



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

TITULO: Learning strategies to strengthen reading and become more autonomous

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FECHA: 07/15/2025

PALABRAS CLAVE: Learning strategies, Reading comprehension, Student autonomy, Independent reading, Secondary education.

**SECRETARIA 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**



2021 2025

**“LEARNING STRATEGIES USED TO STRENGTHEN
READING AND BECOME MORE AUTONOMOUS”**

INFORME DE PRÁCTICAS

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

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JULIO 2025.



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Agradecimientos

Quiero expresar mi más sincero agradecimiento a todas las personas que han contribuido de alguna manera a la realización no solo de este documento, si no que también estuvieron presentes en momentos importantes a lo largo de mi formación académica.

Primero, me gustaría agradecer a mi familia que estuvo desde el primer momento apoyándome en mi decisión de ser maestra, y siempre estuvieron al pendiente preguntándome acerca de cómo me iba, y motivándome a seguir. Quiero agradecer a mi papá por haber estado presente en todos estos años, por su paciencia y por sus enseñanzas, muchas gracias por haber estado siempre ahí para apoyarme a lo largo de mi formación, agradezco todos los sacrificios que llegaste a hacer por que yo pudiera llegar hasta donde estoy ahora, nada de esto habría sido posible sin tu ayuda. También quiero agradecer a mi hermano, gracias a ti descubrí mi amor por esta carrera y gracias también por siempre haber estado para sacarme una sonrisa en los momentos más difíciles.

A mis maestros, a lo largo de los años todos fueron parte de este proceso, y también mi motivación en muchas ocasiones, gracias por enseñarme a creer en mí, gracias por darme esa confianza y estar ahí para escuchar mis ideas y apoyarme cuando las cosas se tornaban difíciles. Sus consejos, experiencias y observaciones fueron de gran ayuda en estos cuatro años y en un futuro espero ser un poco de lo grandes maestros que ustedes fueron para mi.

A mis amigos, a todos los que han estado presentes desde el momento en que decidí lo que quería estudiar, sus consejos siempre fueron un gran apoyo para mi. Gracias a D por tu apoyo incondicional desde que decidí lo que iba a estudiar, por tu compañía mientras hacía tareas, por escucharme después de un mal día, por confiar en mis capacidades y enseñarme a ver lo bueno después de un día difícil, gracias por estar para mi de principio a fin.

A mis alumnos, cada uno de los grupos con los que trabajé a lo largo de mi formación me enseñaron demasiado acerca de lo mucho que me gusta mi carrera, siempre me

sacaron una sonrisa aun en los momentos difíciles. Aprendí tanto de ustedes como ustedes de mí, y los recordaré siempre con mucho cariño.

Agradezco a mí misma por no rendirme, por el esfuerzo constante y por seguir adelante incluso en los momentos en los que dudé de mis capacidades. Este trabajo representa no solo un logro académico, sino también personal.

Finalmente, a la persona que más me gustaría agradecer es a mi mamá, las palabras no son suficientes para agradecerte por todo lo que haces por mí no solo ahora, si no todos los días, desde que comencé mi formación haz sido mi motivación todos los días y mi mas grande apoyo. Tu dedicación, tu sacrificio y tu paciencia han sido clave para no solo la culminación de este documento, si no también de mi formación académica. Gracias por escucharme, por creer en mí más que nadie y por haber estado para darme ánimos cuando nadie más lo estaba, fuiste la razón por la cual terminé mis estudios y agradezco tu apoyo incondicional. Eres la mujer que más me inspira y espero ser un poco de lo que tu eres algún día. Gracias mamá.

Abstract

This document titled *Learning Strategies to Strengthen Reading and Become More Autonomous* presents a series of interventions carried out in a secondary school with the aim of promoting reading autonomy and improving students' reading comprehension. The strategies were based on the learning strategies proposed by Rebecca Oxford (1990). This document encouraged the students to practice reading individually, as they were used to work with their classmates. Each intervention focused on a specific learning strategy, providing students with the opportunity to apply it and reflect on their own learning process and whether the strategy was useful for them or not.

After each activity, reflection moments were conducted to observe whether students had made progress in their reading comprehension after practicing the strategies. At the end of the interventions, students took a test that was applied at the beginning to see the comparison and determine whether their reading comprehension had improved.

Introduction

In the context of education, strengthening reading autonomy have become essential goals, especially in secondary education. Since, reading is not only a tool that is helpful for students to start acquiring vocabulary, but also is an essential part when learning a language. At the same time, fostering their autonomy allows learners to take responsibility for their own progress, being able to reflect about the areas of improvement in their process of learning.

This professional practice report presents an intervention in which the implementation of learning strategies were implemented to improve reading comprehension and become more autonomous. The interventions were carried out during the 2024-2025 school year at Escuela Secundaria Técnica no. 69, located in San Luis Potosí, México with a group of second grade students. The interventions were focused on explaining how using learning strategies can contribute to the students' autonomy.

CHAPTER I. INTRODUCTION

Rational

The topic “Learning strategies to strengthen reading and become more autonomous” is important in the field of English Language Teaching (ELT) because reading plays a crucial role in language development as it helps the learner acquire vocabulary and have a better understanding of the language. However, reading is not just about decoding words, as it involves understanding and interacting with a text. According to Banditvilai, C. (May, 2020) “reading strategies are among the most powerful factors improving reading comprehension skills and they have a great impact on the students' reading comprehension ability” Which is related to the need to guide the students in becoming independent, and guide them to be able to apply strategies and have a better comprehension of a text since, when the students start using strategies to overcome challenges, they start to become more active in their process of learning, rather than just reading.

The idea of researching and implementing learning strategies to improve students' autonomy came from observations that took place during the first intervention weeks. I noticed that many students became frustrated when facing reading tasks and showed little motivation when they had to read a text on their own. Instead of attempting to understand a text or get a general idea of what the text was about, they waited for their classmates to provide the answers. This behavior in the first interventions showed that an aspect that had to be improved was the students' autonomy in reading.

It was also noticed that improving their autonomy is not only beneficial but necessary. As Izquierdo Castillo and Jiménez Bonilla (2014) explain, “education must deal with those challenges it brings, which means that educators must provide learners with the appropriate strategies to be proactive” In other words, to have a better reading comprehension it is necessary that, when the students do not know all the words in a text or the main ideas, they can be capable of looking for a strategy that helps them have a better understanding. Such as Ríos and Valcárcel (2005) mention that reading is an individual process that promotes self-study habits which are key to becoming autonomous learners.

It is believed that, when working with learning strategies the students would be able to be more conscious of how they can tackle a text when they do not know all the words, and having strategy training can help them become more autonomous in their reading comprehension.

Scholar context

The Secundaria Técnica No. 69 is located at Estambul 350, Obispado, 78396 San Luis Potosí, S.L.P. The school belongs to the Secretary of Education of the State Government (SEGE) of San Luis Potosí.

Students need to identify the city and other schools nearby, so traffic around the school is very constant. A supermarket, a church, and different stores are nearby, which causes a lot of noise during the day. The school is located between Ricardo B. Anaya Avenue and Route 57 Highway.

As previously mentioned, the school is located, a busy avenue surrounded by other schools, this implies that there is heavy traffic during the entry and exit hours, which at times may affect students' punctuality. Additionally, most students arrive to school on their own, and the area is considered unsafe in certain hours. Therefore, nearby businesses, stores and stationery shops tend to remain vigilant and attend students in case they need it.

Interior Context of the School

The school has a total population of 570 students, of which 295 are girls and 275 are boys. It was founded in 1987 and has 52 staff members, including teachers, prefects, and administrative staff. Most students do not live close to the school; most come from neighborhoods such as 22 de Marzo, Pozos, Portezuelo, and Rivas Guillén, so many commute from these areas. According to the School principal, parental involvement is minimal, as most parents work and cannot be very involved in school meetings.

Several improvements have been made to the school's infrastructure, including flooring and technology. The school offers two shifts: the morning shift from 7:00 am to 1:40 pm and the afternoon shift from 2:00 pm to 8:00 pm. Each class module lasts 50 minutes, with a 20 minute recess. There are six groups of each grade in the school and the population comprises 12 to 13 year- old teenagers. The school is divided into two

levels and it has a classroom for each subject which implies that the students move around the school for each class. There are 18 classrooms available for lessons, as well as common spaces such as a library, multipurpose room, audiovisual room, laboratory and a computer area. The school also has two sport courts that are used for physical education classes and extracurricular activities. The school also has the support of USAER (Unidad de Servicios de Apoyo a la Educación Regular), a team of 7 people who assist children with disabilities or other special needs.

In terms of the staff, the school has a diverse team of teachers of different subjects in addition to the principal, coordinator, and administrative staff who are supportive and aware of the students' and parents' needs. Not all groups have a tutor, but students can look for assistance from the department of social work if they face a special situation or require additional support in case of an emergency. There is also a school psychologist available to help in case of any conflict or personal situation that can be presented while the students are in the school. The students also have a prefecture office for each grade that assists with discipline and student management, they also are in charge of the students' attendance.

Regarding the facilities and equipment, each classroom has a projector, but the majority do not work, which implies that if the teacher needs to use audiovisual material they have to bring their projector or request the audiovisual classroom to be able to do the activity. Apart from that, each classroom has one board and the students' desks.

The school also has its basic services such as electricity, running water, and internet, which are available throughout the school, but the internet connection is often unstable and only the teachers can access it, which makes it difficult for teachers to use online resources during their classes.

The students are generally active and involved in their classes but can sometimes struggle with disciplinary issues, particularly during the transitions between classes as they move from one classroom to another, the hallways can become full of students getting distracted when they see their other classmates, leading to delays in their other classes.

The school also has extracurricular activities available during the afternoons, the most popular being sports and music workshops. However, students seem to be more interested in these extracurricular activities than in their core subjects.

Context in the classroom

The focus group for the project is the second grade, group A. There are a total of 34 students, 22 are girls and 12 are boys. Students have three English sessions per week, each class lasts 50 minutes, they have class on Mondays, Wednesdays and Fridays, it is important to mention this because sometimes they don't have all the classes per week due to the suspensions. In addition, there are some occasions where the classes are interrupted because of the pledges or in case of Friday's class they have a school board meeting (*Consejo Técnico*) once a month. Therefore we can say that students have an average of 2 classes per week.

During the first interventions with this group during their first grade an informal interview was carried out to get to know the students profile: One of the questions that were asked was if they had English during Elementary school, to which only 8 students of 33 told me that they had the class, but 3 of the students told me that they do not have the teacher until the last 3 years of elementary school. The students that had an English teacher during elementary school told me that they were familiarized with the vocabulary of animals, colors and some of the verbs.

The practices have been carried out with this group since their first year in secondary school. In class, the students were not used to working completely in English because they did not have an English teacher, but also they had the class as a free class to complete other subject's homework. During their first year, they worked with a prefect of the school and they were asked to complete a book on their own during the class, using the dictionary or their cellphones to do it.

Despite working in that way, during the first practices with the group, the lessons were carried out well because It was noticed that they understood the instructions in English as long as they were short and simple and when working with activities completely in English they needed visuals or extra material to be able to understand.

In class, there was not usually a lot of struggle to make students participate, they were motivated to do it on their own. It was noticed that this group had a good

relationship because the majority were motivated to work in teams or individually. However, there is one student who works well during English class but does not have a good relationship with her classmates and usually works individually, even when the activity is in teams, this student also struggles when it comes to participation in front of the group. There are a few students who get distracted easily during the classes and need a rearrangement of seats during the class to avoid that. Students' previous knowledge as mentioned before consisted mainly of vocabulary about different topics such as: colors, animals, family members, school supplies, nationalities, countries, numbers and some verbs according to the teacher that was in charge of the group during their first grade.

Since they got involved in the activities and actively participated during the lessons, most of the students were able to complete the tasks on their own, as long as they had a clear example and the instructions were specific and clear, it was also noticed that they help each other when they have questions, not giving directly the answers but trying to give examples or translating the instructions so that it becomes easier to complete the work.

Relevance of the topic and personal and academic purposes.

My interest in helping students develop strategies for autonomous reading starts from my own experience as a learner. As a middle and high school student, I was able to experience that when I had English classes I did not have the opportunity to practice different skills, the classes were mainly focused on memorization and producing sentences based on the teacher's explanation and writing sentences according to the topic, and as a student it was necessary to have comprehension readings to have a better understanding of the topics.

Later, as a high school student, I was finally exposed to those materials, and they were really helpful for me to start getting familiar with the language. However, I struggled to read independently because I did not understand all the words in the text and when I did not know a word, the teachers instructed us to look for the word in the dictionary, which was difficult because it took a lot of time for each word. This challenge in reading independently began because my classes as a middle school student were mainly focused on grammar rules and translation, which made producing something even more challenging.

I believe it is essential for students to practice the different skills in English to successfully produce something meaningful. However, I also consider it is necessary for students to receive a clear example of what they are expected to produce. For this reason, it is necessary for students to engage in independent reading to start acquiring vocabulary that is directly related to what they will produce.

From this experience, I observed that the focus group went through a similar situation. They only received instructions to complete a task, but it was a hard experience to do without clear examples or proper guidance. I chose group 2A because they were not used to working on all their skills during the English class. They have an active participation during the lessons and complete the tasks, but when they have to complete a reading task on their own, they become frustrated since they are used to reading and answering reading tasks in groups rather than independently. Something I noticed about the group was that they worked well with interactive activities or activities that implied speaking to their classmates, but when they had to work with reading activities they showed an apathetic attitude and did not pay attention to the activity, I observed that the majority of the group just waited for their classmates to share their answers but they did not make any effort to be able to answer the exercises on their own,

Ever since the first practice period with the group, I noticed that students were motivated during the class, but when they encountered words they did not understand in English, they tended to get frustrated and wait for their classmates to share their answers. That was when I noticed the need to provide students with learning strategies that they can apply when they overcome a reading task, and avoid their frustration in not knowing all the vocabulary in a reading, also to build the confidence and autonomy they need to engage with reading tasks independently.

Main and subsidiary aims

That being said, the general objective of the study is the following: *to develop students' awareness of diverse learning strategies that they can use to strengthen their reading comprehension and promote autonomy*. Consequently, the subsidiary's aims are:

- To identify the current learning strategies students use when engaging with reading texts in English.*
- To encourage students to reflect on the effectiveness of the strategies they apply in reading tasks.*
- *To provide students with new learning strategies to strengthen their reading comprehension skills.*

Competences to develop

The competencies to be developed during the elaboration of this research are the following:

Generic Competency: "Learns autonomously and shows initiative to self-regulate and strengthen personal development."

Professional Competency: "Evaluates teaching and learning processes from a formative approach to analyze professional practice."

Disciplinary Competency: "Diagnoses age-related, cognitive, affective, and psychosocial factors to intervene appropriately in the teaching and acquisition of a second language."

CHAPTER II ACTION PLAN

Literature Review

This literature review discusses the importance of reading autonomy, focusing on the learning strategies students can apply to face a reading task independently.

1 Language Skills

Language skills are the fundamental abilities needed to communicate effectively in any language. English language learning is traditionally divided into four main skills: listening, speaking, reading, and writing. These skills are interrelated and

essential for effective communication when learning English. According to Proctor and Dutta (1995), skill is an ability “acquired through practice or training and is not innate but must be learned and is goal-directed” This explains that when practicing language skills it is easier to start developing them over time, which can be helpful to start acquiring the language. These four skills are divided into two groups: productive and receptive skills.

Receptive skills involve the ability to receive and understand language. These skills include listening and reading. Listening is a constructive process in which the listener actively participates in a conversation, drawing on prior knowledge to understand the new information (Nunan, 1995)

Productive skills, also known as active skills, include speaking and writing. These are called productive because learners generate language to communicate their ideas either through speech or writing. (Sreena, 2018). Speaking is a productive skill where individuals use verbal utterances to convey meaning. According to Bailey, 2005 speaking is a production of systematic verbal utterances to communicate thoughts and ideas. Speaking can take different forms, including formal and informal styles depending on the context and situation. Mastering speaking skills involves not only producing words but also conveying meaning that can help communicate ideas in different contexts.

