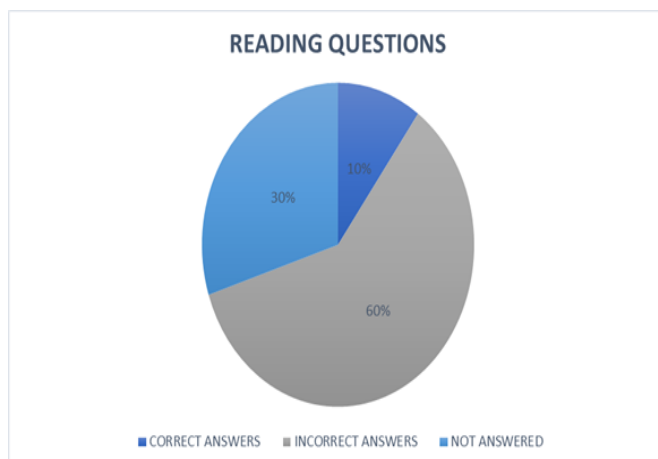
c) Sandwich

d) Apple

Appendix E- Diagnostic Exam Results



Appendix F- Reading comprehension results



Appendix G- Students answers in the diagnostic exam

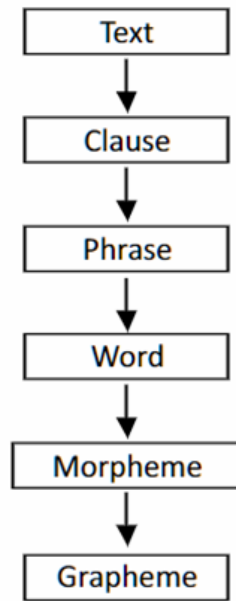
1. - a)	17 - a) ✓	32
2. - b)	18 - b)	
3. - a) ✓	19 - b) ✓	
4. - a) ✓	20 - b) ✓	
5. - b)	21 - c)	
6. - c)	22 -	
7. - 1 ✓	23	
8. - 3	24	7/35
9. - 7	25 d)	(2.0)
10. - 13	26	
11. - 14	27	
12 Eve	28 b)	
13 Foo	29 A)	
14 hand ✓	30 B)	
15 hole	31 A)	
16 mouth		

or leave the verb)

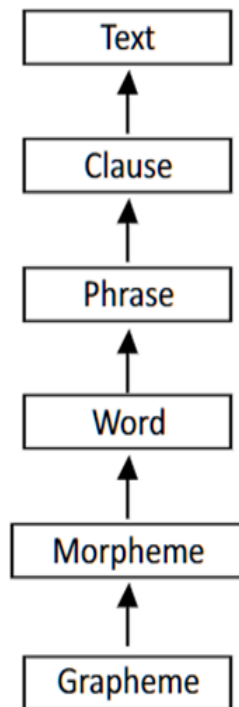
Appendix H- Gantt Chart

	Diagnostic			Definition of the background			Theoretical Research			First Implementation		Second Implementation		Third Implementation		Fourth Implementation		Fifth Implementation		Sixth Implementation		Data Analysis	
TIME	E	R	E	E	R	R	E	E	R	E	E	E	R	E	R	E	E	E	R	E	E	E	R
AUG																							
AUG 28-1	E	R	E	E	R	R	E	E	R														
SEP 4-8			E	E	R	R	E	E	R														
SEP 11-15			E	E	R	R	E	E	R														
SEP 18-22			E	E	R	R	E	E	R														
SEP 25-29				E	R	R	E	E	R														
OCT 2-6				E	R	R	E	E	R														
OCT 9-13				E	R	R	E	E	R														
OCT 16-20				E	R	R	E	E	R														
OCT 23-27																							
OCT 30-3																							
NOV 6-10																							
NOV 13-17																							
NOV 20-24																							
NOV 27-1																							
DIC 4-8																							
DIC 11-15																							
DIC 18-22																							
DIC 25-29																							
ENE 1-5																							
ENE 8-12																							
ENE15-19																							
FEB 12-16																							
FEB 19-23																							
FEB 26-1																							
MAR 4-8																							
MAR 11-15																							
MAR 18-22																							
MAR 25-29																							
ABR 1-5																							
ABR 8-12																							
ABR 15-19																							
ABR 22-26																							
ABR 29-3																							

Appendix I- Top-down process



Appendix J- Bottom-up process




Appendix K- first implementation students during the chart completion activity



Appendix L- Rule Sign reading




TRUE OR FALSE: 1/6




The swimming pool is open every day.	TRUE	FALSE
The swimming pool is open at 8:00 on Sunday.	TRUE	FALSE
You can eat in the pool.	TRUE	FALSE
Children can swim alone.	TRUE	FALSE
You can't dive into the pool.	TRUE	FALSE
The swimming pool closes early on Sunday.	TRUE	FALSE

TRUE OR FALSE: 1/6




The swimming pool is open every day.	TRUE	FALSE
The swimming pool is open at 8:00 on Sunday.	TRUE	FALSE
You can eat in the pool.	TRUE	FALSE
Children can swim alone.	TRUE	FALSE
You can't dive into the pool.	TRUE	FALSE
The swimming pool closes early on Sunday.	TRUE	FALSE

TRUE OR FALSE: 1/6




The swimming pool is open every day.	TRUE	FALSE
The swimming pool is open at 8:00 on Sunday.	TRUE	FALSE
You can eat in the pool.	TRUE	FALSE
Children can swim alone.	TRUE	FALSE
You can't dive into the pool.	TRUE	FALSE
The swimming pool closes early on Sunday.	TRUE	FALSE

TRUE OR FALSE: 1/6




The swimming pool is open every day.	TRUE	FALSE
The swimming pool is open at 8:00 on Sunday.	TRUE	FALSE
You can eat in the pool.	TRUE	FALSE
Children can swim alone.	TRUE	FALSE
You can't dive into the pool.	TRUE	FALSE
The swimming pool closes early on Sunday.	TRUE	FALSE