Writing, on the other hand, is the ability to express thoughts, feelings, and ideas in written form. It is an art that involves arranging words in a logical sequence ,to create meaningful communication (Asmita Ghosh, 2021) Similar to speaking the objective of writing is to make that the learner produces something according to the learning he acquired through the receptive skills, making it easiest to communicate an idea on his own, using the language.

Effective communication relates these four language skills that can enable the learners to express their thoughts using the language in a real context. This study aims to explore how strengthening this skill contributes to a learner’s overall communicative competence and autonomy in language learning.

1.1 What is reading?

A reading skill is a cognitive ability that allows individuals to interact with a written text using different processes to derive meaning from it (Bojovic, 2010) Reading

is understood as a process that involves not only the ability to decode the information but also interpret the meaning in a context which is part of the foundation for understanding written language.

Burt, Peyton, and Adams (2003) emphasize that reading is “essentially the process of getting information from written language” Their perspective views reading as the way we access knowledge, suggesting that the goal of reading is comprehension and interpretation of a text.

1.2 Is reading an active skill?

Contrary to traditional views that state that reading is a passive skill, new perspectives emphasize that reading is an active process that engages the reader in both cognitive and critical ways. Wallace (2005) established that teachers should guide language learners to question the information presented to them and interpret it more than just understanding the written information focusing on reading as an active role.

Qanwal, S.(2014) also explains that reading is not a passive skill, describing it as a form of mental exercise. This author suggests that reading is not only about moving through a text but it demands specific attitudes and reactions from the reader toward the content. The interaction with the text shows the ability to understand and reflect that a reader has.

Furthermore, Amani, F. (2017) also states that reading is an active process where the reader processes the author's message. Rather than Simply receiving information, the reader processes it mentally using prior knowledge and experiences to have a better understanding. According to Cziko et al. (2000) Readers not only decode words and sentences but also draw on their engagement to construct meaning. This process takes place in the reader's mind and leads to meaningful learning, creating a personalized interpretation of the initial author's idea. Having outlined the distinction between active and passive skills, the next step is to explore strategies that facilitate the development of reading as an active skill and their implications for fostering learner autonomy.

1.3 Reading strategies

Reading strategies are steps that readers take to enhance their understanding of a text. These strategies are designed to promote comprehension by helping readers

interact with written material, retrieve information, and construct the meaning they understood from a text. According to Anderson (1991) reading strategies are “deliberate cognitive steps that readers can take to assist in acquiring, storing and retrieving new information” The learners start to be more conscious and be able to control what they are reading which means that the reader chooses and employs the strategies to improve their comprehension and adapt it to different types of texts (Wellman, 1988)

Paris et al. (1991) describes reading strategies as different tactics that readers use to engage with and comprehend texts, while Qanwal, S. (2014) mentions that these strategies make reading an active process because the reader starts to get more involved by deciding which can help him have a better understanding of a text. When readers apply various strategies, they are not merely passively absorbing information but are actively interacting with the text, extracting diverse meanings based on their interaction with the reading material. Adler (2001) emphasizes that these strategies are conscious plans or sets of steps that skilled readers use to make sense of a text.

Poole (2005) identifies global reading strategies as those that help readers plan, monitor and direct their reading. These strategies include checking whether one's predictions or guesses about the text are correct, determining what information requires close attention, and approaching the text with a specific purpose. When the students use these strategies the reader's maintain focused on understanding the text, trying to get the meaning from it.

1.4 Examples of reading strategies

- Skimming: Skimming is a strategy used when the reader seeks to quickly grasp the main idea of a text without reading every word. It involves glancing through the material to get a general sense of its content. Nuttall (1996) defines skimming as “glancing rapidly through a text to determine its gist” and Richards (1992) states that *skimming* is particularly useful for getting the main ideas of a passage without a detailed read-through. Hedge (2003) provides an example of Skimming when previewing a newspaper by reading rapidly, skipping large chunks of information and focusing on headings for the first lines of paragraphs.
- Scanning: Scanning on the other hand, is a strategy used when readers are looking for specific information within a text. Unlike Skimming, scanning

requires the reader to focus on particular points, such as dates, names or key terms to achieve a specific goal. Williams (1996) defines scanning as “reading for particular points of information” making it a selective reading strategy. Scanning means finding particular information to find an answer rapidly based on keywords that the reader can find in a text.

- Predicting: Predicting is a strategy where the reader makes assumptions about the content of a text before reading, based on elements such as the title, images or headings. Nuttall (1982) explains that predicting engages the reading by making him anticipate what the text will be about, which fosters active involvement with it and having a notion before starting to read the text, which can help the reader know if his expectations were correct or if he needs to adjust something according to the real content included with the text.
- Inferring: Inferring is often described as “reading between the lines” is the ability to derive meaning that is not explicitly stated in the text. Anderson and Pearson (1984) argue that making inferences is a critical component of the reading process, as it requires readers to use their prior knowledge, intuition, and imagination to interpret the content. Inferring enables readers to connect the information to interpret the content. Inferring enables readers to connect the information in the text with their own experiences, keeping their understanding of the material.

1. 5 What is reading comprehension?

Reading is identified as a process: The first step is to identify and recognize the written symbols (words) and the next step is to straighten the way of perception and internalization of the meaning (Sumatra Qanwal September 2014) In other words, reading comprehension is about how we interpret what we read to identify the author's main idea.

Harris, K. R. (2007) defined comprehension as the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context. When reading, part of the process consists in trying to convey what the author is trying to explain to get anLanguage she text and relate it to the existing knowledge on the topic

that the reader has. Thus, reading comprehension is not a passive skill but an interactive process that requires active engagement between the reader and the text.

Snow, C. (2002) defines reading comprehension as the process of extracting and constructing meaning through interaction and involvement with written language. According to Snow, the reader brings to act their cognitive capabilities (attention, Memory, visualization, knowledge, and experiences) When Reading a text the reader starts looking for the previous knowledge they have to be able to start building meaning by relating it to a previous experience and then understand a text from the background knowledge they already have. The reader needs to relate the important information from the text in their mind and process words, sentences, and paragraphs in order to get the full meaning and make sense on his own of the new information.

1.6 Why is reading important?

We read for many reasons and purposes, as mentioned before we read because reading is a skill that helps us better understand a text and in this case, a text that is written in a foreign language. Harmer, J. (2007) states that reading is important because it provides students with the opportunity to learn a language about vocabulary, grammar, spelling, punctuation, and the way to construct sentences, paragraphs and text which is useful for language acquisition. In other words, by reading students can have the opportunity to start getting familiarized with the language and how to use it when they follow a text on their own. Moreover, we can read for pleasure, and read different types of texts such as novels, web pages, newspapers, or magazines outside of the classroom, this is called *extensive reading*. On the other hand producing reading in the classroom to continue constructing our knowledge and understanding of a text for specific purposes according to what the students are studying (such as business, science, or nursing) having different activities to prove what we learned after we read, this is called *intensive reading*.

Reading texts in our native language can be different than retrieving market from a foreign language since reading matters in a direponsibilitydddguansurean help us have a better understanding of how to use a language in a context we are familiar with during our daily lives, so we can start observing the way sentences and paragraphs are connected and start studying a language, in this case, English.

2. Learner Autonomy

Autonomy is a relevant issue when learning a foreign language, especially because students do not feel confident to face reading on their own because they feel they don't have enough vocabulary to be able to completely understand a text, in this case, autonomy plays an important role. Little (1991) defines autonomy as the capacity to make decisions and to act independently, in this case being able to do a task or activity on your own with the previous knowledge you have acquired. On the other hand, Dickinson (1995) states that autonomy is an attitude toward learning in which students are equipped to take responsibility for their learning, being able to monitor their own learning process. Autonomy refers to the ability to start taking responsibility for one's own decisions by promoting critical thinking. In the context of learning, learner autonomy refers to the ability of students to manage their processes of learning by getting involved by making decisions on it. Holec (1981) defines learner autonomy as “the ability to take charge of one's learning “ mentioning that an autonomous learner is someone who can manage their learning process when facing a task or activity on their own.

2.1 Characteristics of an Autonomous Reader

An autonomous learner, according to Scharle and Szabo (2000) must process four characteristics:

- *Motivation and self-confidence:* Gabre (2009) states that motivation is essential so that students choose to develop their skills and persist or make a strong effort to overcome any limitations that can prevent the student's process of learning. In other words, motivation refers to what goals the learner is establishing to continue learning and making the necessary adjustments that can be needed for a meaningful learning process.
- *Monitoring and evaluation:* According to Fitriana Amani (2017) monitoring and evaluating is being aware of mistakes and self-correcting, in this case checking what implementations can work (or not) in the process of learning to see how effective an implementation was.
- *Learning strategies:* Learning strategies are used when the student shows signs that he is continuously adapting to changes and variations that occur during an

activity, always to achieve the objective pursued in the most efficient way possible. Then, a learning strategy refers to the tools that a learner is using to get better results according to our established goals in one's learning process.

- *Cooperation.* According to Scharle, A., & Szabó, A. (2000), promoting cooperation in the classroom affects learner attitudes in several ways, it encourages the learners to rely on each other and not only on the teacher. It refers to the guidance and feedback the learner is receiving during their process of learning.

These characteristics show that a learner can be in charge of one's own process of learning and be actively taking decisions from it.

Scharle and Szabo (2000) also mention that when a learner is autonomous, they need to take responsibility for their learning and actively make decisions about what they learn. Furthermore, even though autonomy implies independence, it does not negate the importance of dependence on a facilitator which can provide the learner with feedback, guidance, and collaboration. Autonomous learning means having a balance between getting involved in the learning process but also cooperating to start developing autonomy.

Han (2013) offers a different perspective by describing learner autonomy as “The constructive process in which a language learner develops their capability and strategies within a supportive and conducive environment” This definition explains that autonomy is a dynamic process in which the students take part by reflecting on the process they are having and making decisions according to what they see that needs to be changed. Learner Autonomy involves not only independence but also how we monitor our learning and adapt new strategies to have better results.

3. Learning Strategies

Reading strategies, which were presented previously, are part of language learning strategies. Therefore, it is necessary to define what a learning strategy is.

3.1 Definition

According to Rubin (1987), a learner's strategies are any set of operations, steps, plans, or routines used by the learner to facilitate the obtaining, storage, retrieval, and

use of information, that is, what learners do to regulate their learning. This implies the steps that a student is following to have an improvement in their acquisition of the language, it also involves what changes the student is doing to achieve their goals about the language.

Oxford, on the other hand, defined learning strategies as “specific actions taken by the learner to make learning faster, more enjoyable more self-directed, and more transferable to new situations” This definition refers to what the students are doing to have an improvement in their acquisition of the language, to make it a more easy-going experience, this means facilitating the process of learning new information and start making adjustments to be able to face a situation or activity on their own.

Learning strategies refer to the techniques, actions, or mental activities that learners employ to acquire, understand, and retain new information. O'Malley and Chamot (1990) define learning strategies as “techniques and devices used by second language learners for remembering and organizing samples of the second language“ These strategies are helpful for the student to start managing their own learning process, being more involved, and start monitoring their progress. Moreover, when the students use learning strategies they start getting an active role in their learning making them able to comprehend what they are studying to see what is missing and try to find ways of improving.

The purpose of using learning strategies is related to applying those strategies with the different skills: reading, writing speaking, and listening, in this case, this work will focus on the reading strategies that can help the learner improve and learn the language according to the strategies that can be adjusted the better for him to start acquiring the language.

3.2 Classification

After describing what a learning strategy is, it is necessary to explain that there exists a variety of them, specifically for reading. Hedge (2000) offers categorizing strategies into cognitive, metacognitive, communication, and socio-affective. On the other hand, a different classification was established by Zhang (1993) who divides the strategies into Cognitive strategies, compensation strategies, Memory strategies, and test-taking strategies. Finally, Oxford, R. (1990) offers a different classification in which she divides the learning strategies into two main classes: direct and indirect.

For means of this study, Rebecca Oxford's strategies will be considered, implemented and analyzed throughout the research process. Direct strategies involve the target language and the mental requirements to start processing it. The direct strategies are divided into three groups: The first one is *memory strategies* which helps learners store and relieve information. Secondly, *cognitive strategies* enable learners to understand and produce the language by many different means. Lastly, compensation strategies, which allow learners to use the language despite their gaps in knowledge. These three groups stated by Oxford(1990) will be described.

3.3.1 Memory strategies

Memory strategies, which can be referred to as *mnemonics*, are techniques that assist learners in organizing information and making associations that are personally meaningful for the reader to understand a text. The term mnemonics was coined by Rebecca Oxford (1990) to describe strategies that help students remember pieces of information by creating connections with their prior knowledge. These strategies are useful in helping students remember pieces of information by creating connections with their previous knowledge. As Richards (2008) describes, *memory strategies* include actions like creating mental linkages, applying images and sounds, and reviewing and employing physical actions to enhance memory retention. In the context of reading, Memory plays a significant role in helping the students remember what they understood about a text by relating it with a previous experience. According to Sumaira Qanwal (2014), memory strategies are strategies that help with memorization, storage, and retention of textual information.

3.3.1 a Creating mental linkages. Creating mental linkages is about organizing information to make it easier to remember. The three actions previously mentioned are divided into three categories: *Creating mental linkages, applying images and sounds, and reviewing well.*

Three strategies are included in this category:

- Grouping: Grouping refers to how we classify language material based on topic, function or similarity. When grouping different units, learners can remember the

information easily by remembering the categories, Making them able to recall the information they see in a text.

- **Associating/Elaborating:** this strategy involves connecting new information with concepts that are already in the memory. The associations need to be meaningful to make it easier to remember and make it useful for improving comprehension when reading a text.
- **Placing new words in context:** In this category the words are related in meaningful sentences, conversations or stories. This method helps the reader remember new vocabulary throughout the context they see or read before.

3.3.1 b Applying images and sounds. Three strategies belong to this set. The first one is *using imagery*, which means to “relate new knowledge information to concepts in memory by means of meaningful visual imagery” . This strategy can be useful to relate words that are not familiar with mental images, in order to remind the words in an easier way. This strategy can be useful because the reader will start creating his own interpretation of a text, which will make the process of memorization easier. Playing images that are from the students imagination can facilitate the understanding of a text and allow the students to use their imagination while reading.

The second strategy is *semantic mapping*, which is defined as the strategy “for graphically representing concepts. Semantic maps portray the relations that compose a concept. The assumption is that there are multiple relations between a concept and the knowledge that is associated with the concept”. This strategy focuses on the reader's creating a brainstorm of key words about the topic they are reading, writing phrases or vocabulary that prevent the reader before getting engaged with the text, to look for the prior knowledge he has, and use it to have a better understanding of the topic. An example of this kind can be that based on a text title, the student starts writing the words he is familiar with, to get an idea of what the text will be about. The third strategy is *using keywords*. This strategy is useful for remembering new words by linking them with words that are similar to the new word.

3.3.1 c Reviewing well. In order to remember new information, it first needs to be reviewed different times. For this purpose, the strategy of *structured reviewing* is introduced by Rebecca Oxford. Apparently from reading, the reader also needs to start looking at the complete texts: The titles and pictures, to be prepared before reading of what the text will be about, this means that before starting to read the reader needs to have a context, and by starting to look at the text will make him able to start activating previous knowledge.

3.3.1 d Employing action. The strategies of employing action are according to Oxford conveyed using *physical response or sensation and using mechanical techniques*. The first strategy involves the Total Physical Response (TPR) technique. According to Widodo (2005) TPR is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical activity. In reading this strategy can be applied when the students imitate with movements a new word to be able to remember it, which can work as an after reading activity because it involves that the student show what they learned from the text. The second strategy is not related to reading comprehension, it consists of using cards with new expressions written on them. Learners move the cards from one stack to another when they remember a word they just learned.