TRUE OR FALSE: 1/6



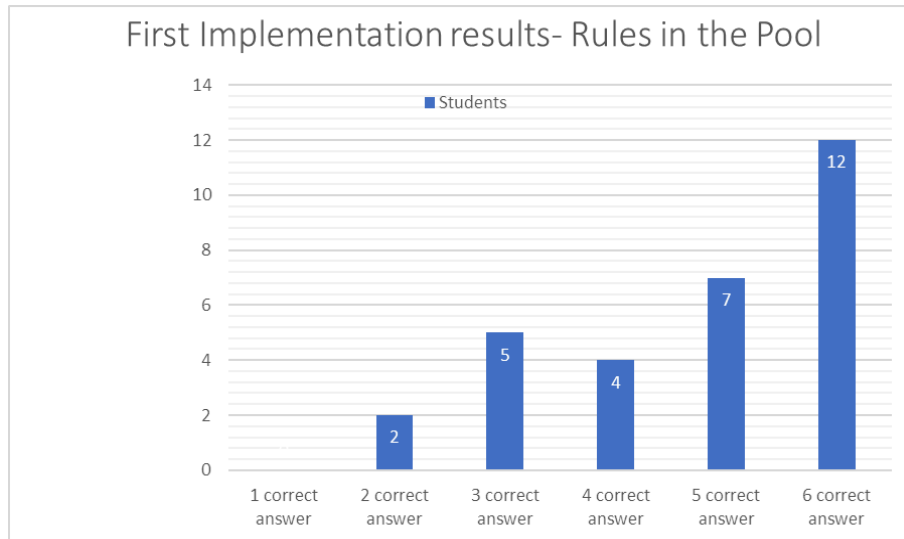
The swimming pool is open every day.	TRUE	FALSE
The swimming pool is open at 8:00 on Sunday.	TRUE	FALSE
You can eat in the pool.	TRUE	FALSE
Children can swim alone.	TRUE	FALSE
You can't dive into the pool.	TRUE	FALSE
The swimming pool closes early on Sunday.	TRUE	FALSE

TRUE OR FALSE: 1/6

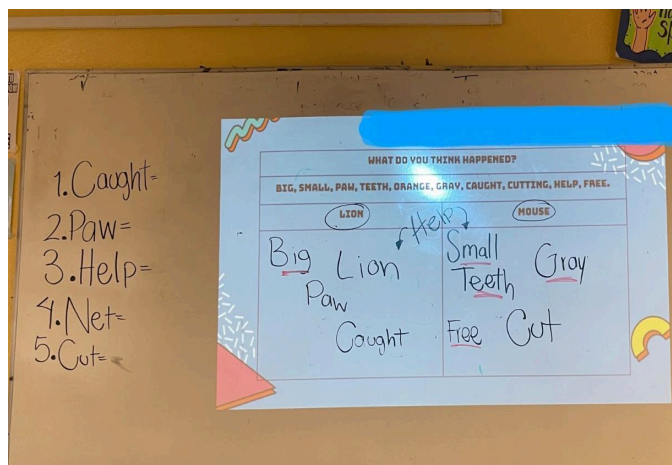
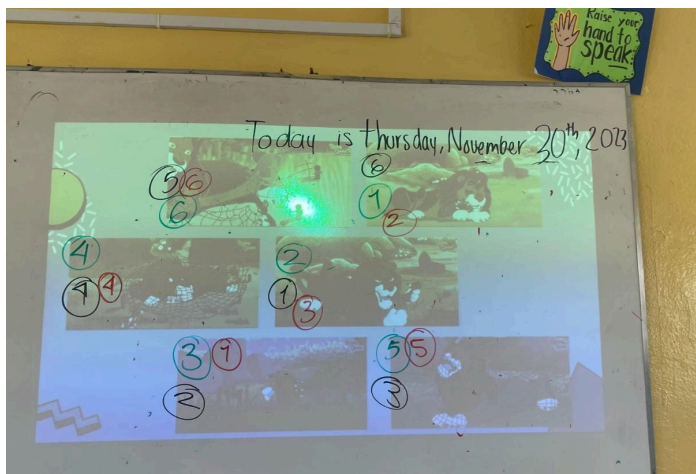


The swimming pool is open every day.	TRUE	FALSE
The swimming pool is open at 8:00 on Sunday.	TRUE	FALSE
You can eat in the pool.	TRUE	FALSE
Children can swim alone.	TRUE	FALSE
You can't dive into the pool.	TRUE	FALSE
The swimming pool closes early on Sunday.	TRUE	FALSE

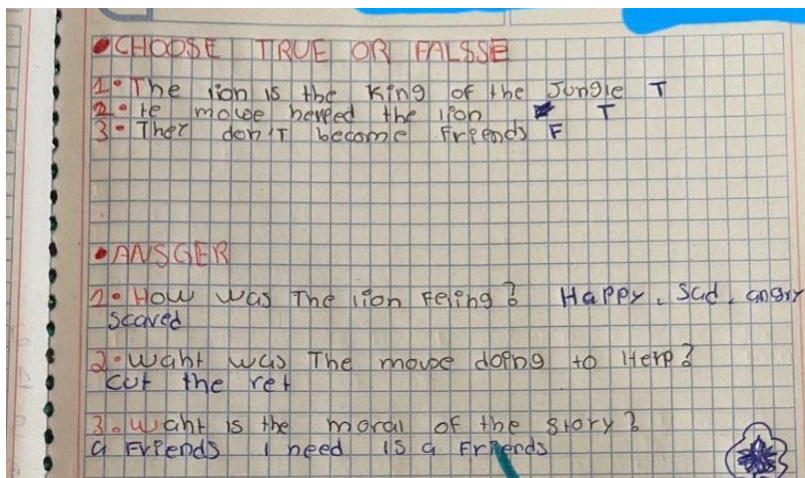
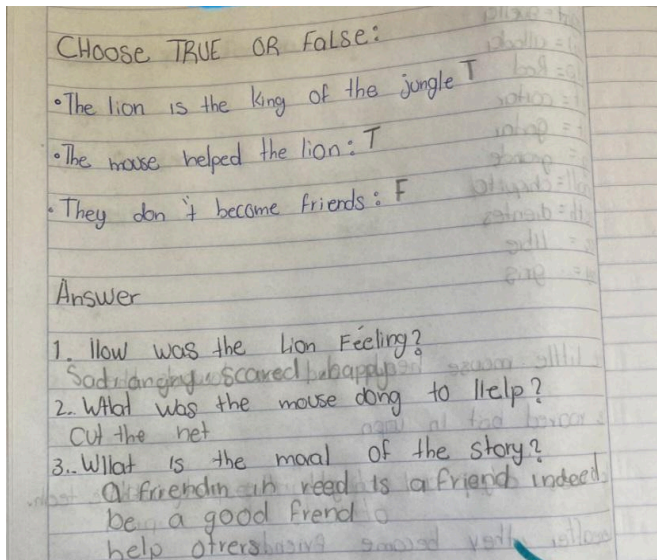
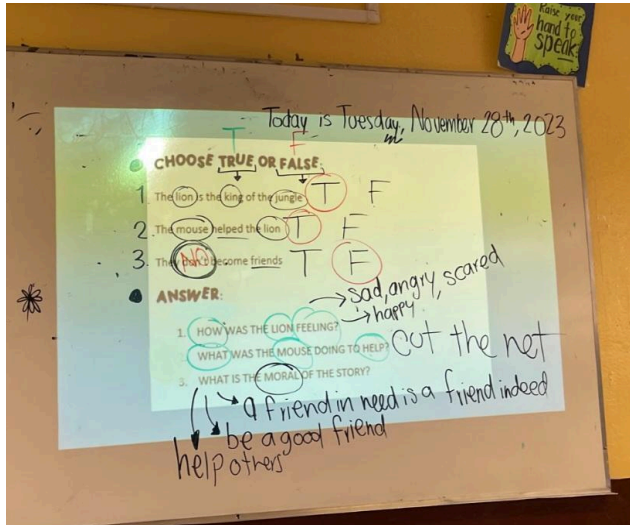
Appendix N- Graph of results



Appendix O-Second implementation, students' progress in the activity



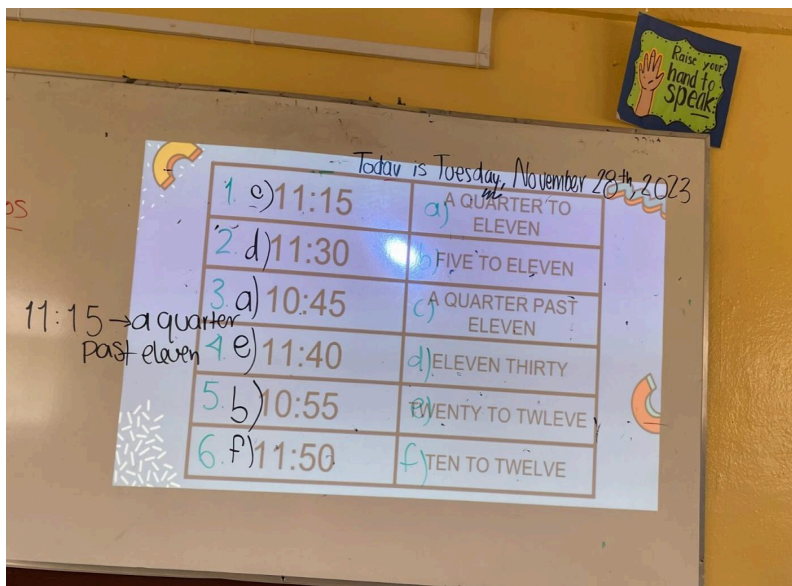
Appendix P- Third implementation, students' results in the activity



Appendix Q- Video and students



Appendix R- Second implementation progress in the activity



Appendix S- Reading conversation

Neira
online

Hi Aziz! Are you there?
15:57

Hello? Hello?!?
16:03

Hi! I'm here! I'm here.
16:04

Good. 😊
16:04

What's up, Neira?
16:05

Would you like to meet for a coffee?
16:05

Yes! When?
16:05

I'm working now, but I finish work at five. Maybe at 5.15?
16:05

That's difficult for me. Can we meet 30 minutes later?
16:06

OK. Where?
16:06

The Blue Café is nice. I love the tea there. ❤️
16:07

It's closed on Mondays. Let's go to Rocket Boy. It's new.
16:08

Is it good?
16:08

It's very good!
16:08

Where is it? I don't know it.
16:09

Appendix T- Third implementation students' results

WHATSAPP TEXT

NAME: _____ GRADE AND GROUP: _____

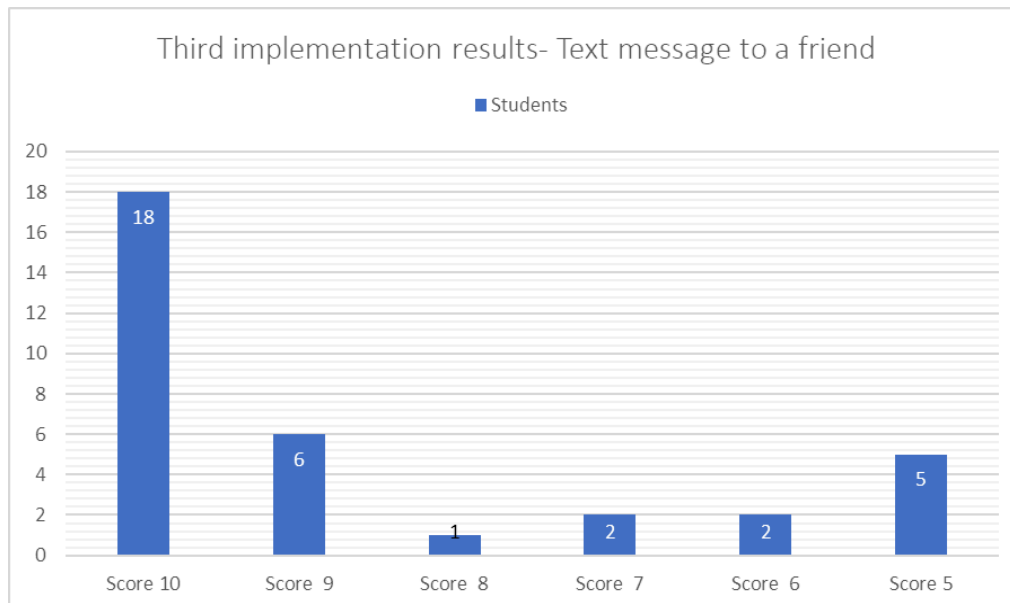
ANSWER

- What does Neira want to do?
☒ Go to a café
☐ Go to a cinema
☐ Go to a class
- What time does Neira finish work?
☒ Five o'clock
☐ A quarter past five
☐ A quarter to five
- What time does Aziz want to meet?
☐ Five o'clock
☒ Five fifteen
☒ Five forty-five
- Why does Aziz like The Blue Café?
☐ It's new.
☐ It's got nice tea.
☒ It's got nice coffee
- What is the problem with The Blue Café?
☒ It's closed on Mondays.
☐ It hasn't got any tea.
☐ There is no problem.
- Where are they going to meet?
☐ The Blue Café
☒ Rocket Boy
☐ The school

TRUE OR FALSE

1. Aziz writes to Neira first.	✓ True	False
2. Neira is at work.	✓ True	False
3. Neira can meet at 5.45.	True	False ✗
4. The Blue Café is closed on Mondays.	✓ True	False
5. Aziz knows Rocket Boy.	✓ True	False
6. They are going to meet at 6.15.	True	False ✗

Appendix U- Graph of results



Appendix V- Sample of the comic stripe reading

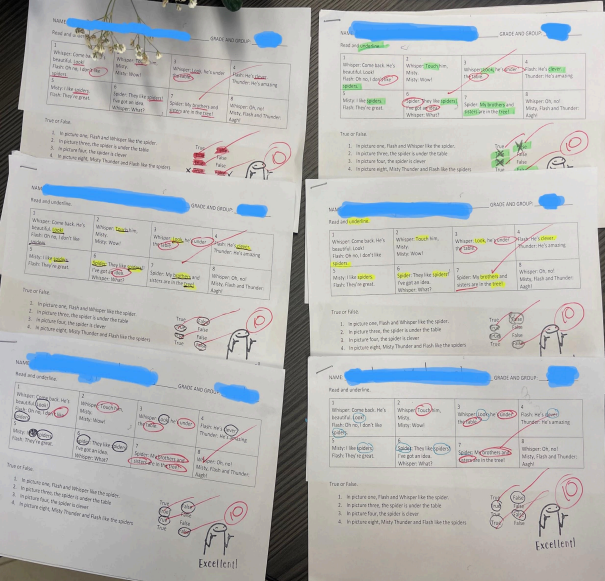


1

Whisper: Come back. He's beautiful. Look!