Memory strategies are more focused on the students retaining what they learned: words, expressions or phrases that are new for them, making them able to, when they observe the same word in a different text, they would recognize it and know what it is about, which is a necessary to improve students' active role when they read.

3.3.2 Cognitive strategies

Cognitive Strategies in reading refer to the mental process and techniques that a reader uses to effectively interact, process and understand a text. These strategies give the learners the opportunities to engage with the material in a more meaningful way by comprehending the author's intended message. According to Soto (2019) “reading comprehension is the set of skills that the subjects invoke to generate a mental representation of the text” The use of cognitive strategies allow the readers to have a better understanding of the text, retain information and be able to use that information

when finding it in a different text. The cognitive strategies facilitate the reader's understanding by helping them interact with a text.

Extending the matter, Muijselaar (2017) explains that “successful comprehension of a text requires the reader to employ different cognitive strategies” These strategies include reading comprehension strategies such as: making predictions, making inferences, skimming and scanning which were mentioned before. Although it also includes the following sets established by Rebecca Oxford: *practicing, receiving and sending messages, analyzing and reasoning and creating structure for input and output.*

3.3.2 a Practicing. In this set, three strategies can be introduced. The author mentions two strategies that can be helpful as a cognitive reading strategy, it is recognizing patterns and repeating passages, both strategies are a support that help the reader better understand what he reads. Both of these, consisting of repetition of words and sounds to get familiarized with them. The author also mentions practicing naturalistically which is understood as using the language that is used in real life context by reader speaking, this implies start working with real life material, such as books, articles, magazines or letters that help the reader acquired expressions that are commonly used and develop comprehension when they find similar expressions in other situations.

3.3.2 b Receiving and sending messages. This set includes two strategies. The first strategy is getting the idea quickly, which involves skimming and scanning. These two strategies were described previously within the section titled *reading comprehension strategies. These strategies help the students have an idea of the text by reading it quickly. The second strategy is using resources, like dictionaries, to help the students understand words they are unfamiliar with. This strategy can be useful for the students to start acquiring vocabulary, but it is important to teach them when and how to use it.*

3.3.2 c Analyzing and reasoning. This set includes five strategies that help the students understand new vocabulary and expressions they find in a text. The first, *reasoning seductively* involves that the students use logic to understand new information which means that they understand a rule and start understanding it when they see something similar in a different text. The second strategy is called *Analyzing expressions* which consist on the students separating a sentence in order to try to understand the words individually to have a general meaning on what the complete sentence is trying to communicate. Analyzing contrastively helps the students understand an expression or words by comparing the word with a similar word in their first language to understand how to use it in English. Similarly, translating consists of the students looking how to say a word in their first language in English, to remember its meaning easily. The last strategy is transferring, and it is about “directly applying knowledge of words, concepts, or structures from one language to another in order to understand or produce an expression in the new language”

3.3.2 d Creating structure for input and output. This includes the following strategies: *note-taking* which helps learners retain important information while reading by summarizing the main idea of a text into a shorter version to confirm understanding and *highlighting* emphasizes key words or phrases in a text for quick reference. These strategies improve comprehension by organizing and retaining key information, and they can facilitate the process of studying a language. These strategies also help the students to know what a text is about by underlining the words that they recognize.

According to Valigurová (2013) cognitive strategies help increase the learner's efficiency and confidence when approaching a complex learning task and are significant when trying to improve reading comprehension.

3.3.3 Compensation Strategies

According to (Zhang, 1993) Compensation strategies may be defined as the strategies the readers use to compensate for any difficulty or confusion they encounter in the way of getting meanings out of a text.

According to Rebecca Oxford the strategy included as compensation strategies is the following:

3.3.3 a Guessing intelligently. "Guessing intelligently" in reading involves using clues and context to understand the text without needing to know every single word. According to Nuttall, C. (1982) relying on a dictionary too often can disrupt the flow of reading and slow comprehension. What he suggests is that learners should develop the ability to guess meanings. This can be done using linguistic clues like word structure (prefixes, suffixes, grammar) or through non-linguistic clues such as background knowledge, cultural context, or text structure (titles, headings, images). Nuttall (1982) refers to this as the skill of inferring meaning from context and previous experiences. In other words, the reader should be able to improve these guessing skills, with activities like predicting content based on headings or images, or discussing questions related to the text. These strategies not only make reading more engaging but also help learners better understand the material.

3.3.3 b Indirect strategies. According to Rebecca Oxford, the learning strategies for this part are not directly involved in learning a language, but they can focus on all four different skills. They are divided into 3 groups. Metacognitive strategies which can help students to monitor their own learning and be able to monitor their own process of learning affective strategies, which concentrate on the regulation of emotions and social strategies, which support learning during direction with others. In that way learning strategies can be a way to announce reading comprehension

3.3.4 Metacognitive strategies

Metacognitive strategies are essential tools that help learners navigate the complexities of acquiring new knowledge, especially when learning a new language. As defined by Oxford, R (1990) they enable learners to direct their attention, plan effectively, and link new material to previously acquired knowledge, thus preventing confusion. Flavell, M. (2013) further describes metacognition as an active process of monitoring and managing cognitive activities, while Ormrod, J. E. (2012) emphasizes on the importance of being aware of one's thinking and learning processes to optimize learning and memory. Cooze, M. (2017) also supports this idea by explaining that metacognition is a process where learners assess their understanding of texts and adjust their learning behaviors accordingly. Additionally, Lesiak, K. (2015) focuses on the practical side of metacognitive strategies, describing them as structured plans that guide

learners in problem-solving, encouraging continuous monitoring and adaptation to progress effectively.

In other words, metacognitive strategies refer to the students being able to regulate their process of learning according to what works the best for them, being aware of their own process of learning. A metacognitive strategy can be understood to the learner's plan on what to do with his own process of learning, in this case the use of strategies is the way a learner is planning to solve a problem to receive different results.

Oxford divides metacognitive strategies into three sets: Centering your learning, arranging and planning your learning and evaluating your learning.

3.3.4 a Centering Your Learning. This first set is divided into three strategies. The first strategy in this set is overviewing and linking with already known material, which is focused on the student relating the current material with the previous knowledge the student has. The second strategy, paying attention, its first step involves being focused on the task. The next step is selective attention, that mean the student focus on the relevant aspects of the class, the students focus on particular information to get the main idea. The third Strategy of this set is delaying speech production to focus on listening, this strategy will not be elaborated because is not related with reading.

3.3.4 b Arranging and planning your learning. According to Rebecca Oxford, six strategies can be identified in this set. Metacognitive strategies are focused on the students identifying what is being effective for them in their process of learning and also what is not working for them, this strategy is called finding out about language learning. Another strategy is organizing, which refers to studying being in a place that can be comfortable for reading, so that he can pay attention carefully and be able to understand what he is reading. Another important strategy belonging to this set is named setting goals and objectives. It is important for the students to establish goals that can get him to what he wants to achieve. In this case, for reading the goal will be to start acquiring more vocabulary to be able to understand different kinds of written texts or material. The next strategy is called identifying the purpose of our language task which explains that the reader should be given a task in advance in order to have a purpose for reading a text. This strategy is necessary for the students to identify if the reading task requires just getting specific information. In order to be able to complete the task it is important

for the student to identify what the reading is asking him to do. The next strategy is related to the previous one. It is called planning for the language task, which focuses on what tools can be useful for the student to complete a task on his own. This implies the material that the student will use, for example a dictionary or additional material. Finally, the last strategy focuses on seeking practice, which means what the student is doing in his free time to continue practicing the language. These involve the extra reading tasks that the student is doing in order to improve his reading comprehension.

3.3.4 c Evaluating your learning. There are three strategies that will be introduced in this set. Firstly, self-monitoring, which involves how the strength is being able to identify his mistakes or the effective strategies that he is having in his process of learning, Which can allow him to make some changes to improve The next strategy is called self-evaluation which is based on what the student is doing after applying different strategies. The student will be able to assess if his reading skills have improved since the last time that he didn't use any skill to see if there are any improvements now that he has implemented in his learning process. Metacognitive strategies can help students monitor their learning in Reading skills.

3.3.5 Affective Learning Strategies.

According to Rebecca Oxford, affective strategies are about the reader's feelings and emotions. By bringing consciousness of how the student feels, the teacher can create a friendly learning atmosphere where the learner feels psychologically comfortable to be able to read and feel comfortable while doing a reading task

3.3.6 Social strategies

According to Rebecca Oxford, the main goal of a language is interaction; that is why, to improve the knowledge of a language, it is necessary to interact with others. Following social strategies is an efficient tool for learners to improve their reading skills. These strategies include asking questions, cooperating with others, and empathizing with others, which enables the students to make progress with the help of their peers or teachers.

3.4 Pre-reading, while reading, and after reading

Another important ability for Learners to identify which strategy to use and when, since when reading a text Is the main goal Is that the student can be able to comprehend what he is reading, the teacher needs to be a guide during this process to make the reading more effective, in this way, the students will be able to understand the content of the text and accomplish the main goal which is acquiring the language.

3.4.1 Pre-reading strategies

According to Hudson (2007), before beginning a reading activity, it is important to establish a conducive physical environment. Strategies to lower anxiety, such as deep breathing or using positive affirmations, can also help learners prepare mentally before starting to read a text. Some of the pre-reading strategies include setting a purpose for reading, asking questions about the title, skimming for the main idea, analyzing the structure, and brainstorming. Pre-teaching new vocabulary before starting to read may also be necessary to ensure comprehension.

3.4.2 While-reading strategies

While-reading strategies aim to engage learners actively and adapt to their needs. They include identifying main ideas, monitoring vocabulary, guessing the meanings of unknown expressions, and comparing new information with prior knowledge. Additional strategies like highlighting important passages, consulting a dictionary, and predicting what will happen next can also enhance comprehension.

3.4.3 After-reading strategies

After reading, learners should reflect on their understanding by comparing the final activity with initial predictions, reviewing notes, and evaluating the text's relevance to their experiences. Teachers can use comprehension questions and encourage discussions, critiques, and follow-up activities such as writing tasks or role-plays. This reflection allows learners to apply new information and speculate logically.

4 Reading strategy training

Strategy training refers to the explicit teaching of how to apply language learning and usage strategies to enhance learners' performance (Cohen, 116). Its primary goal is to help students become more autonomous and proficient in using strategies, particularly in reading. Research has shown that teaching reading strategies improves comprehension and recall, both in native and foreign language contexts.

Oxford identifies three types of strategy training:

- Awareness training, which introduces learners to language learning strategies and their benefits.
- One-time strategy training, focusing on specific strategies needed for particular tasks.
- Long-term strategy training which involves practicing a wide range of strategies over time to achieve mastery.

The process of strategy training involves assessing learners' current strategies and implementing targeted instruction through steps such as selecting strategies, preparing materials, and considering motivational factors.

4.1 Steps of Reading Strategy Training

Rebecca Oxford further states that the current strategies of learners need to be assessed. Cohen (2011) lists the following techniques: oral interviews, written questionnaires, observations, verbal reports and blogs. These different techniques can be useful for the teacher to know what strategies are working for the learners and constantly monitor what strategies are working (or not) for them also because by knowing the students' progress the teacher can choose different strategies that can fit better their students needs.

Diagnosis of the study group.

In order to get an idea of the academic needs and previous knowledge from the focus group. There was a need to apply some diagnostic tools that were helpful to obtain information that was taken into account to start designing the activities, and decide which of the learning strategies the students already apply during the English class. The results are described next.

Placement or diagnostic test.

To begin with, a diagnostic text titled *Pre A1 Starters from Cambridge (2018)* was administered to 33 students who took the exam during the first intervention on September 5th. The test was divided into four main skills: Reading, Listening, Writing, and Speaking. The first part of the exam consisted of 9 reading questions and 10 listening questions. The main purpose of the exam was to identify the students' prior knowledge and areas of improvement within the four skills in English.

Analysis of the results.

The results of the Pre A1 starters exam indicate a wide range of student performance, with a significant number failing to meet the passing standard, obtaining a failing grade. Additionally, it was noticed that two of the students achieved the highest score of 8, which showed the comprehension of the tested skills (listening and reading). In the same way, three students obtained a score of 7, reflecting a good proficiency in the exam tasks.

Five students scored a 6, which represented satisfactory performance but indicated areas of improvement. On the other hand, the rest of the students (23) failed the exam. Seven students scored a 5, three scored a 4, ten scored a three, and two students obtained the lowest score of 2. This means that 22 out of 33 students did not pass the exam, revealing significant challenges in their understanding of the exam.

In the reading section of the exam, which consisted of 9 questions, the following results were obtained: 7 students answered 2 questions correctly, 4 students answered 1 question correctly, 8 students answered 4 questions correctly, and another 8 students answered 3 questions correctly. Additionally, 3 students achieved 6 correct answers, 2 students had 7 correct answers, and only 1 student managed to get 8 correct answers.

It was noticeable that 3 of the students left 5 of the reading questions unanswered, which means that they did not attempt to respond. This significantly impacted their results. During this section, it was observed that many students were not fully focused on the reading task, and others tried to guess the answers randomly due to a lack of understanding of the vocabulary, and instruction. The students' response to this part of the exam shows the need to strengthen learning strategies to improve their performance, specifically in reading tasks.

These results showed that there is a need for future interventions to address the gaps in learning and ensure that they have an improvement.

Table 1. *Results of the Diagnostic exam*

Score	Number of students	Remarks
8	2	Highest score achieved
7	3	
6	5	
5	7	Failing score
4	3	Failing score
3	11	Failing score
2	2	Lowest score achieved

Author's elaboration

Writing test.

A total of 33 students took the writing exam, and their results were evaluated using the following rubric, which considers four key criteria: Content and Task Fulfilment, Organization, Vocabulary and grammar, and length and clarity. Each criterion is rated on a scale from 1 to 4, with 4 being Excellent and 1 indicating Needs improvement.

The results indicated different levels of performance. The results, reflected in the graph, show that most students scored in the mid-range (8 to 10 points, indicating a partial task fulfillment, with some grammar and vocabulary mistakes and some organization issues. A smaller group achieved higher scores (14 to 16 points) demonstrating stronger writing skills and an understanding of the instructions, while some others struggle with the task which was reflected in the lower scores (4 points) Additionally, did not submit their work, showing that they did not understand the instructions or did not try to complete the task because of the lack of time

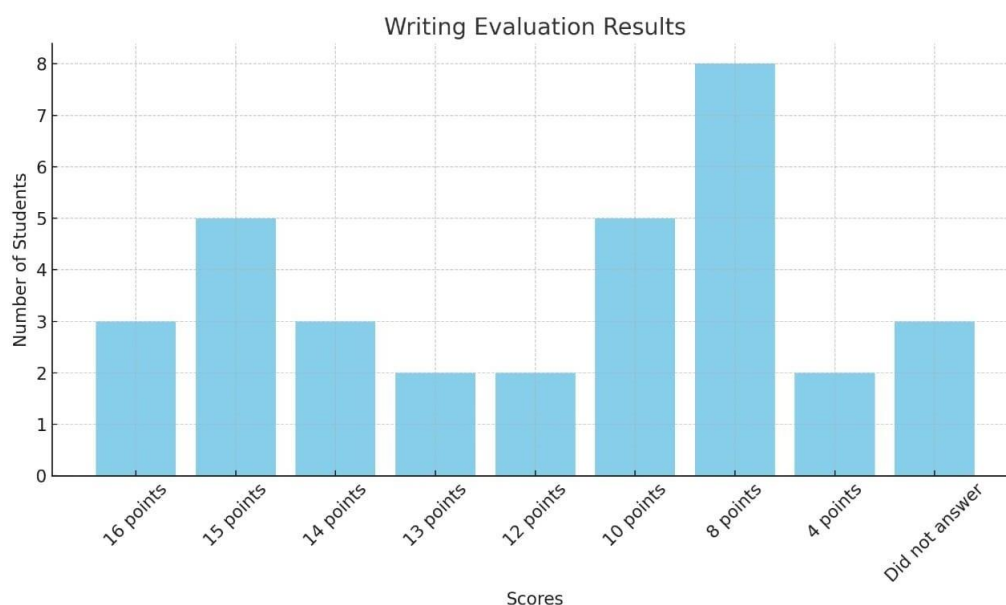
Figure 1. Writing Exam Rubric

Criterion	Excellent (4)	Good (3)	Satisfactory (2)	Needs improvement (1)
Content and Task Fulfilment	The paragraph fully describes the daily routine with all required activities	The paragraph describes the daily routine but misses one or two activities.	The paragraph describes only part of the routine with important details missing.	The paragraph is too short or does not cover the required activities
Organization	Ideas are well-organized and easy to follow	Ideas are organized but some may be unclear	Ideas are somewhat disorganized but can be understood.	ideas are disorganized and hard to understand
Vocabulary and grammar	Correct vocabulary and grammar with a few or no mistakes	Mostly correct vocabulary and grammar with some mistakes	Limited vocabulary and frequent grammar errors, but meaning is clear	Incorrect vocabulary and major grammar errors that can be difficult to understand
Length and clarity	The paragraph is 30-50 words, clear and concise	The paragraph is the right length but could be more concise	The paragraph is too short.	The paragraph is too short or does not meet the minimum word count

Total ____ /16

Author's elaboration

Figure 2. Writing evaluation results



Author's elaboration

Speaking test.