Flash: Oh, no. I don't like spiders.

Appendix W- Fourth implementation students' results



NAME: [redacted] GRADE AND GROUP: [redacted]

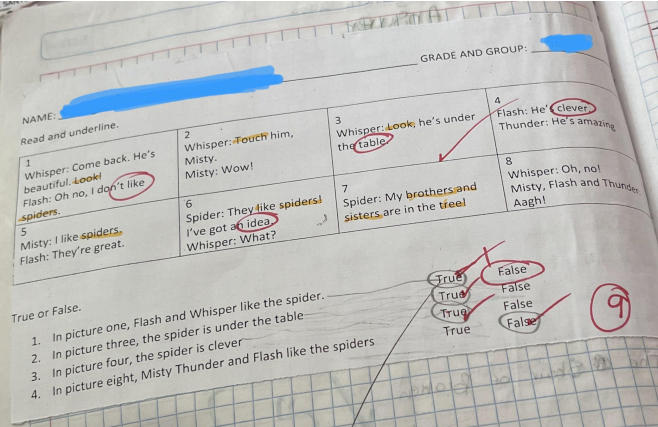
Read and underline.

1. Whisper: Come back. He's beautiful. <u>Look!</u>	2. Whisper: <u>Touch</u> him, Misty. Misty: Wow!	3. Whisper: <u>Look</u> , he's under the <u>table</u> .	4. Flash: He's <u>clever</u> . Thunder: He's amazing.
5. Misty: I like <u>spiders</u> . Flash: They're great.	6. Spider: They <u>like spiders</u> . I've got <u>a</u> <u>idea</u> .	7. Spider: My <u>brothers and sisters</u> are in the <u>tree</u> !	8. Whisper: Oh, no! Misty, Flash and Thunder: Aagh!

True or False.

1. In picture one, Flash and Whisper like the spider.	True
2. In picture three, the spider is under the table.	True
3. In picture four, the spider is clever.	False
4. In picture eight, Misty, Thunder and Flash like the spiders.	False

Excellent!



NAME: [redacted] GRADE AND GROUP: [redacted]

Read and underline.

1. Whisper: Come back. He's beautiful. <u>Look!</u>	2. Whisper: <u>Touch</u> him, Misty. Misty: Wow!	3. Whisper: <u>Look</u> , he's under the <u>table</u> .	4. Flash: He's <u>clever</u> . Thunder: He's amazing.
5. Misty: I like <u>spiders</u> . Flash: They're great.	6. Spider: They <u>like spiders</u> . I've got <u>a</u> <u>idea</u> .	7. Spider: My <u>brothers and sisters</u> are in the <u>tree</u> !	8. Whisper: Oh, no! Misty, Flash and Thunder: Aagh!

True or False.

1. In picture one, Flash and Whisper like the spider.	True
2. In picture three, the spider is under the table.	True
3. In picture four, the spider is clever.	False
4. In picture eight, Misty, Thunder and Flash like the spiders.	False

Excellent!

NAME: _____		GRADE AND GROUP: _____	
Read and underline.			
1 Whisper: Come back, let's be beautiful. Look! Flash: Oh no, I don't like spiders.	3 Whisper: Touch him, Mitty. Mitty: Wow!	5 Whisper: Look, he's under the table.	7 Flash for Mitty! Mitty: Flash! He's amazing. Flash: Oh, no! Mitty: Flash and Thunder: Eeee!
2 Mitty: Like spiders. Flash: They're great.	4 Maddy: They're terrible. For god's an idea. Whisper: What?	6 Maddy: Maddy and Maddy made the time.	



True or False.

Flash and Whisper like the spider. ☒ True ☐ False

Read and underline		GRADE 4 GROUP	
1. Whisper: "Come back, he's leaving!" Flash: "Oh, no! Don't let it happen!"	2. Whisper: "Watch him, Miss! Mafay! Woof!"	3. Whisper: "Look, he's under the table!"	4. Flash: "He's gone! Thunder: She's amazing!"
5. Missy like <u>spiders</u> . Flash: "They're <u>gross</u> !"	6. Spider: "They like <u>spiders</u> !" I've got an idea (Whisper: Spider?)	7. Spider: "My brothers and sisters are <u>fun</u> ! (Flash is scared)"	8. Whisper: "Oh, no! Missy: Flash and Thunder: <u>Yes</u> !"

True or False?

1. In picture one, Flash and Whisper are the spider.
2. In picture three, the spider is under the table.
3. In picture four, the spider is a insect.
4. In picture eight, Missy Thunder and Flash like the spiders.

NAME _____		GRADE AND GROUP _____	
1 Whisper Come back He's cuddling. Good Flash Oh no, I don't like cuddles.	2 Whisper Tough hts. Mindy Mindy Wowie!	3 Whisper Look, he's under the table.	4 Flash He's there Thunder He's a winner
5 Mindy (He's) back Flash They're great.	6 Gander: they love hisses I've got an idea. Whisper: What?	7 Spider: My brother and sister are in the tree!	8 Mindy Grrr, but Flash and Thunder Aww

True or False.

1. In picture one, Flash and Whisper like the spider. **False**
2. In picture three, the spider is under the table. **True**
3. In picture four, the spider is under. **False**
4. In picture eight, Mindy Thunder and Flash like the spiders. **True**

[illegible]

NAME _____		GRADE AND GROUP _____	
Read and underline.			
1	2	3	4
Whisper: Come back, he's <u>after</u> me!	Whisper: <u>Touch</u> him, Miley.	Whisper: <u>Ughhh</u> ! he's the taste.	Flash: He's <u>glorious</u> .
Flash: Oh my, don't be <u>stupid</u> .	Miley: Wow!		Flash: He's amazing!
5	6	7	8
Miley: Is he <u>really</u> great?	Flash: Spider, like the <u>spidey</u> he got from his dad.	Whisper: <u>My brothers and sisters</u> are the best!	Whisper: Oh, my Miley, this <u>Flash</u> Whisper! Aghh!
<p>True or False?</p> <p>1. In picture one, Flash and Whisper like the spider. True <input checked="" type="checkbox"/> False <input type="checkbox"/></p> <p>2. In picture three, the spider is under the table. True <input type="checkbox"/> False <input checked="" type="checkbox"/></p> <p>3. In picture four, the spider is under the spider. True <input type="checkbox"/> False <input checked="" type="checkbox"/></p> <p>4. In picture eight, Miley Whisper and Flash like the spiders. True <input type="checkbox"/> False <input checked="" type="checkbox"/></p>			

NAME _____		GRADE AND GROUP _____	
Read and underline.			
1 Whisper: Come back here, beautiful <u>Light</u> !	2 Whisper: <u>Touch</u> him, Misty.	3 Whisper: <u>Look</u> , he's <u>under</u> the table.	4 Flash: He's <u>clever</u> . Thunder: he's <u>amazing</u> .
Flash: Oh, no. <u>I don't like spiders</u> .	Misty: <u>Wow!</u>		
5 Misty: I <u>like</u> spiders. Flash: They're <u>great</u> .	6 Misty: They like <u>spiders</u> . I've got an idea. Whisper: <u>What?</u>	7 Spider: <u>My brothers and sisters</u> are in the <u>tree</u> !	8 Whisper: Oh, no! <u>Many</u> <u>Whisper</u> and Thunder: <u>Agh!</u>

True or False.

- In picture one, Flash and Whisper like the spider. True ☒ False ☒
- In picture three, the spider is under the table. excellent ☒ True ☒ False ☒
- In picture four, the spider is clever. True ☒ False ☒
- In picture eight, Misty Thunder and Flash like the spiders. True ☒ False ☒

1	Whisper (sashy) he's beautiful (soot) Flash: Oh, no! Don't like spider	2	Whisper (sashy) sm, Misty Misty: Woah!	3	Whisper! Look, he's under the table.	4	Flash: He's scary Thunder: he's amazing
5	Misty: Like spiders Flash: They're great.	6	Spider: They like spiders! Whisper: What?	7	Spider: My posters are in the tree!	8	Whisper: Oh, no! Misty: Flash and Thunder: Aaah!

True or False.

1. picture one, Flash and Whisper like the spider
2. in picture three, the spider is under the table
3. in picture four, the spider is clever
4. in picture eight, Misty Thunder and Flash like the spiders

True False
True False
True False
True False

NAME: _____		GRADE AND GROUP: _____	
Read and underline.			
1 Whisper: <u>Come back!</u> Flash: <u>Look!</u> <u>Thunder: I don't want to listen.</u>	2 Whisper: <u>Touch him,</u> Flash: <u>What?</u> Misty: <u>Wow!</u>	3 Whisper: <u>Look! he's coming</u> the table.	4 Flash: <u>he's clever!</u> Thunder: <u>he's amazing!</u>
5 Misty: <u>Flash, listen.</u> Flash: <u>They're not!</u>	6 Spider: <u>They're just spiders!</u> Flash: <u>I've got a plan!</u> Whisper: <u>What?</u>	7 Spider: <u>My brothers and I</u> <u>are going to the forest!</u>	8 Whisper: <u>Oh, no!</u> Flash: <u>Flash and Thunder!</u> Thunder: <u>Yes!</u>

True or False.

1. In picture one, Flash and Whisper like the spider.	True	False
2. In picture three, the spider is under the table	True	False
3. In picture four, the spider is clever	True	False
4. In picture eight, Misty Thunder and Flash like the spiders	True	False

Excellent! 9 + 1 = 10

NAME: _____		GRADE AND GROUP: _____	
Read and underline.			
1 Whisper: Come <u>back</u> . He's beautiful <u>again</u> . Flash: Oh no, I don't want <u>you</u> .	2 Whisper: <u>That's</u> him. Misty: Wow! Misty: Wow!	3 Whisper: Look, he's <u>under</u> the table.	4 Flash: He's <u>gone</u> . Thunder: He's amazing.
5 Misty: <u>He's</u> under. Flash: They're great.	6 Spider: <u>That's</u> the <u>best</u> . I've got an idea. Whisper: What?	7 Spider: <u>Yes</u> , <u>because</u> and <u>because</u> <u>are</u> in the <u>same</u> .	8 Whisper: Oh, no! Misty, Flash and Thunder: Aaah!

True or False.

- In picture one, Flash and Whisper like the spider.
- In picture three, the spider is under the table.
- In picture four, the spider is clever.
- In picture eight, Misty, Flash and Thunder like the spiders.

1	<u>F</u>
2	<u>T</u>
3	<u>F</u>
4	<u>F</u>
5	<u>T</u>

NAME _____ GRADE AND GROUP _____

Read and underline

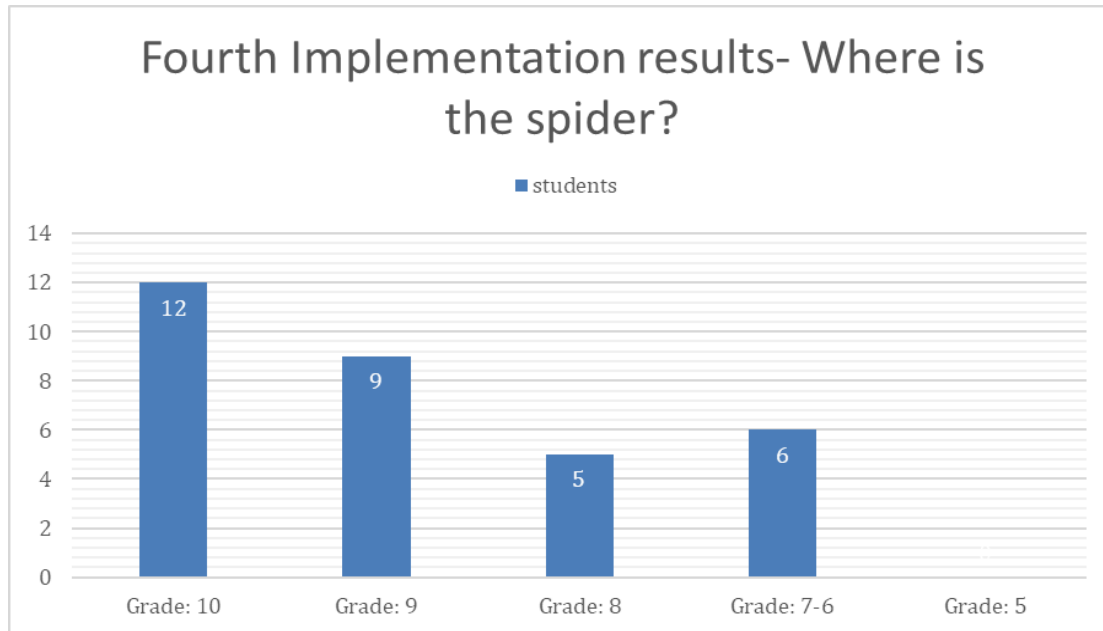
1 Whisper: <u>Com back, he's beautiful!</u> <u>Look!</u> Flash: <u>Oh no!</u> <u>spiders!</u>	2 Whisper: <u>Touch him,</u> <u>Misty.</u> Misty: <u>Wow!</u>	3 Whisper: <u>Look, he's under the table.</u>	4 Flash: <u>he's scary!</u> Thunder: <u>he's amazing!</u>
5 Misty: <u>I like spiders.</u> Flash: <u>They're gross.</u>	6 Spider: <u>How do spiders live in the house?</u> Whisper: <u>What?</u>	7 Spider: <u>My brothers and sisters are in the tree.</u>	8 Whisper: <u>Oh, no!</u> Misty, Flash and Thunder: <u>Yes!</u>