Finally, a speaking exam was carried out, of the 34 students, 26 were asked to do a speaking exam in which the following questions were asked: What is your name? How old are you? Where are you from? Do you have any brothers or sisters?

In the first question, all students were able to answer it; however, only 17 of them provided a complete response: *My name is...* The rest of the students simply gave their name, which demonstrated that they understood the question. For the second question, 11 students were able to respond correctly with *I am 13 years old*, while 9 of the students answered *I have 13 years old*. The remaining students did not understand their questions and did not respond.

For the third question, 23 students were able to answer it, although the responses varied. Eighteen students answered correctly using *I am from...*, while the rest simply mentioned the place, showing that they understood the question. Three students did not respond to this question. In the last question, 16 students were able to answer it. Ten of them responded only with monosyllables, such as *yes* or *no*, while six students gave more complete answers, such as *Yes, I have two brothers*.

Results of the Learning Strategies Questionnaire

The objective of the questionnaire was to explore the current learning strategies that the students applied in the English subject, focusing on four main skills: reading, writing, speaking, and listening. As mentioned before, the focus group for this study is 2:A This group has 34 students. The questionnaire date of application was September 25, during the first intervention with this group of the semester. Out of 34 students, 30 responded to the questionnaire. Additionally, each of the 13 questions focused on one of the following language skills (Reading, Writing, Listening, and Speaking) and aims to determine the students' awareness and application of these strategies. Each question classifies the students' responses into three categories:

1. Conscious response: Strategies students are aware of and intentionally use in class
2. Hesitant response: Strategies students are unsure about or may replace with alternative methods.
3. Null response: No strategy is applied when the students encounter difficulties in understanding or performing tasks in English.

The results from the questionnaire showed different levels of awareness and application of learning strategies in each student. For reading, the results were the following: Conscious responses were high in question 1 (18), indicating that many students are aware of the strategies they use to have a better understanding of a text. However, hesitant and null responses were significant in questions 2 and 3, with 16 hesitant responses in question 2 and 14 null responses in question 3. This suggests that reading remains a difficult task for some students, as they tend to be unsure of which strategies to apply or get frustrated and do not try to use any when difficulties arise.

Table 2. *Results of the Learning Strategies Questionnaire*

QUESTION	CONSCIOUS RESPONSE	NULL RESPONSE	HESITANT RESPONSE
1 READING	18	4	8
2 READING	4	10	16
3 READING	12	14	4
4 SPEAKING	12	5	13
5 LISTENING	7	2	21

6 SPEAKING	28	1	1
7 WRITING	23	1	5
8 WRITING	23	2	5
9 READING	13	2	15
10 LISTENING	22	2	6
11 SPEAKING	17	3	10
12 SPEAKING	15	6	9
13 LISTENING	16	2	12

Author's elaboration

In speaking, the results are more positive, showing that the students feel more confident to perform oral tasks since they are conscious of the strategies they use, especially in question 6, where 28 students reported awareness of the strategies they applied. However, hesitant responses were still notable in question 4 (13), indicating that some students struggle when they have to speak in front of the class. Similarly, writing showed some conscious responses, with 23 students actively using strategies in both questions 7 and 8. The low number of hesitant and null responses in writing reflected that they feel more confident to apply learning strategies when it comes to producing something by themselves, compared to the other skills.

For listening, hesitant responses were the most frequent, particularly in question 5 (21) and question 13 (12). This indicates that many students feel uncertain about the strategies they should apply to understand spoken English. Additionally, null responses were low, which suggests that the students try to make the effort to apply a strategy when they do not understand the language entirely.

Action plan approach.

After reviewing the literature discussed by different authors, the proposed action plan will be the following.

An Action Plan in education can be defined as a set of steps that are necessary to accomplish a goal or solve a problem. Therefore, in education it is a set of steps that help us improve our practice.

According to the authors, an Action Plan is defined as a systematic process within action research. According to Selvik, A. (2019) it is “a set of detailed instructions to follow to solve a problem or accomplish a goal” Moreover, Lewin (1946) explains that an action plan works as a cycle of steps, each one composed by different phases such as: planning and fact finding about the results of the action. The action plan allows us to do the necessary adjustments and continuous improvements during the process.

Action research as a methodology is oriented toward the continuous improvement of educational practices. According to J. Spencer Clarck and Suzanne Porath (2020), action research is an approach to educational research that is commonly used by educational practitioners and professionals to examine and improve their pedagogy and practice. In this way, action research represents an extension of the reflection and critical self-reflection that an educator has in their classroom. It is a process for improving educational practice, whose methods involve action, evaluation, and reflection. It is a process to gather evidence and implement changes in practices.

That being said, I conclude that an action plan is a structured framework that is helpful to plan and apply findings to be able to improve, allowing us to evaluate the results and reflect on them.

For this research, the Gibbs Cycle Model (1988) will be adopted as a guide for reflections and continuous learning, since this structured framework can be adapted to the action research process due to its cyclical approach that enables reflection on the improvements. This model consists of six phases:

Description. Provides a detailed and objective account of the problem event to be reflected upon, preferably in written form.

Feelings: Identify the emotions experienced during and after the event, noting any changes and describing them as accurately as possible

Evaluation. Assess how you reacted and acted in the described situation. Identify the positive and negative outcomes of the event, how it was resolved, the conclusions reached, and its overall effectiveness.

Analysis. Examine each crucial aspect, comparing it with related theory to understand and explain what occurred.

Conclusions. Based on the analysed results, conclude what happened and consider alternative solutions that could have led to a more favorable outcome.

Action Plan. Make decisions about what to do if a similar problem arises in the future, ensuring positive results and avoiding the issues previously encountered.

Description of the proposal

In order to develop the students' reading autonomy, I decided to apply some of the learning strategies that were previously mentioned in the literature review. Each strategy was applied in a different class, and the proposal to do so was divided into the following phases:

Throughout the process of this research paper, I conducted the necessary research to know about the different learning strategies and strategy training in the classroom. Taking this starting point as reference, I was able to start deciding in which strategies I wanted to focus my interventions on, In this case I decided to work specifically with direct strategies, that are the ones that are directly involved with the language such as memory strategies, cognitive strategies and compensation strategies, since I wanted the students to become autonomous in their reading in the English language. Once that decision was made, I started to decide which tools I was going to use before and during the interventions to facilitate the process of planning and obtaining information.

With the purpose of obtaining reliable tools that were useful. I decided to apply a series of instruments in order to gather the necessary data and information that could be helpful for this research. These instruments were aligned with the research objective and allowed for qualitative data collection.

Diagnostic test:

In order to start with the research, it was necessary to make a diagnosis of the focus group, because this would allow us to see how the group was performing during the English class and to know the previous knowledge the group had in each of the four skills of the English language. As mentioned by Bordia, D (2022), a diagnostic test in education is a type of pre-evaluation that allows teachers to understand how much students already know about a subject and to identify any learning gaps. Two diagnoses were applied to the focus group. The first was the *Pre A1 Starters from Cambridge (2018)*, and the second one was a questionnaire about learning strategies that was adapted from the *Strategy Inventory for Language Learning of Oxford, R.(1990)*. As mentioned by Bordia, the diagnosis helped me understand the previous knowledge of

my students, and in the case of the questionnaire, to know about their current learning habits that they apply in the four English language skills.

Since the main focus of this research consists of the development of reading skills, it was necessary to collect more detailed information about this specific skill. I needed to understand how students approached a reading task, the different kinds of questions they are able to answer on their own, and which aspects of reading they found more difficult. That is why a modification was made by me by adding an additional reading exercise. This allowed me to observe their level of reading comprehension and identify how much they were able to answer on their own. The results of this extended reading part provided me with more information and helped me design the activities that were used in each intervention. This step was essential to adapt the strategies to the real needs of the group and adapt them to be more personalized.

After the diagnosis was applied, the next step was to know the contents that the head teacher of the school gave, since not all of the topics were focused on reading, but some of them were applied using audios to have more than one skill in the classes. That is why, before planning which strategy will be used in each class, I first needed to know the topics that the teacher needed me to cover. In addition, the planning of the classes was mainly focused on the PPP (Presentation, Practice, and Production) structure, because in that way the class was more controlled, and the students could have more time to focus specifically on the reading and the strategy training.

The next step was the planning of the interventions in which the learning strategies were taught. For which the following instruments were used:

Observations

As Torsh (2019) mentions: “Classroom observation is an essential process to learn about how the students are performing in the classroom, and identify those who may need more support and monitor their progress.” Observation is useful in action research since it allows the researcher to notice what is happening during the class. In addition, observation in this research will allow me to reflect on the students' performance during the interventions, how their progress was, and if their reading performance improved when they used the learning strategies, which will give a more qualitative result to the research. Observations were used in those classes where learning strategies were implemented, and after with the other groups apart from the focus group, to notice the differences after each intervention. Some of the observations

were made by my head teacher and were focused on the students' level of participation and their ability to complete the tasks independently.

Video recordings

Recording the classes in which learning strategies were used allowed me to observe those details I missed during the class, although not all of the classes were recorded, some of them were and were helpful to help me notice the interactions that the students were having and their performance during the activities, also to listen the comments they did about how they were feeling that I was not able to hear during the class. According to Knight (2014), videos have the power to move teachers from a "pre-contemplating" stage to a deeper reflection, as they make visible aspects of teaching that may otherwise go unnoticed due to habituation or confirmation bias. This can be related to my own experience since watching the recordings gives me a clearer picture of how the students were engaging or not with the learning strategies in reading, and whether or not they were becoming more independent, or if they still were relying on their classmates to complete a task.

The video recordings also helped me adjust my future interventions by identifying patterns in students' behavior, such as moments of confusion or disinterest when a new strategy was presented.

Reflection.

After each intervention, I tried to have some time at the end of the class to allow the students to reflect in how they did during the activity, if it was useful and how did they feel, that helped me gather information about their learning experiences, to see if they were engaged and their perception of the reading strategies applied. It also allowed me to make adjustments for future lessons based on their comments. Reflection is a powerful tool for enhancing learning and knowledge acquisition and is essential for teachers and students. When students engage in reflective thinking, they are better able to analyze and evaluate their experiences, which enables them to extract meaning and actively process what they have learned and to make sense of it (Poth, 2023) Through these moments of reflection the students become more aware of the steps that they are following in the class, in this case the steps they are following to have a better understanding of a text.

After the interventions, the next step was to apply the Pre A1 Starters from Cambridge (2018) once again. This re-application of the diagnostic exam allowed me to

compare the students' performance before and after the intervention. The purpose of doing this comparison was to evaluate how the students performed at the beginning without having received any explicit strategy training (only using the strategies they used normally) against how they performed after being introduced to new learning strategies specifically focused on improving their reading comprehension. By comparing the results, I would be able to analyze whether there is any improvement and whether the use of direct strategies had a positive impact on their performance.

I consider this last step important to determine the effectiveness of the strategy training and to see if the instruction of learning strategies can help the be more autonomous in the reading skill.

Implementation of the Interventions

After gathering the necessary information and selecting the strategies to be applied, the next phase of this research consisted of the implementation of the interventions. Each intervention was designed to integrate a specific learning strategy into a reading-focused lesson, considering the group's needs and the results obtained from the initial diagnosis. The following section describes each class in detail, including the objective, materials used, and students' response.

Class 1

Lesson 1, Group 2A (October 23rd 2024. 9:30 am)

Aim of the lesson: By the end of the lesson, students will practice the 'guessing intelligently' strategy to infer the meaning of unknown words in a reading about hobbies in the present simple.

Lesson Plan (Appendix 3)

Description:

I arrived at the classroom at 9:28 and started writing on the board the name of the strategy that was used in that class, which was called "Guessing intelligently" from the compensation strategies. After that I greeted students when they arrived to the classroom, (Good morning, How are you today?) The students told me they were fine and started to take out their notebooks. I informed the students that during that lesson, we were going to use a strategy called "Guessing." According to Oxford (1990) "guessing intelligently is a compensation strategy that helps the learners make up for

missing words by using clues from the context or linguistic cues”, so I introduced the concept by asking if they had heard of the word “guess” before.

T: Do you know what guessing is?

Student A: Adivinar

T: Yes, when we don’t know a word, we can look at the rest of the words or the pictures to guess.

After I explained to them the strategy that was going to be used during the lesson, I handed out the worksheet “Talking about hobbies” (See in Appendix 3.1) and I asked “*What do you think this text is about?*” One of the students answered in Spanish “*Acerca de los hobbies de la chica de la imagen*” “*Yes, today we are talking about our hobbies*” After that, I asked them *If they knew the girl in the picture, some of them told me yes, and I asked them “Do you like her music” Most of the students told me that they did not know her, and then I asked them what were some hobbies they know* T: *What are some hobbies you have? My hobby is reading romance books*

Student A: *Play guitar*

Student B: *Watch TV*

Student C: *Listen Music.*

Meanwhile, I wrote the students' ideas on the board so they could have the examples and use them afterwards. When I finished writing the examples, I asked them to start reading the text about Melanie Martinez's hobbies. “Now. let’s try to read individually, how much time do you need” The students told me that they needed 5 minutes, and I gave the next instruction “ While reading, Underline with color red the words that you don’t know” I repeated the instruction in Spanish so they can understand what they were going to do. “*Subraya con color rojo las palabras que no conozcas, no te preocupes si no entiendes cada palabra, enfócate en el texto completo*” While the students were reading, I walked through their seats, and made sure they were reading and underlining the words. I noticed that the class was silent and they were putting effort into completing the task. When the five minutes passed, I asked them, “What is one word you don’t know?” I started to write a list of the most common words on the board, which were the following:

Songwriter

Enjoy

Genre

Deep

After writing the words on the board, I asked them, *“What do you think this word means?” “Check the words.” “Are there other words in the sentence that give us a clue?”* I wrote the first word on the board: *“Songwriter.”* Do you know what a songwriter is? I divided the word in two, so the students were able to see *“check that this word has two words, we have song (I showed them a song playing on my cellphone) and writer (I used my marker to show them the movement of writing something.)”* *“So what is a songwriter?”* Students: *Es un escritor de canciones.* Student A: *Es un compositor.* I noticed that when I divided the word into two, it was easier for the students to try to guess what the word was, and I noticed that they started to write notes of the word's translation in the worksheet. Oxford (1990) states that effective use of compensation strategies like guessing intelligently fosters learner autonomy as students become less dependent on the dictionary when they encounter new words, that is why it is useful to make them aware of the types of words they can find in a text.

The second word was genre. This word was one of the words that the students did not recognize. I wrote on the board: *My favorite music genre is pop.* This word was easier to guess than the previous ones because many of them said the translation out loud, showing that with the example, they had understood what it meant.

I noticed that another word that they underlined was the word enjoy, this word was simple for the student, because I only wrote an example on the board *“Enjoy your food”* and I told them that sometimes when you go to a restaurant they tell you that, so they were able to guess the meaning really fast.

Another word that I saw most of the students underlined was “Deep” This specific word was difficult for me to explain in an example, so what I did was try to draw a well on the board, and next to the drawing, I wrote *“The well is deep”* In this word, I noticed they took more time trying to understand the meaning. Student A: *Significa largo* Student B: *Significa grande* Student C: *Significa amplio.* So what I did after that was use a glass to show them, this glass is deep. One of the students was able to guess the translation. Student D: *Significa Profundo.*

When the time to explain the words finished, I asked them to read the text again on their own, after the strategy training was completed, and to assess if I had told the students the complete instructions I used a checklist (See in Appendix 3.3) and the time to read again was useful to see if they had a better understanding now that they

recognized the words that were unfamiliar in the first reading. They took 5 minutes to read again, and when they finished reading, the next instruction was to answer the questions in the worksheet about the reading. I gave them five minutes to answer the questions, and I saw the students completing the task using the vocabulary they had learned before. “Now let’s check the answers together.” We did a fast review of the answers they had and took some time to share them. When we finished checking the answers, I asked them, “Who had most of the answers correct?” and half of the classroom raised their hands. The students continued with the next exercise, in which they had to complete using the simple present, which took 10 minutes to complete. I noticed that the students were relaxed while completing this task because it was a topic they had seen before. By the time they finished the exercise, I noticed I only had 10 minutes left of the class, and they still needed to complete the production in which they had to write their hobbies, but the majority were not able to finish on time, so that part of the worksheet was their homework. When they still had one minute left of the class, I asked them to give me a piece of paper on which they told me how they felt during the activity, and that was when the lesson finished.

Reflection:

Oxford, (1990) states that “strategy training should be explicit and systematic, involving clear steps such as raising awareness, modeling the strategy, giving opportunities for practice, and encouraging reflection” In my case, although I implemented the strategy “Guessing intelligently”, I adapted some of these steps to fit the students’ level of understanding of the instructions. For example, instead of conducting a formal awareness phase, I introduced the strategy through questions such as “ Do you know what guess means” and then modeled its use with visual and gestural examples, like breaking down the word "songwriter" or using drawings to explain what was “deep.”

Oxford also classifieds strategy training into three types: awareness training, one-time strategy training and long-term strategy training. In this intervention, I consider that what I did was related with “one-time strategy training” as I focused the lesson on one strategy with one activity (Appendix 3.1)

Apart from the strategy training, during the application of this first strategy, I was able to observe some points that were interesting for me: I realize that the group was motivated to participate when they have to share the words that they did not know

in front of the class, but great part of this was because they were taking the activity as a game, in which they were trying to guess what was the meaning of the word. I noticed that the majority of the students were trying to participate when it came to guessing the words because they observed that they were allowed to make mistakes, which means that they were conscious that if they did not get the word correctly, they would have a different example that would help them understand better. However, I noticed that when it came to trying to guess a word, most of the time, the students who had a higher level directly translated the word, which made it difficult for me to help the other students understand with examples or with drawings, which was my intention in the first place.

I was able to notice that the students needed more time when they have to answer the questions individually, because some of them just waited until their classmates share the answers and just copy, I think the time I gave them was not enough, they needed more time to not feel under pressure and have their answers being able to share them. One possible solution to this can be that the students have more time to answer, but also have some time to compare with their classmates and ask each other questions like “Where did you find the answer?” “Why do you think that is the correct option?” so that, after comparing, they can be able to notice why their answers were not correct, and be more conscious instead of just copying their classmates' answers.

Another problem I encountered in this class, was that I focused mainly on teaching the strategy, not in teaching the students to talk about their hobbies, which was the objective of the class. I also noticed that I did not gave them enough time to complete the practice and production because I took more time in the reading and the strategy training. I think that I needed to do both, start introducing the strategy and explain the topic at the same time, instead of just focusing on one of them and it was necessary to respect the time that was set for each stage instead of taking more time in the introduction of the strategy, I consider those are some aspects that could be included in the next interventions in the checklist, (Appendix 3.3) so that I can be more able to have more control of accomplishing the stages of the lesson and have a better time management.

Finally, I think that giving me a sheet of paper was not enough for them to share their experience, It was also necessary to have a time specifically to reflect about what was useful for them, and if they found the strategy helpful when they have to read a text, and also if they think they will use the strategy in the future, most of the students’

reflections were mainly focused in how did they feel during the class, but not in their experience with the strategy. (See in appendix 3.4)

One of the advantages that I found with this strategy, was that they were more encouraged to complete a task on their own, since something I was able to observe with this group was that they are used to working together, but they don't have a time to try to do it on their own, specifically when it comes to reading, they find it difficult to do it alone and get frustrated easily, some of them lose the attention when they have reading tasks. Moreover, I saw that they were motivated to complete the task when they observed that they were able to understand the words in the reading, which allowed them to be more confident when they read for the second time. In this class, they were more motivated to participate and try to read even if they did not know every word, which was my aim in this lesson.

Conclusion:

When the lesson finished, I considered that this class was a positive experience, as I noticed that the students showed interest and participated actively when using the "guessing intelligently" strategy to try to understand the meaning of unknown words. I noticed that they felt more confident during the second reading because they were able to understand the text better without translating every word. At the end of the class they handed me a small piece of paper in which they shared their experience and how they felt about the use of the strategy (See in Appendix 3.4) which allowed me to better understand their perspective and how useful they found the activity. However, after seeing their perspective, I noticed the need to be more specific with the questions they have to include in the piece of paper, and more than sharing their feelings, they need to describe if the strategy was useful for them to show if they were conscious of what was being done differently.

I recognize that this class still has some areas of improvement. I focused too much on explaining the strategy, which reduced the time available to practice the main topic of the lesson, which was talking about hobbies using simple present. I also noticed that some students needed more time to answer the reading questions independently, a few of them simply copied their classmates when they shared their answers, which was what I was trying to avoid. In future lessons, what needs to be done is have a specific time to allow the students to reflect about what strategies were used during the lessons, and have more time management to have a balance between the strategy training and the

students' time to produce on their own, as I notice their productions were made in a rush, and were not completely focused on finishing that part of the task (Students' productions in Appendix 3.2)

Class 2:

Aim of the lesson: By the end of the lesson students will be able to describe their rooms using There is and there are.

Lesson plan in Appendix 4

2:A (Focus group) December 4th, 2024 9:30 a.m

The class began with me pasting a poster (Appendix 4.2) of a bedroom on the board.

After greeting the students, "How are you today?", I asked:

"Do you know what this is?"

Student A: "A room."

I continued asking them:

"What can we find in a room?"

Student B: "Una cama."

Me: "Okay! There is a bed." (I wrote the student's response on the board.)

Student C: "There is a mirror."

Student D: "There is a window."

As more students participated, I noticed they were naturally using the structure "There is..."

Student E: "There is a librero."

Student F: "There is a poster."

Next, I introduced labeled word cards. (Appendix 4.2) Holding up the "bed" card, I asked:

"Is this a bed?" (Students responded "No" until one of them placed it in the correct spot.)

I repeated this activity with other words, such as bookcase, mirror, and window, allowing different students to match the cards to the correct objects in the picture.

Then, I gave students a worksheet (Appendix 4.1) and introduced the topic of the reading activity:

"What do you think this text is about? It says 'Describing a Room'."

Student A: "Describiendo una casa."

Student B: "Describir un cuarto."

I asked a student to help me read the text aloud. Once they finished, I asked them to read it individually and answer the comprehension questions. As they worked, I walked around the classroom to monitor their progress.

Afterwards, we read a sentence together:

"In my bed, there are some pillows, but there aren't any lamps."

I then asked:

"Is there a lamp in Daisy's room?"

Student A: "Yes, there is."

Once they completed the comprehension questions, they asked and answered more questions about Daisy's room, sharing their answers with the class.

For the next activity, they worked on Exercise 2, filling in blanks with a, an, some, and any. To guide them, I referred back to the poster(Appendix 4.2)

"Is there a TV in the bedroom?"

Student A: "No."

"Are there any toys in the room?"

Student B: "No, there aren't."

I wrote these sentences on the board to help them understand:

"There isn't" for singular negative.

"There is" for singular affirmative.

"There are" for plural affirmative.

After completing the exercise, students shared their answers with the class.

When the students finished the second exercise I asked them to describe their rooms using there is and there are, the students had to write the description of their rooms and then draw a picture of it. I noticed the students were looking at the poster to have ideas of what information they could add. The class finished with me checking the students' activity, as most of them had finished it.

Reflection:

In this lesson, I did not explicitly introduce the name of the strategy. However, I wanted to focus the class on using visuals to help students understand the reading more effectively and improve their general understanding of the text. The strategy that was implemented during this class was Applying images, Oxford (1990). The strategy I wanted to focus this class on is using imagery which is about “relating new information to concepts in memory by means of meaningful visual imagery” Oxford, (1990). This strategy can be useful to relate words that are not familiar with pictures, which I tried to do by having the poster pasted on the classroom (Appendix 4.2) in order to remind the words in an easier way. I noticed that, by using images, students were able to make connections between words and pictures, which facilitated their understanding of the text.

Rebecca Oxford (1990) applied this strategy as part of the memory strategies, which include forming mental and visual images to have a better comprehension, in the case of the reading skill, have the pictures of the new words to have a better understanding of the text. I applied this strategy by showing the pictures of the vocabulary that was mentioned on the text, to enable them to look at the poster and read to understand the meaning of the word without translating. As Qanwal (2014) explains, “Memory strategies include the techniques which help to memorize, store and retain the details of a text”, doing this with images of the reading.

In addition, as Duke and Pearson, 2002 mention “a visual display helps the readers understand, organize and remember some of those thousand words” In other words, having visual support is useful for the students to have a better comprehension but also remember the vocabulary easily.

Another aspect in this class that was interesting for me was how students were able to identify the structure ("There is/There are") after seeing a few examples. Although some of them mixed English and Spanish in their responses (Appendix 4.3) I noticed that they were actively participating and demonstrating a good understanding of the structure.

When answering comprehension questions, I observed that students struggled with the difference between "some" and "any." I tried to explain this again by writing more examples on the board and going back to the classroom poster. This additional support helped clarify when to use each word. Even though at the beginning students

had difficulty trying to understand the difference between each one, they were still able to provide short answers like "Yes, there is" and "No, there aren't."

Another challenge I noticed was that the reading time was not enough for all students to finish before reviewing the questions. As a result, when we went over the answers, only a few students had completed the activity, and many simply copied their classmates' responses instead of demonstrating their own comprehension. In future lessons, I need to organize more time for reading to make sure all students can try to read again and complete the activities on their own.

During the "Fill in the blanks" activity using some, any, a, and an, I noticed that some and any were particularly difficult for students. To clarify, I wrote an example on the board, explaining that "any" is used for negative sentences and questions, while "some" is used in affirmative to describe what they can find in a room, which helped students complete the exercise independently.

In the final activity, where students had to describe their own bedrooms, I observed that they used "There is" and "There are" correctly. However, some students simply listed items (e.g., bed, mirror, desk, bookcase) instead of forming complete sentences. I realized that providing a written example on the board would have been useful for them to write the descriptions on their own. I also think that I should have saved the poster to allow students to remember the vocabulary, as it was what I intended to do with this strategy. Instead of doing that, most of the students used the vocabulary included on the poster, and did not try to include objects that they can find in their own room. I think that by moving the poster I would have allowed the students to try to remember the vocabulary and practice the strategy, but this was not achieved and it was something only a few students did, which did not allow them to work independently at the time they had to produce.

Finally, in this class I followed the One time strategy training as I focused specifically on the use of imagery to support the reading comprehension, which allowed them to work with the strategy only once. As suggested by Cohen (2011) oral interviews can be used to gather information about students' experiences using the strategies. That is why, at the end of the class, I asked students how their experience was and how they felt using images and if it was helpful or not to understand the text better. This reflection helped me to evaluate if the strategy had been useful for them or not.

Conclusion.

The use of images as a learning strategy useful for reading comprehension activities, as in the reading task it was useful to help the students understand the questions, and they go back and look at the pictures at different times. However, this strategy can be improved if the students have more time to practice, as what was intended to be done this time was to introduce the strategy, they were able to get familiar with it, but through practice it can be strategy they can be aware of and use different times when they face a reading task on their own. It is necessary to provide the students with more opportunities to practice the strategy on their own, and it is something that did not succeed in this class, that is why, next time it is necessary to allow them to try to use the strategies autonomously, in that way they would be more conscious and able to remember the vocabulary.

Class 3

Aim of the lesson: Students will identify parts of a house and describe their dream house using "There is / There are"

Lesson Plan in Appendix 5.

2:A (Focus group) December 6th, 2024 7:50 a.m

The lesson began with a greeting, where I asked students how they were, and they responded positively. I then handed out a worksheet that we would be using during the class (Appendix 5.1). While they glued the worksheet into their notebooks, I placed a large poster of a house on the board, which included different rooms: bedroom, bathroom, living room, kitchen, study, garage, and attic (Appendix 5.2). After that, I drew a chart with three categories: Word, Definition, and Example (Appendix 5.4).

Once students had their worksheets ready, I ask them to look at the title to have an idea of what the text will be about and asked:

"Observe the title, what do you think we are going to talk about?"

Student A: "de una casa."

Student B: "de la casa de nuestros sueños."

Then, I asked them:

"I want you to read this text alone and underline the words you don't know. How much time do you need?"

One of the students answered, "Two minutes," and they began reading silently. While they read, I wrote a few key words in the chart that I assumed they might not know, such as shelves.

Afterwards, I asked them to share the words they found difficult. The final list included:

shelves, cushions, storage, benches, rugs, drawers. Next, I wrote the definitions and examples next to each word on the board, reading them aloud as I wrote:

Example: "Shelves are a place to keep books. Example: There are books on the shelves."

To check their understanding, I asked: "What do you think shelves mean?"

Student A: "Un librero."

Student B: "Una caja."

Student C: "Repisa."

I confirmed the correct answer by saying: "Yes, it is a..." and waiting for students to complete the sentence with "repisa."

I followed this same process for the rest of the words. Once we had completed the vocabulary table, I asked students to re-read the text and answer comprehension questions.

Afterward, I asked: "¿Qué opinan? ¿Entendieron mejor que la primera vez que lo leyeron?"

Many students responded "Yes."

Then, I had them compare their answers with a partner before discussing them as a class. I noticed that many students who originally had incorrect answers were able to correct them after comparing with their peers. When we reviewed the questions as a group, most answers matched, making it easier to check understanding.

Next, I showed students flashcards of different rooms in the house and asked them to place each card in the correct location on the house poster (Appendix 5.2). Afterward, they repeated the names of the rooms after me to reinforce pronunciation and memory.

Following this, I introduced an exercise where students completed sentences using "There is" or "There are," depending on whether the noun was singular or plural (Appendix 5.1). I gave them time to work on this individually. I noticed that many finished quickly, and some volunteered to share their answers with the group.

For the final activity, students had to draw their dream house and write a short description using "There is" and "There are" (Appendix 5.3). I wrote two example sentences on the board and instructed them to describe at least seven things they would like their house to have.

During this task, students asked for new vocabulary, such as:

"How do you say 'balcon'?"