True or False:

1. In picture one, Flash and Whisper like the spiders.
2. In picture three, the spider is under the table.
3. In picture four, the spider is clever.
4. In picture eight, Misty, Thunder and Flash like the spiders.

True True False False
 True True False False
 True True False False

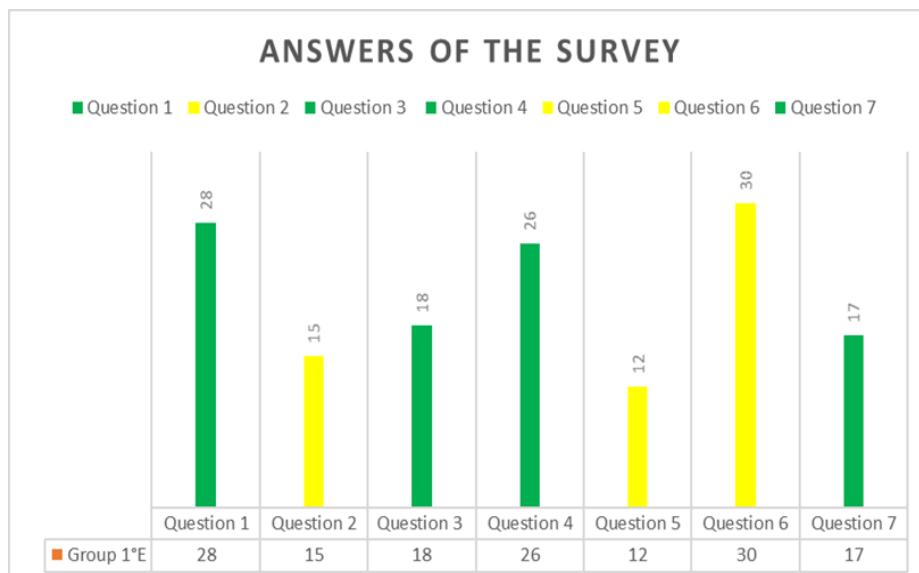
Appendix X- Graph of results



Appendix Y- Color code for the survey results

ANSWERS COLOR CODE	YES	MORE OR LESS	NO
--------------------	-----	--------------	----

Appendix Z- Answers of the survey



Appendix AA- Fifth implementation, matching exercise

- Maria likes sandwiches, eggs, water and potato chips.
- Kevin likes sandwiches, eggs and water. He doesn't like potato chips.
- Paul likes pizza, fish sticks, potato chips, pears and plums.
- Lisa likes pizza, fish sticks, potato chips and pears. She doesn't like plums.
- Sandra likes pasta, sausages and chocolate cookies. She doesn't like rice.
- Robert likes rice, sausages, pasta and chocolate cookies.

Appendix BB- Reading Food in the USA.

Meals

13. Listen and complete.

In the USA, children sometimes have a large **breakfast**: scrambled eggs and sausages, pancakes with maple syrup or toast with butter and jam, a glass of milk.

...but I like cereal with milk, toast and fruit juice.




Appendix CC- Fifth implementation results

NAME: _____ GRADE AND GROUP: _____

1. Answer.
What is the breakfast in USA? milk, pancakes, melle, scrambled eggs, toast, fruit

2. Choose True or False.
What they always have for dinner? vegetables, ice cream, potatoes

In USA they eat scrambled eggs for lungs T ☒ F ☐
In USA they eat lettuce for breakfast T ☒ F ☐
In USA they eat ice cream for dinner T ☒ F ☐

3. Write and Draw
What do you have for breakfast? Milkshake 
What do you have for lunch? burger 
What do you have for dinner? cereal 




10

NAME: _____ GRADE AND GROUP: _____

1. Answer.
What is the breakfast in USA? scrambled eggs and sausage, pancakes

2. Choose True or False.
What they always have for dinner? with rice, with corn, with beans, with potatoes, with fruit

In USA they eat scrambled eggs for lungs T ☒ F ☐
In USA they eat lettuce for breakfast T ☒ F ☐
In USA they eat ice cream for dinner T ☒ F ☐

3. Write and Draw
What do you have for breakfast? nothing 
What do you have for lunch? fruit, meat 
What do you have for dinner? nothing 




10

NAME: _____ GRADE AND GROUP: _____

1. Answer.
What is the breakfast in USA? milk, pancakes, apple, pick, fruit

2. Choose True or False.
What they always have for dinner? vegetables, ice cream

In USA they eat scrambled eggs for lungs T ☒ F ☐
In USA they eat lettuce for breakfast T ☒ F ☐
In USA they eat ice cream for dinner T ☒ F ☐

3. Write and Draw
What do you have for breakfast? Milkshake 
What do you have for lunch? lettuce, tomato, onion 
What do you have for dinner? cereal 




10

NAME: _____ GRADE AND GROUP: _____

1. Answer.
What is the breakfast in USA? scrambled eggs, sausage, pancakes

2. Choose True or False.
What they always have for dinner? cheese sandwich, lettuce and

In USA they eat scrambled eggs for lungs T ☒ F ☐
In USA they eat lettuce for breakfast T ☒ F ☐
In USA they eat ice cream for dinner T ☒ F ☐

3. Write and Draw
What do you have for breakfast? scrambled eggs 
What do you have for lunch? cheese sandwich 
What do you have for dinner? milk 




10

NAME: _____ GRADE AND GROUP: _____

1. Answer.
What is the breakfast in USA? ?

2. Choose True or False.
What they always have for dinner? ?

In USA they eat scrambled eggs for lungs T ☒ F ☐
In USA they eat lettuce for breakfast T ☒ F ☐
In USA they eat ice cream for dinner T ☒ F ☐

3. Write and Draw
What do you have for breakfast? nothing 
What do you have for lunch? soup 
What do you have for dinner? tacos and steak 




6

NAME: _____ GRADE AND GROUP: _____

1. Answer.
What is the breakfast in USA? ?

2. Choose True or False.
What they always have for dinner? ?

In USA they eat scrambled eggs for lungs T ☒ F ☐
In USA they eat lettuce for breakfast T ☒ F ☐
In USA they eat ice cream for dinner T ☒ F ☐

3. Write and Draw
What do you have for breakfast? Nothing 
What do you have for lunch? soup and meat 
What do you have for dinner? Nothing 

6

NAME: [redacted] GRADE AND GROUP: [redacted]

1. Answer.
What is the breakfast in USA? pete ce kene meidle sy hop
What they always have for dinner? pete ce kene madle sy hop or tow

2. Choose True or False.
In USA they eat scrambled eggs for lungs ☒ T ☐ F
In USA they eat lettuce for breakfast ☒ T ☐ F
In USA they eat ice cream for dinner ☒ T ☐ F

3. Write and Draw
What do you have for breakfast? Nothing

What do you have for lunch? ☒ lunch sandwich coca cola + milkshake

What do you have for dinner? ☒ cereal cereal, milk

NAME: [redacted] GRADE AND GROUP: [redacted]

1. Answer.
What is the breakfast in USA? Scrambled eggs, Pancakes, maple syrup
What they always have for dinner? fish, white rice, chicken

2. Choose True or False.
In USA they eat scrambled eggs for lungs ☒ T ☐ F
In USA they eat lettuce for breakfast ☒ T ☐ F
In USA they eat ice cream for dinner ☒ T ☐ F

3. Write and Draw
What do you have for breakfast? Scrambled eggs, Pancakes

What do you have for lunch? Salad, rice, beef

What do you have for dinner? Burritos

NAME: [redacted] GRADE AND GROUP: [redacted]

1. Answer.
What is the breakfast in USA? Pancakes, white maple syrup or toast with butter and jam, a glass of milk
What they always have for dinner? there might be apple pie and ice-cream for dessert

2. Choose True or False.
In USA they eat scrambled eggs for lungs ☒ T ☐ F
In USA they eat lettuce for breakfast ☒ T ☐ F
In USA they eat ice cream for dinner ☒ T ☐ F

3. Write and Draw
What do you have for breakfast? Sandwich

What do you have for lunch? NADA

What do you have for dinner? Pancakes

NAME: [redacted] GRADE AND GROUP: [redacted]

1. Answer.
What is the breakfast in USA? scrambled eggs and sausage, fruit, maple syrup
What they always have for dinner? vegetables and fresh vegetables, meat, white rice

2. Choose True or False.
In USA they eat scrambled eggs for lungs ☒ T ☐ F
In USA they eat lettuce for breakfast ☒ T ☐ F
In USA they eat ice cream for dinner ☒ T ☐ F

3. Write and Draw
What do you have for breakfast? Scrambled eggs, sausage

What do you have for lunch? Sandwich

What do you have for dinner? Nothing

NAME: [redacted] GRADE AND GROUP: [redacted]

1. Answer.
What is the breakfast in USA? scrambled eggs and sausages
What they always have for dinner? Is the most important meal of the day

2. Choose True or False.
In USA they eat scrambled eggs for lungs ☒ T ☐ F
In USA they eat lettuce for breakfast ☒ T ☐ F
In USA they eat ice cream for dinner ☒ T ☐ F

3. Write and Draw
What do you have for breakfast? Nothing

What do you have for lunch? Rice, bread, milkshake, sandwich

What do you have for dinner? Nothing

NAME: [redacted] GRADE AND GROUP: [redacted]

1. Answer.
What is the breakfast in USA? children and scrambled

What they always have for dinner? slice of potatoes and fresh vegetables

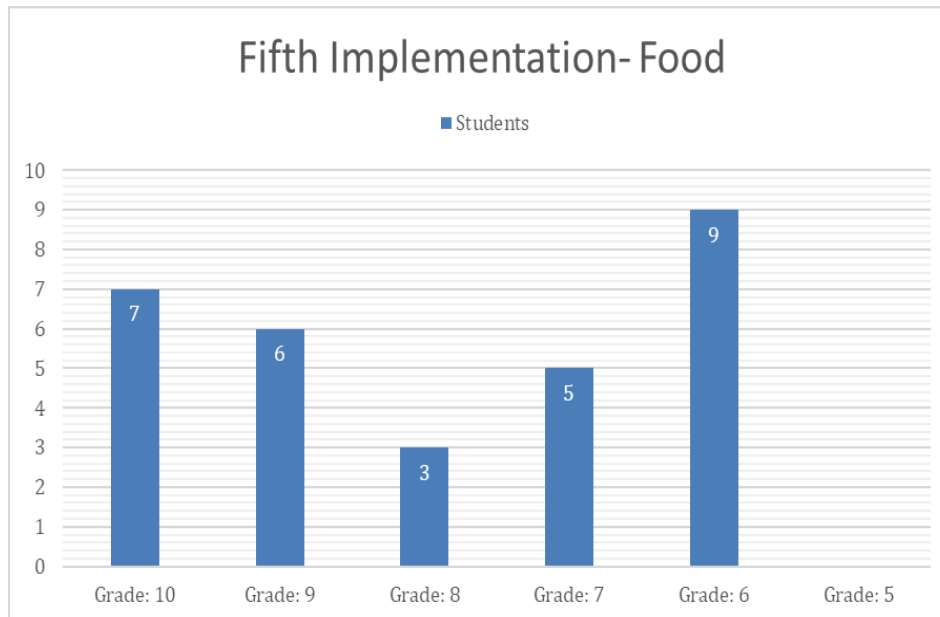
2. Choose True or False.
In USA they eat scrambled eggs for lungs ☒ T ☐ F
In USA they eat lettuce for breakfast ☒ T ☐ F
In USA they eat ice cream for dinner ☒ T ☐ F