"How do you say 'albercal'?"

"How do you say 'tres pisos'?"

"How do you say 'espejo'?"

"How do you write 'terraza'?"

As they worked, I walked around to check their progress and answer their questions. I noticed that they also asked their classmates for vocabulary or referred back to the reading passage for words they could use.

The class ended with me checking their completed worksheets (Appendix 5.1). I observed that most students finished the entire worksheet, except for four.

Reflection:

In this session, I did not explicitly introduce the name of the strategy, but I followed the same procedure as in the two previous interventions. That is, students first read alone and identify the unfamiliar words and then have a second reading but now having the definition or example of the words, so that they can have a better understanding and be able to answer the questions individually.

The strategy used in this class is a memory strategy, specifically creating mental linkages. According to Rebecca Oxford (1990), this strategy is about organizing information to make it easier to remember. One of the techniques within this category is placing new words in context, where vocabulary is included in meaningful sentences, conversations, or stories which help learners remember new vocabulary in a simple way. In this class the words were explained in examples, which helped the students understand what the word was. Additionally, Oxford (1990) mentions the importance of the strategy association and elaborating, which involves the students relating new information with information they already know, which was something I tried to implement within this class, since the initial idea was to give an example first and then the students could go back and deduce the meaning of the word within the example to avoid translation, making them able to create an association with the word in the

reading and the word in the example. This is related to Quanwal, S (2014) definition of memory strategies, as those support storage and retention of textual information to be able to use it in different contexts.

One of the things I noticed that when the students were trying to discover what the word was, they were translating the words to Spanish, which was something I wanted to avoid, so when I noticed they did that, I started giving more examples to avoid translation, which was useful but something that needed to be implemented from the beginning was try to ask the students to not use Spanish to say what the word is. However, I noticed an improvement because they waited more time before translating, allowing their classmates to try to guess the meaning from the examples, which was related to the first intervention. This was a positive change, as it helped me avoid the immediate translation and allow the students to try before their classmates shared the meaning of the word.

One of the things I liked the most about this class was that students were engaged, paying attention to the chart on the board and writing down the definitions as their classmates said them aloud. It was evident that the activity kept them interested and actively involved in the learning process.

One of the challenges I encountered when applying this strategy was that students still tended to translate words directly into Spanish at times. However, unlike in the previous interventions, I noticed an improvement: they waited longer before translating, allowing their classmates to try to guess the meaning from the examples in English first. This was a very positive change, as it prevented immediate translation and allowed everyone to deduce meanings from context.

I was surprised to see that many students who would normally not participate were trying to guess the meaning of the words. This showed me that the examples were not too difficult for them and that they were processing the information in English before relying on translation.

Another positive aspect was that when reviewing the comprehension questions, students had time to compare their answers with their classmates before sharing them with the group. However, instead of just comparing, I believe it would be more effective if, before providing the correct answer, students asked their partner: "Where did you find the answer?". This would help students learn to go back to the text and focus on important details rather than just copying answers.

To improve this part, in future lessons, I could assign time before answering the questions to review them together and ensure that everyone understands what type of response is expected. For example, if the question is:

"What can you find in the living room?", we could first discuss whether the answer should be a list of objects, a description, or a complete sentence.

Overall, I believe the implementation of this strategy was effective for most students. It helped reduce direct translation and encouraged students to deduce meanings through examples.

One thing that was very useful was providing short examples and clear sentences, as this made comprehension easier and allowed students to apply the concepts with more confidence. I noticed that many of them found the vocabulary table useful, as they copied it into their notebooks without being asked to, which indicates that they saw it as a useful tool. However, some only wrote down the translation (Appendix 5.3) showing that there are still students who prefer this method.

As Oxford (1990) mentions, teachers should assess students' current strategies in order to guide and refine their learning process. In this experience I was able to do it through a written questionnaire, as suggested by Cohen (2011) to gain a deeper understanding of the students' use of the strategies and to see how their experience was. However, as can be seen in (Appendix 5.5) their reflections this time were more about their experiences than their feelings, I think this time they finished the task quickly, which helped them have more time to be focused specifically on the reflection, and they were able to write more, I noticed that they wrote general comments, so maybe something that need to be implemented is having specific questions to guide them in their reflections.

Conclusion:

In this experience, I noticed that the students were able to read on their own again and the translation was reduced, as they were able to observe the chart that was on the board and think about the meaning on the word, there were a few students that still tried to translate the word first, but I asked them to give more time to their classmates, which was a solution to this problem. The use of the chart and the poster was useful for the students' productions and to know the meaning of the words. Although I still encountered some challenges in this class, I noticed some progress in this aspect and the students were more motivated to work individually in the reading task.

I consider that in this lesson the students were working more on their own because they were more focused on the chart than in waiting for their classmates to say the words out loud in Spanish. In this lesson, students used the examples to understand the text, showing that they were starting to complete the tasks on their own. Something that can be improved in this class is to be clear with the instructions from the beginning and ask them to avoid translation or saying the word in English immediately in that way, their classmates will be more able to think about the word before their classmates share it with the class. I think that next time it would be useful to only give the definition and ask them to give me the examples that are mentioned in the text, so that they would go back and read and have a better understanding of the word, it would also help me to make them be more focused on the reading, and try to know what the word is according to the context of the reading, this aspect will allow them to be more autonomous and try to read by themselves.

Class 4

Group 2A (February 3, 2025, 8:40 am)

Aim of the lesson: Students will be able to describe objects using adjectives.

Lesson Plan in Appendix 6

I began the lesson by greeting the students and explaining that today we were going to focus on describing objects using adjectives. In order to motivate them, I showed them a set of real objects I had prepared earlier at the desk. I showed each object one by one: a teddy bear, a feather, a backpack, a magazine, a ball, a box, a book, and a guitar.

As I showed each object, I said a short sentence using an adjective and asked my students to repeat after me.

T: "The teddy bear is soft."

I chose one student to repeat the sentence

S: (repeat) "The teddy bear is soft."

I continued with all the objects, using adjectives like "thick," "round," "small," "light," and "heavy." Students repeated each sentence, and I made sure to show the object for them to remember.

After the repetition activity, I wrote each sentence on the board to be a visual support for the next activities.

T: "If you forget the meaning of a word, look at the objects again. They will help you remember."

When I said each adjective, I copy the adjective next to its opposite. Example: Heavy - light. In that way they had the visual support and the vocabulary written on the board in case they did not remember the adjectives.

Next, I gave them a worksheet (Appendix 6.1) where they had to read four short descriptions labeled a–d and match them to four pictures numbered 1–4. I gave them a few minutes to read and work individually.

T: "Look at the objects if you are not sure. For example, what is soft? The teddy bear is soft."

Once they finished, I asked them to get in pairs and compare their answers. While they were working with their classmates, I asked them with a few questions to make them think about the reading:

T: "Which object is he describing? why?"

T: "Which object is Sophie describing?"

When the students compared their answers, I asked them to share their answers and correct them if necessary. I noticed that most of the students' answers were correct. After the discussion, they answered some true/false questions based on the descriptions, working individually using the questions they had answered before.

Practice:

We then moved on to the practice stage. Students worked on an exercise where they completed a short text using adjectives provided in parentheses. I noticed that the students were using the vocabulary on the board more than the objects to remember. When they wanted to know what a word was, I tried to show them the object instead of translating to Spanish, but I noticed that they were struggling when they did that, so it was easier for them to use the words on the board and look at the object.

T: "Remember, if you're not sure, you can look at the objects again."

As they worked, I walked around the classroom, monitoring their progress and offering help when needed. I noticed some students needed more time, because some of the adjectives could be used more than once. So they needed more time to finish this part.

Production:

When they finished exercise two, I asked them

T: “What is your favorite thing?”

T: “What is your least favorite thing?”

Students had a few minutes to draw the two objects and write short descriptions using the adjectives we had practiced. They had to describe the shape, size, color and use the adjectives that were in the reading. Some students were writing the adjectives in a list, which was not what I wanted them to do, so I wrote the most common vocabulary words on the board to support them, but using complete sentences. The class finished with the students completing this exercise, although only a few of them finished so they were asked to finish that exercise as homework.

Reflection:

I gave this class before with another group, and this time I applied it with my focus group. In the previous class I noticed that only one student had been able to finish the worksheet, which made me worry that the activity might be too difficult. When the class started I felt nervous because of the previous experience, but before starting the class I tried to modify the timing and the way I presented the material.

However, during the lesson I started to feel more confident because I had adjusted the procedure to be able to finish on time. Even in that way I noticed some challenges that made me feel frustrated, one of them was that I realized that students were not using the objects as much as I expected and they were struggling to complete the worksheet on their own, because they did not remember all of the adjectives.

However, I consider there were some positive aspects in this lesson. For example: I noticed that showing the real objects was useful because they were paying more attention and started getting familiarized with the vocabulary more easily. Having the sentences on the board helped them to, as they were using both sometimes. But, just asking students to repeat was not very effective, because they forgot the words after repeating.

I noticed the students were depending more on the words on the board rather than connecting the vocabulary with the objects. Which was the original intention of this strategy. This shows that the memory strategy applied creating mental linkages was not going as planned. According to Oxford (1990) “Memory strategies are specific devices used by learners to make mental linkages such as using a new word in a sentence in the target language” As Richards (2008) describes, creating mental linkages is about organizing information to make it easier to remember. I tried to apply this by

associating real objects with adjectives to make them able to remember the vocabulary, which did not succeed.

According to Oxford (1990) this strategy can include organizing information, and linking vocabulary to real or visual objects to reinforce understanding. In the case of reading, I applied the strategy by presenting real objects and associating them with the adjectives in English, in that way the students could make a connection between the word and the object. Although the results showed that some students still struggled to remember the information independently, using real objects helped capture their attention and be familiar with the vocabulary, but not in this lesson because they needed to rely on the board or the direct translation of the word.

In the context of reading, memory plays a significant role in helping the students remember what they understood about a text, by relating it with previous knowledge Oxford (1990) During the pair work, I noticed that they were not looking back to the objects to remember the words instead, students were depending more on reading the words on the board rather than connecting the adjectives directly with the objects. During the pair work, I noticed that some students copied from others instead of discussing the answers, which showed that they needed more time to answer the questions.

Another issue I encountered, was that I still spent too much time on the introduction of the strategy, in this case, when I showed them each object so they can associate it with the adjective, which reduced the time left for the other activities, which is related to the need of students to have both, the object and the adjective, so maybe something that would be useful is to have each object labeled, so they can remember and use the adjectives on their own, avoiding translation. Also, giving more individual time before getting in pairs was something that needed to be done instead of asking the students to get in pairs immediately. This part can be improved by modeling the strategy next time, so they understand what they need to do, and what is the material for.

Finally, I noticed that the production was difficult for the students because they needed a model before creating their own description, so something that could improve their delivery of the complete task is modeling how they have to do it, and then ask them to do it on their own.

Conclusion:

If I had labeled the objects with the adjectives and used the repetition more efficiently, students could have made better connections between words and objects. Also, allowing more time for individual work before pair comparisons would have helped students complete tasks more independently. Next time, I will label each object with the corresponding adjective to reinforce visual learning and avoid relying on translation. I will make the repetition phase faster, and in group to limit individual repetition and save time. I will also allow more time for students to finish individually before pairing up for comparisons. I consider that this will give the students the opportunity to finish on time and remember the adjectives to be able to use them again, but independently.

Class 5**Group 2A (March 3, 2025, 8:40 am)****Aim of the lesson:**

Students will be able to identify and classify sports according to the characters' preferences in the text, applying the memory strategy Grouping to improve their reading comprehension. (Lesson Plan in Appendix 7)

The class started with me writing some questions on the board as: Do you consider this strategy was useful? How did it help you? I translated each question so that they remember and then told them that at the end of the class they had to give me a paper with the answers to those questions, and that they could do it in English or Spanish.

When I finished explaining the questions, I gave students a worksheet of "My favorite sport" that would be used during the class (Worksheet in appendix 7.1). Then I started asking the students what they think the class will be about according to the topic.

T: What are we talking about today?

Student A: De nuestro deporte favorito

Student B: De deportes

Then I showed them the picture of the worksheet and asked them:

T: What is this sport?

Student B: Football

After that, I showed students some pictures of sports: running, volleyball, chess, and swimming.

I showed them each picture and asked them:

T: What is this sport?

The students told me the sports in Spanish, and I wrote the sports in English on the board.

After that, I drew a chart on the board with two categories: Likes and Dislikes. (see in appendix 7.2)

T: Let's organize our preferences. If you like this sport, we will write it under "Like." If you don't like it, then it will be under "Dislike."

After explaining, I modeled to the students how they can do it by writing the name of the sport in the "Like" category. There were 3 categories in the chart: Name, Like, and Dislike.

Now, let's read about the sports that these people like.

T: What is the name of the person?

The students started to tell me the names mentioned in the reading, and I wrote them on the board under the category "Name." I wrote the names of the persons that the students told me, and I gave them the indication to underline the names of the persons in their worksheets too. When they finished underlining the names, I asked them to underline the sports that each person mentioned in the reading. (see in appendix 7.2)

When they finished, I asked: Can someone help me reading?

I need four people.

Four students raised their hands and started reading in order; meanwhile, I paused occasionally and asked comprehension questions: "What sport does James like?" "Who plays basketball every weekend?" to keep the students paying attention to the reading.

After they finished reading, I asked them to get in pairs and classify the different persons' likes and dislikes within sports, as we did in the chart that was first used with their information.

After classifying the information in pairs, we did it together as a group. (Appendix 7.2)

T: Now, using the chart you completed in pairs, I want you to answer the questions that are below the reading.

Individually, I gave the students some time to answer the questions using the chart.

When they finished answering the questions, I asked them to compare their answers in pairs again. The students had some time to do so, and after that, I asked some students to participate and share their answers with the group. After that, they had some time to do corrections if necessary.

Practice:

The next part in the worksheet was to ask the students about their favorite sport, to use that as an example:

What is your favorite sport?

What sport do you dislike?

I wrote the students' answers on the board in this way: I wrote likes with a different color, and when they shared the sport they don't like, I wrote it with a different color.

After that, I wrote below the examples that we use the auxiliary *doesn't* with He and She so that they were able to complete the next exercise, in which they had to complete the sentences using the words in parenthesis. In case they had a third person, they had to add the "s," and in case they had a third person (not play), they had to write "He doesn't like."

Example:

She doesn't play (not/play) soccer because it is difficult.

Production:

When the students finished completing the exercise, the students had to continue with exercise number three, in which they had to complete the table by asking their classmates about their favorite sports. (See students productions in Appendix 7.3)

T: Think about five sports and write them in the first column.

I pointed out the column so that they could understand.

The students started writing; when they finished, I gave the next instruction:

T: M, do you like basketball?

M: No, I don't like basketball.

I wrote an example of how they could answer if they liked or disliked each sport. After the explanation, the class finished, so the students were not able to complete the activity.

Before they went to their next class, I asked them to give me the paper in which they wrote their answers to the reflection questions (Appendix 7.4). That is when the class finished.

Reflection:

During the application of this strategy "grouping memory," I was able to observe some points that were positive and others that were challenging for me. At the beginning of the class, I felt nervous because the strategy seemed like it could be complicated to understand, or that the students could feel lost during the instructions. I also felt worried that the objective might not be achieved or that the time would not be enough for me to finish explaining and for the students to complete the tasks.

However, as the class progressed, I started to feel more confident because the instructions were short and the language used was easy for the students to understand. I realized this when I noticed they were following the instructions correctly and completing the activities as expected, which gave me more confidence in giving the next instructions for each step.

As the class continued, I noticed the following negative and positive aspects.

Although the instructions were short, I noticed some of the students were trying to copy the words that their classmates underlined, which was something I did not want them to do because I wanted them to be able to identify the likes and dislikes about sports of each person on their own, which was not completely done.

I noticed that the reflection questions were not enough for the students in terms of writing the answers on a paper, because they were waiting for the class to finish. They wrote the answers quickly, which did not allow them to reflect as I wanted them to. I think something that could have been useful in this part is to have more time to complete the questions or even do it on a different day, but more than just answering questions, making them aware that they were using a strategy and that we followed different steps to have a better understanding of the text. As Richards (2008) describes, memory strategies include actions like creating mental linkages, applying images and sounds and reviewing and employing physical actions to enhance memory attention. In the context of reading, memory plays a significant role in helping the students remember what they understood about a text, by relating it with their previous knowledge.

In this case, the strategy was applied so that students could categorize the information by themselves and upon reading a second time, it would be easier for them to identify the information when answering the questions, by using the chart (Appendix 7.2) Grouping refers to how we classify the material based on the topic to understand better, in this intervention, while grouping the information according to the different people who played the sports, learners were more able to remember the information, and just go back to the chart and answer the questions, making them able complete the task on their own Oxford (1990)

I think it will be necessary to have more time to reflect, or ask them: *What is the first thing we did when we were reading the text?* and listen to their comments to see if they realized what they did. That would show me if the strategy was useful or not, more than just answering questions. Cohen (2011) lists the following techniques: oral interviews, written questionnaires, observations, verbal reports and blogs as useful to make the teacher reflect about how useful the strategies were, and to know which strategies are working for them and which ones they need to keep working on. In the case of this class, what was used was a written questionnaire, where students answered reflection questions at the end of the lesson to talk about their experience using the strategy and if it helped them or not to apply it while reading the text.

However, although the students completed the written questionnaire, I noticed that they did not give complete answers or did not reflect about what was done during the class, instead of doing that the majority completed the questions quickly to go to their next class. Although there were a few students who took the time to answer the questions (Appendix 7.4) not all the students did that, they focused mainly on delivering the piece of paper, than in writing complete answers about their experience. In this part, I reflected about the importance of having a specific time to reflect orally. As Cohen (2011) mentions, oral interviews can be a way to realize the effectiveness of the strategies and the positive or negative impact they are having on the students. So, what needs to be done next time is to do questions at the end of the class, or ask the students about which steps were followed during the class, in order to notice if they were conscious of the strategies.

Another aspect I noticed during this class, was that when the students had to give me the answers from the reading, I could have asked the students to give more complete answers. For example: *What sport does he like?* and students answer: *running*,

I could encourage them to give more complete answers like: *He likes running*. In that way, when they complete the table of exercise three, they would be more able to do it on their own, based on the example they did before.

When the students had to complete the table in pairs, I think it would have been useful to make sure all the pairs had finished before discussing the answers. In that way, when they go back to answering the questions individually, they would be able to do so and also to analyze if what they did with their classmates was correct or not. I think that it would give them more autonomy if they did the table on their own, then compared the table with another classmate, did any corrections if necessary, and then answered the questions.

Finally, I noticed that I focused more on the strategy training than on completing the class because we did not finish the complete worksheet and we had to do it in the next class. I think that if that time was reduced, they would be able to finish, also because I went back to the instructions different times to make sure they understood. However, I noticed that some of the students who finished the previous tasks before the productions, took some time to complete the table, the rest finished the complete activity until the next class. (See students productions in appendix 7.3)

Conclusion:

Although not everything happened as I expected, I consider this class can be modified in some aspects. From my point of view the use of the grouping strategy was effective in helping my students find the information in a text quickly, organize that information and use it later to understand a text better. However I think that it is necessary to have more time management in how much time I spent teaching the strategy and how much I repeat the instructions, because that can make the students get confused. I also think that it is necessary to give more autonomy to the students by organizing the information on their own, instead of doing it in pairs, although it can make the students finish quickly, sometimes the students can rely on their classmate and let him work alone, and then just copy their work. I think this part can be done individually next time for the students to continue applying the strategies.

What will be done the next time this strategy is applied will be the following: The students will have a specific time to read and underline the people mentioned in the text and the sports they like or dislike, and the table will be introduced since the first reading, so that immediately they finished reading, they will start completing the table

individually. Secondly, the students will take some time to answer the questions, now using the information in the table. When the students finish answering the questions, they will compare with a classmate, using their tables to justify why they had that answer. When they finish doing that, now the teacher will ask them to share their answers to the group. In that way the students do not spend a lot of time doing it in pairs and have more autonomy. I also would have five minutes before the class ends to ask the students about the steps that were followed during that class, to make them more aware, and listen their comments

Class 6

Aim of the lesson: By the end of the lesson students will be able to write their hobbies using simple presents.

Lesson plan in Appendix 8

2:A (Focus group) March 5th, 2025 9:30 a.m

The class began with me pasting some pictures(Appendix 8.3) of a famous artist doing different activities on the board. After I pasted each picture I asked the students.

T: What are we talking about today? ¿De qué vamos a hablar hoy?

Student: De billie Eilish

Student B: De las actividades de Billie Eilish

T: That is right, do you know this person?

Student B: Es Ariana Grande

Students: Si, es billie Eilish

T: Do you like her music?

In this part the answers vary, because some of the students did not like her music or did not know the artist.

After introducing the topic, I started pointing at the pictures and asking:

T: What are some hobbies that Billie Eilish has? Look at the pictures

Student A: Dance

T: Yes, she is dancing.

I write the students' answers next to each picture.

T: What is she doing in this picture?

Student A: Painting

Student B: Writing

Student C: Drawing

Student D: Studying.

I write all of their ideas next to the picture.

After we do the same with each picture, I gave students a worksheet "Talking about hobbies" (Appendix 8.1)

- Now let's read about Billie Eilish's hobbies, what do you think are her hobbies?

Student D: Los que están en las imágenes

T: Ok, let's see.

I asked the students to read the text individually and underline the hobbies they find on the text. When the students finished, I asked, which of the hobbies does Billie do? The teacher draws a checkmark next to each picture. When the students finished reading, I asked students to answer the questions below the reading using the information they underlined before. When the students finished, they shared their answers to the class to compare their answers in groups.

After that, I asked students to go back to the second exercise and write each hobby below the pictures.

T: You can check the hobbies that are written on the board to help you

The students complete the task individually.

Finally the students have to write five hobbies that they have, using the vocabulary of the reading or other hobbies. (Appendix 8.2)

After the students finished writing about their hobbies, I had some time to ask questions about their experience with the strategies. First of all, I asked them how they felt, in this part the answers vary, as some of the students told me they were enjoying the experience because they talked about an artist they like, while others just told me that the class was complicated for them in the second exercise. I noticed that only a few students participated in these questions, as most of them were preparing to go to their next class. After that, I asked if using pictures to understand the text was useful for them, and out of 32 students, 15 raised their hand and told me that the use of pictures was useful for them and helped them understand the text better. Another comment they made was that they found it easier to understand the text, because they had an idea of what hobbies will be mentioned throughout the text. After the questions, the class finished with the students going to their next class.

Reflection:

During this class, I felt very calm and comfortable because I was enjoying my students' participation, especially during the warm-up activity. I noticed that the students were motivated to participate in this activity, trying to guess what Billie Eilish was doing in each picture that I pasted on the board. It was very entertaining to see how each student had a different interpretation and how they were not afraid to share their ideas with the whole class. Their motivation made their classmates want to participate and pay attention. The beginning of this class made me realize how important it is to start a lesson with an activity that has a topic interesting for the students by using something they like, like a singer or simply by starting the class in a different way.

One positive aspect of this lesson was the use of pictures, which supported students' understanding of the reading task. Even though the students did not know all the vocabulary in the text, the pictures allowed them to make guesses about what the text will be about, and also to acquire new vocabulary. The use of pictures enabled them to complete the reading activities more independently and confidently, because if they did not remember the word, they could look at the board again. I also noticed that having this helped them try to guess which of their predictions were correct, and remember the vocabulary, which is really useful to avoid translation.

In this lesson, the implemented strategy was *Reviewing well*. In order to remember new information, it first needs to be reviewed different times to remember the vocabulary, Oxford, R(1990) Apart from the text, when reading a text the student needs to start looking at the complete text: the titles and pictures, to be prepared before reading to have an idea of what the text will be about. This implies that, before starting to read, the reader needs to have a context, and by starting to look at the details such as the pictures and titles the student will be able to activate previous knowledge.

According to Oxford, R (1990), this strategy should be thought through structured and repeated exposure to the content, in this case the pictures to support their understanding of the text. What I did was present the images and have the students make predictions about the reading before reading the text. I think this gave them an idea of which hobbies would be mentioned in the text and start the reading having this idea on their minds.

As mentioned by Oxford (1990), this strategy was taught through “one-time strategy training” focusing on a specific strategy needed for the reading task, this

allowed me to introduce the strategy of reviewing well, and be a visual support for the students when facing the reading task.

To check the students' understanding of the text, this time an oral interview was carried out, which was helpful to gather information about the students' experience and know whether the strategy was useful for them or not Cohen (2011)

I noticed that the reflection time was done at the end but really quickly, which did not allowed the students to tell me more about their experience, however, I considered the questions helped me know more about how they felt during the class, and see if theory were being aware of the steps that we were following, I consider that, even though the questions were to short and they only have a moment to discuss the answers, the information they give me help me to be more conscious about how useful the strategies were being for them, and if they considered that something was done differently. I consider that I need to add more questions or, more than questions, ask them to tell me which steps they followed since the beginning, to check if they followed the steps or which of them were more useful for them to better understand the text.

However, one negative aspect was that the topic of hobbies was already seen in a previous lesson. Although the strategy was different this time, the familiarity with the topic made the lesson feel a bit repetitive. Some students seemed less motivated once they realized the topic was similar to what they had done before. This showed me that the topic could have been taught differently to have the students interest, which was not achieved after the first activity. Throughout the lesson, I observed that while students were able to engage with the text, they struggled with answering comprehension questions individually. One of the reasons for this difficulty was that they were not fully familiar with the way the questions were formulated in English. As a result, rather than attempting to answer independently, many of them waited for others to respond first before trying to answer by themselves. The fact that they are still waiting for their classmates means that they have a need to work more on understanding question structures before moving into independent work.

Moreover, another aspect that I identified was the lack of time in this lesson for students to reflect on the strategies they used to understand the text. I believe that it is necessary to have a brief reflection activity at the end of the reading to help the students become more aware of how they can read a text, without depending on their classmates.

For future classes, some adaptations would be made based on this experience. First, I will continue to use pictures and flashcards to support students' understanding, especially when introducing new vocabulary, to avoid translation. Second, I will try to have different activities for the topics that are similar to maintain students' interest.

Finally, I will dedicate more time to practicing question comprehension. I will model what kind of answers they can have for each question and teach them to understand questions before asking students to work individually, ensuring they feel prepared.

Conclusion:

Although not everything happened as expected, I consider that this lesson gave me valuable information into my students' needs for future lessons and specifically when they have to practice a new strategy, I think that is necessary not only to focus on the strategy training, but also in the aspects that can help the students understand better a reading task, such as how they get familiarized with the different kind of questions and the importance of them understanding the tasks before doing it on their own. I learned that starting a class with an engaging activity can increase students' motivation and participation, even when the topic is familiar. However, I also realized that it's necessary to introduce familiar content with different activities to keep them motivated. Finally, I understood the importance of supporting students in understanding instructions before asking them to work independently. This experience reminded me that learning is not just about completing tasks, but also about giving students tools to think and work by themselves, and I think that if I start working more on the students' understanding they will soon be able to work on their own.

CHAPTER III. DEVELOPMENT, REFLECTION, AND EVALUATION OF THE PROPOSAL

Proposal consistency

Learning Strategies are not a new concept in the education field, since it is something that students have used during their education, but it is something they have been using unconsciously throughout the school years. That is why, what was intended to happen with this research was to develop the students' awareness of the strategies, but that they were able to apply those strategies on their own when they encountered a

challenge, specifically in a reading task. As Oxford (1990) stated “Learning strategies are specific actions taken by the learner to make learning easier, faster and more enjoyable, more self-directed, more effective and more transferable to new situations” This actions become essential in helping students become autonomous and start taking an active role in their learning, not only in the classes but also in their daily lives.

In order to see if the students were becoming autonomous and applying learning strategies when reading, I decided to apply the same diagnostic exam that they did at the beginning of my interventions, which was the *Pre A1 Starters from Cambridge*. The results obtained in the exam were the following:

Figure 3. *Second exam results*



Author's elaboration

The exam this time focused more on the reading skill, because I wanted to see if they had improved since the first time they completed the exam. The exam was carried out as the last part of the interventions, and its objective was to see if the students had an improvement in their reading comprehension after the strategies that were applied in each intervention.

The exam took 30 minutes this time, which was less time than the first time due to the skills that were focused on. It was noticed that the students were nervous about this exam, as they thought it would be part of their grade. It is important to mention this as I noticed they were more focused, and taking time to read the instructions and questions carefully, during this exam they were completely in silence, which was different from the first exam.

This time, the exam was applied to 27 of the 33 students, because 6 of the students that answered the exam the first time did not attend to the class. The results were the following:

6 students obtained 7 correct answers out of 9

3 students got 6 correct answers

7 students obtained 5 correct answers

4 students got 4 correct answers

3 students got 3 correct answers

3 students got only one correct answer

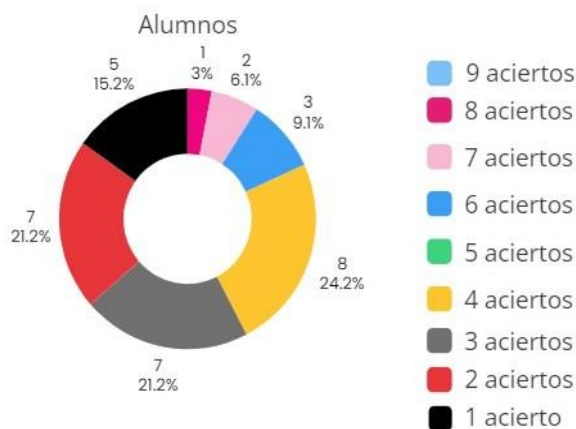
Finally, one student achieved 8 correct answers, which was the highest score.

This results indicated that not all of the students reached a high score in the exam, however It was noticed that the rest of the students had a better understanding, because in comparison to the first exam, this time all the students attempted to answer all the questions and did not leave questions without answering, which was common during the first exam.

The first exam was applied last year before the interventions in which learning strategies were implemented and the results obtained will be analyzed next:

Figure 4. *Students first exam results*

Primer examen



Author's elaboration

Unlike the second exam, a total of 33 students took the exam. The results showed that 5 students scored only 1 out of 9 correct answers, 7 students had 2 correct answers and 7 students had 3 correct answers. This means that 19 out of 33 students scored 3 or fewer correct answers, indicating that they found the exam too difficult in

the reading part or that they did not attempt to answer this part, and that they encountered difficulties with reading comprehension. Additionally, 8 students obtained 4 correct answers, 3 students scored 6, 2 students obtained 7 correct answers and only one student obtained the highest score, which was 8 out of 9 correct answers. It is important to mention that only 6 students scored 6 or more, while the majority obtained a lower score in this part.

In contrast, the second reading exam was applied this year, after different interventions designed to strengthen students' reading comprehension with learning strategies took place. This time, 27 students participated in the exam as mentioned before. But this time, the results showed an improvement. Only 3 students scored 1 correct answer, 3 students had 3 correct answers and 4 students scored 4. However, 7 students achieved 5 correct answers, 3 students and 6 obtained 7 correct answers, in the same way as the first exam, only one student achieved the highest score of 8 out of 9. This means that 10 students scored 6 or more correct answers, compared to only 6 in the first exam, despite the lower number of participants. Also, the majority of students scored between 5 and 7 correct answers, showing that they have a better understanding this time.