3. Write and Draw
What do you have for breakfast? bread

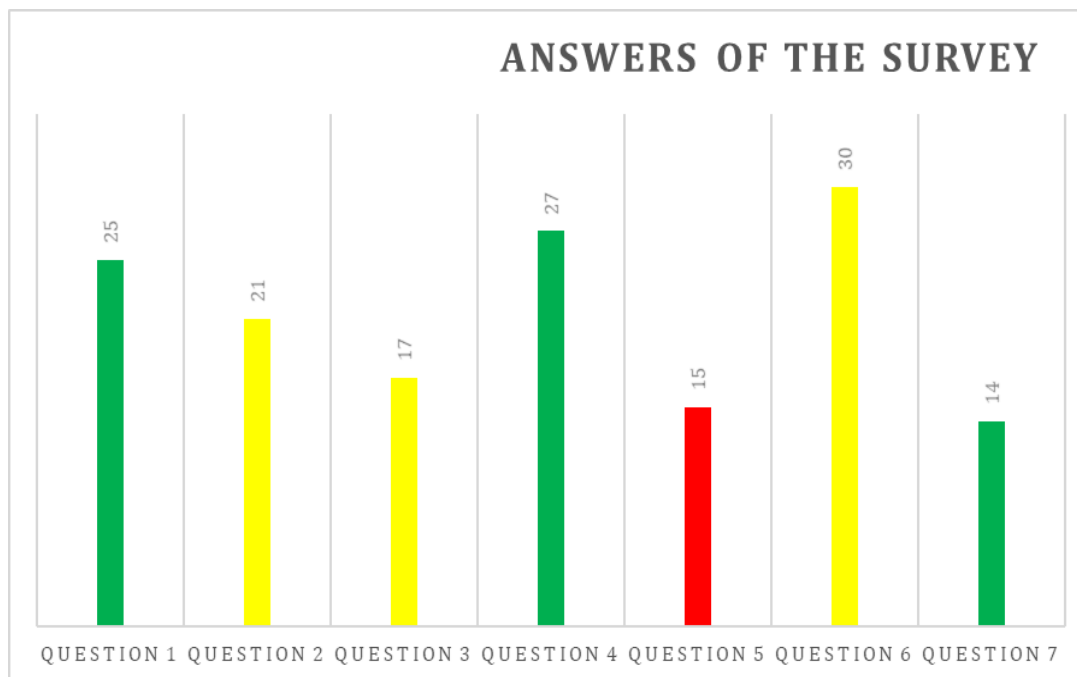
What do you have for lunch? Sandwich

What do you have for dinner? Sandwich

Appendix DD- Graph of the results in the activity



Appendix EE- Graph of the results of the survey





The LANLEY SCHOOL of English

We have three courses:

Speaking

maximum 10 students
30-hour course
Monday to Friday
native teachers
£125

Writing

maximum 20 students
10-hour course
Saturday only
experienced teachers
£30

Listening

maximum 50 students
50-hour course
every day of the week
experienced teachers
£95

Opening times

Monday–Friday 9 a.m.–8 p.m.
Saturday–Sunday 10 a.m.–5 p.m.

Find us

122A Great Eastern Street
Lanleygate
London
WA 5CB

Contact

02 0442 1566
enquiries@lsofe.co.uk
www.lsofe.co.uk

Appendix GG. Sixth implementation results

NAME: [REDACTED] GRADE AND GROUP: [REDACTED]

Answer.

4. In which city is the language school? London

5. How many courses are there? three

6. When can you practice speaking? Monday to Friday

Match.

Closes early	4	Lasts 50 hours	0	In London	1	Very experienced	6
Every day	9	On Saturday	2	Lasts 30 hours	5	Reading course	8

1. Lanley School is

2. You can practise writing

3. You can practise listening

4. A listening course

5. A speaking course

6. The teachers are

7. At weekends, the school

8. Lanley School doesn't have a

NAME: [REDACTED] GRADE AND GROUP: [REDACTED]

Answer.

7. In which city is the language school? London

8. How many courses are there? Three 3

9. When can you practice speaking? Monday to Friday

Match.

Closes early	7	Lasts 50 hours	3	In London	1	Very experienced	6
Every day	4	On Saturday	2	Lasts 30 hours	5	Reading course	8

1. Lanley School is

2. You can practise writing

3. You can practise listening

4. A listening course

5. A speaking course

6. The teachers are

7. At weekends, the school

8. Lanley School doesn't have a

NAME: [REDACTED] GRADE AND GROUP: [REDACTED]

Answer.

1. In which city is the language school? London

2. How many courses are there? three

3. When can you practice speaking? Monday to Friday

Match.

Closes early	7	Lasts 50 hours	3	In London	1	Very experienced	6
Every day	4	On Saturday	2	Lasts 30 hours	5	Reading course	8

1. Lanley School is

2. You can practise writing

3. You can practise listening

4. A listening course

5. A speaking course

6. The teachers are

7. At weekends, the school

8. Lanley School doesn't have a

NAME: [REDACTED] GRADE AND GROUP: [REDACTED]

Answer.

4. In which city is the language school? ?

5. How many courses are there? ?

6. When can you practice speaking? Monday to Friday

Match.

Closes early	7	Lasts 50 hours	3	In London	1	Very experienced	6
Every day	4	On Saturday	2	Lasts 30 hours	5	Reading course	8

1. Lanley School is

2. You can practise writing

3. You can practise listening

4. A listening course

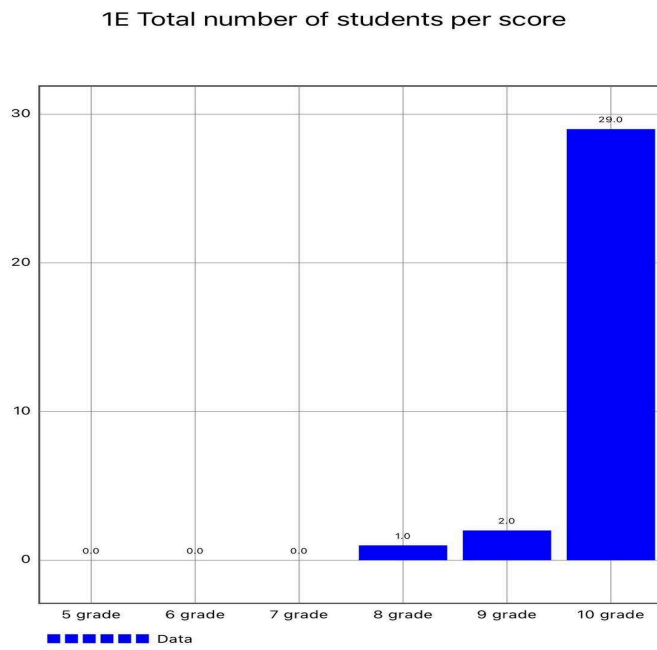
5. A speaking course

6. The teachers are

7. At weekends, the school

8. Lanley School doesn't have a

Appendix HH- Graph of the results in the activity



Appendix II- Answers of the survey