Although it is believed that part of the change in results could be due to the fact that some students who took the first exam were not able to answer this time, there were also some factors that showed why the students had an improvement. This time, students appeared more focused and concentrated during the exam. Unlike the first time, when many students seemed rushed to complete all the parts, the second exam focused only on the reading skill, which was an important factor that may have contributed to a better performance. However, not all students showed improvement, in some cases a few students scored lower than they did in the first exam, while others maintained the same score in both tests.

Another difference was that in the second application of the exam, no one left any question unanswered, which can be considered a positive factor for the students' improvement.

After the second exam was carried out, the students were asked about which part of the exam they found more difficult, and all of the students agreed that the first part was more difficult for them, as they did not know which word fit better in the text, even though they had pictures they encountered challenges in this part because they did not

recognize all the words in the text. However when the exam was checked, it was noticed that the majority of the students had mistakes in the second part, which was a reading task with multiple choice answers, in this part it was noticed that the students were reading looking for the same word in the reading as in the question, for example: In one of the questions the students were asked about what did the person do on the weekends, and the person described his routine of the week and it was different from the routine he had on the weekends, so the students only looked for an activity mentioned in his routine, instead of paying attention to these details. This showed that, although the students were paying attention to the text, they were not fully understanding the context or trying to make inferences based on the information provided in the text. Which revealed that many of them were reading focusing on key words, rather than focusing on the entire meaning of the text.

This indicated that the students still struggle in this aspect and it is something that needs to be improved. It also shows the need of teaching the students how to interpret the questions before reading, because they felt that they would find the answer with the exact same words they had on the text.

After the exam was applied, I was able to reflect upon the strategies that were applied and the positive or negative impact that they had on the students, that is why in this part, I will mention the aspects of my intervention I consider positive and the ones in which I did not obtain the results I expected, in this way I can reflect on what can be improved next time and the adaptations that need to be made.

I have concluded that the students needed more time to be aware of the steps they were following when applying a strategy, otherwise they just follow the steps thinking is a normal class, that is why there is a need to have the students think about what they did to make them conscious, in that way they will be able to follow the same steps in group and when they have to face a task individually. I consider that more than a time of reflection where the students can write about their experience, the students need to be asked what steps did they followed to see if they realized of what they did differently, in cases they did not realized maybe it was because the followed steps were not useful for them or they did not realized what was being done differently since it is a learning strategy that they already apply.

Another aspect I observed throughout the interventions is that the strategy training took a lot of time. As I wanted the students to participate actively when they

learned a different strategy, I took more time with the instructions, which were repetitive. I also realized that the students needed to be familiarized with the questions and the instructions before achieving better results, which takes more

I consider the proposal a challenge not only for me but for the students because the students least practiced skill was reading, and it was a skill they found boring in the classes. During the first practice period, I made observations that helped me noticed that they tended to get distracted when working with reading and they showed less engagement than they did when they worked with the other skills, that is why I consider choosing to develop the learning strategies specifically with reading was a challenge, but also an opportunity to show them that reading is not a boring skill when you have tools that help you have a better understanding.

Although not everything happened as expected, it is considered that some of the interventions had a positive impact, and some of them did not have the results I expected to have. I was applying the learning strategies according to the contents that I was given to plan. that means that sometimes I did not work only with reading but also with listening, which led my practice to have a balance between both skills and try to avoid monotony because before the implementation of the strategies I was afraid of the students being bored of only focusing on reading, according to... (both skills) I wanted them to be engaged in the different skills.

That being said, when I applied the first strategy, I noticed that the students were engaged because we started the class differently. I noticed that this happened with most of the interventions, but at the last ones, they started to see it as something repetitive, because we were following the same steps.

Some of the sequences that involved the use of Oxford's learning strategies were successful; however, others needed more time to be properly developed. I realized that instead of working with many strategies in a short period, It would be more effective to focus in just one strategy per week, because I feel that I was rushing my students into practicing different strategies, and that avoided that they can use them later on their own, or that they were able to remember them. If the students had worked in that way, they would be more familiar with the strategies and understand the steps they have to follow to use them.

I noticed that the activities that had the most success were the ones in which I took more time in the reading task, making pauses to explain the instructions so

everyone in the class would follow the steps at the same time. However, doing that was counterproductive, since spending more time presenting the strategy meant that students had less time to produce something on their own. As a result, we were unable to finish the lessons as planned, and I had to use the beginning of the next class for students to complete the task. This situation helped me realize the importance of balancing the time of the strategy training and the student's production.

Another aspect that needed a deeper analysis was how to keep students engaged with reading itself, as it's a skill that many of them find hard to enjoy or think of as boring. Even so, in some interventions, I noticed that students were willing to complete tasks on their own, which showed more autonomy than when they simply exchanged answers with their classmates. But I think it is important to include a moment after each strategy where students can reflect on what they did, how they did it, and whether it worked for them. This reflection time would help them become more aware of the process and avoid seeing strategies as something repetitive, but more like tips they can use to have a better understanding of a text. The implementation of the strategy can be improved if they have a space to reflect on their own progress.

Curriculum approach and proposal improvements

Approaching the curriculum with the use of readings in different classes was a challenge because, as mentioned before, the students were not used to engaging with reading tasks. However, it is important to mention that, due to a decision made by the school, the contents were adapted to the students' level of English and the progress they were making after each lesson, which implies that sometimes they had to cover topics that were helpful for the students to clarify doubts.

In addition, following the school's guidelines, the lessons were expected to integrate all four language skills, rather than focusing on just one. That is why, not all classes could be centered just on reading but also some activities were designed to incorporate other skills as well to provide students with input, in this case listening, to provide all students with a more comprehensive experience that can be adapted to their needs by being able to choose which skill is easier for them to work on.

Developed competencies throughout the process.

During the elaboration of this document, competencies were established that would be developed throughout this research. Therefore, these competences allowed me to

improve my teaching practice and to be able to know that there is still much to learn. The competencies are divided in three categories: Generic, professional and disciplinary. The competences were chosen based on the aspects that I wanted to improve on during the elaboration of this document, and also the aspects I wanted to learn more from. As Palacios, V. (2004) states, “competencies are a complex capacity that allows individuals to acquire and transfer knowledge by applying it to new situations, with the goal of solving problems or creating new knowledge” In other words, a competency will allow me as a teacher to not only apply what I have learned in previous practices but also to continue adapting that knowledge into the specific need of my students and make decisions to continuously improve the teaching and learning process. It also involves reflecting on my progress and the adjustments I can make to have better results.

Throughout my process as a teacher trainee, I have noticed a development in my competence of learning autonomously and self-regulate my personal development. At first I felt insecure about my capabilities to teach a gestionate the classes, but as I advanced I started to look for resources and strategies that can help me start gaining more confidence within my practice. I have learned to reflect after each class and evaluate if the results were, or not as I expected and if something does not happen as expected I take the initiative to look for different ways to work next time, or I try to modify the aspects that were not as I expected. The process of reflecting about my practice was mainly achieved by constantly writing immediately when I finish every class, which helps me have improvements after each class. I think this specific competence has helped me gain more confidence and be able to reflect about my own progress, it also helped me to start researching solutions when something does not go as I expect, to try to change it and see if I have better results next time.

In terms of the professional competency, I chose to work on this competency because I believe it is necessary to be able to evaluate teaching and learning processes to have a continuous improvement as a teacher it is necessary to be involved in both, I wanted to develop the habit of analyzing my classes critically, identifying what aspects were or not effective for my students and instead of simply focusing on giving the lesson. I think I keep working in this lesson, because I still need to be more aware of my students' needs and understand better that what they learn can have a different impact

on each one of them, which is something I am still trying to pay more attention to, and I consider it is necessary to make real time changes to support my students.

I now see that evaluation is crucial to know what aspects still need to be improved and which ones are working for the students.

Finally in terms of the disciplinary competence, I believe this was the least developed throughout my process. This competence is focused in the ability to diagnose age-related, cognitive, affective and psychosocial factors in order to intervene appropriately in second language teaching. Although I was able to observe the differences among students in each group such as their motivation and behavior when it was about the English subject. I noticed I tend to focus more on delivering the lesson itself rather than adapting my instructions based on the individual needs. I now realize that I could have taken more time in analyzing these aspects to adapt the classes according to the different needs of each group. I think this was because I do not have a lot of experience in these situations but also because adapting the lessons to each group can be time consuming when planning.

In future practice, I think I would be able to improve in some of these competences and be more aware of what I can do to facilitate their process of learning.

Applied Resources

During the application of the different interventions different resources were employed to support the students' understanding of the activities. In the words of Usman, 2016 resources refer to all material, audiovisual school and community materials available in an academic setting to simplify the teaching/learning process. They also include other fundamental materials used to make teaching easy and learning more meaningful and comprehensive to learners.

The resources that were used during this research were mainly worksheets, as this resource was used in each intervention, as previously mentioned, each strategy was chosen according to the contents that the head teacher needed me to cover, some of the topics were more to be covered using audios or videos, and some of them were more effective working with readings, in this way, when the content was given I designed the worksheet and i included a reading task of the topic, in which the students had to answer different types of questions such as: true or false questions, and opened and closed

questions. I designed the worksheets to be related to the topic, but having a reading task that would be needed when introducing a learning strategy.

Additionally, each reading was designed to have a variation from the other, for example, some of them asked the students to read about different people and then match with vocabulary or activities that each person does, while others asked to complete information or look for information of the different people and then answer different questions.

Another resource that was used during the interventions were flashcards as a visual aid to reinforce vocabulary avoiding translation with the students. The flash cards were used when the students needed to associate pictures to a new word and use that to remember where they had a reading task, to make the process more easier for the students. The flashcards were especially useful when they did not know a word and they needed to learn the word to produce. I think this resource was helpful for the students to think in English by remembering the picture instead of relying on the translation of the word, allowing the students to try to remember the word later.

Realia was another resource that was useful for the intervention, as one of the learning strategies that was applied was about making connection, using objects that the students saw in their daily life or were in their environment was helpful because I noticed they were able to associate the object with the word, which facilitated the memorization of the vocabulary without the need for translation.

Posters were another resource used throughout the interventions to provide visual support when the students needed to learn new vocabulary, the posters were a visual support of the reading task, and I tried to include the vocabulary in the posters for them to check it while they were reading, also as pre-reading activities, to introduce the vocabulary before reading to get them familiarized, also to have an idea of what topic the class will be covering, so that they could start getting ideas about what words they would find on the reading.

Finally, the last resource that was applied was body language, especially in the strategies that involved the students guessing words, as it served as a useful resource for the students to try to guess with movements but also to introduce new vocabulary and when giving instructions, occasionally, when introducing a new strategy I needed the students to follow the instructions I notice this was a useful resource, because they started to be familiarized with the instructions, which was beneficial for me and for

them, because they did not rely on the translation of the instructions and it was not time consuming to repeat the instructions more than once, and since I was trying to avoid translation, this process became more challenging and time consuming.

Tracking of results and ongoing improvement

There were positive and negative aspects about what was the initial objective of this research, and aspects that can be improved. About the positive aspects they are related to the implementation of learning strategies. As Rubin (1987) mentions, learning strategies are any set of operations, steps or routines used by the learner to facilitate their learning. In order to begin developing this habit in the students, students first needed to be introduced to strategy training. This involved familiarizing them with specific steps or routines to understand reading tasks more effectively. After the interventions, the students were becoming familiar with the steps as some of them were similar, and began to adapt to the strategies, but some of them were effective while others needed to be improved.

This may be because the students were not used to working in this way, learning strategies can be a challenge to acquire but applying them to a specific skill such as reading is even more difficult because it requires constant exposure to the skill in order for the students to be able to use the strategies on their own. According to Paris et al. (1991), reading strategies are different tactics that the readers use to comprehend texts. Therefore, helping students to apply the strategies requires time and practice, especially in their context because students do not practice the reading skill in all of their English classes.

There is also another aspect that I found in most of the interventions, which is the reliance that the students had in translating the words to Spanish, as they tended to do that in each class because that helped them remember, which was something that I did not want them to do, as they needed to start getting familiarized with the words or try to understand a text without knowing all the words, so what I tried to implement to avoid translation was the use of visuals, realia and body language, I also used the board to draw the vocabulary the students did not recognize. I noticed doing it was helpful, but maybe it was necessary to reinforce it more consistently throughout the lessons.

I also noticed that the students were not working autonomously during all the activities, as sometimes they were waiting for their classmates to finish the reading task, and compare the answers or sometimes just copy their classmates' answers. However, I tried to reduce this by giving more time to read and have a second reading, in that way after reviewing the strategy in the first reading, when they read again they were more able to try it before relying on their classmates. I also was able to notice that in the strategies for guessing intelligently they were guessing the words in English, and that is something I tried to improve in other classes, by giving the definition or synonym of the words, but this did not work as I expected.

Something that worked to avoid translation was the use of visual aids, flashcards, posters and objects, even body language was useful for them to understand the words without relying on translation. But this was done in the last interventions, if the use of visual aids was applied from the beginning I would have obtained better results.

Finally I consider it is necessary to teach the students how to read, not only the texts but also when they face a reading task and the different type of questions they can have, they need to be familiarized with what is expected for them to complete in each task and also with the type of questions they can have. I think that something that can be done differently in this part is reviewing the questions before asking them to answer the questions on their own, maybe take more time to give the instructions to know what they have to do, and maybe review in the different classes the questions before.

Proposal Evaluation

The elaboration of this document was done using Action research, which I considered allowed me to improve different aspects of my proposal, as it gave me the opportunity to adapt elements that were not working as expected. It also allowed me to reflect after each intervention and, according to the students' experience, modify various aspects in the next interventions.

In addition, during my reflection after each intervention I decided to follow Gibbs' reflective cycle, although I only focused on the most relevant aspects of each intervention. This was mainly because following each step became repetitive and there were aspects that It was better to mention in general . Instead I decided to take more time in the stages that offered me the opportunity to see what could be adapted next

time such as the conclusion and analysis, while I reflected on what needed improvement.

Another aspect I faced was that selecting appropriate learning strategies was not always compatible with the given contents. It was difficult to find a balance between the curriculum and the strategies, especially because not every lesson can be implemented through the reading skill. If reading activities were implemented in every lesson, they became monotonous and the students lost interest. However I believe the classes where reading strategies were applied allowed me to adapt content to students' needs and add the strategy training to make it meaningful for them and work it in different ways.

I also found the application of a diagnostic test at the beginning of the interventions useful, as it helped me observe whether students showed improvement after the implementation of the strategies. Although the results varied, some of the students improved, while others had a lower performance in the second test. The test was helpful in assessing how capable the students were of facing a reading task on their own, which was related to my initial objective of the students reading autonomously applying learning strategies. The results of this exam were going to be used to know if the implementation of the strategies had a positive impact on their reading comprehension, however I consider that it was also important to take into account the students progress during the different interventions. Despite this, as mentioned in the results there were some indicators that the students had an improvement during the second test, but not all of them used strategies to have a better understanding of the exam, which I realized after the reflection I had with them after the exam so I realized that while some students were beginning to apply the strategies on their own, others still need guidance and practice to use them effectively. This made me reflect on the fact that simply teaching the strategies is not enough, they need to be practiced continuously so students can recognize when to use them.

However, since learning strategies were essential to this research, I believe I should have focused not only on teaching the strategies, but also giving them more opportunities to put the strategies in practice. Teaching a strategy and putting it into practice are two different things. Applying a strategy is something that takes time, and practice which is something I now realize and did not consider at the beginning of the interventions. If I had focused more on the practice of the strategies I believe the

students would have felt more prepared with strategies when they applied the test for the second time.

On the other hand, I consider that the part I needed to be more focused about was how to teach the students to read, as it was a challenge for me getting them used to works with a skill they were not used to practice, it was difficult to keep them engaged in the different interventions, not all of them were engaged since the beginning of the interventions because of that, and it was definitely a challenge to make them be interested in this skill. However, as the interventions passed, I noticed that even though they were not motivated with this skill, they were getting used to working with it. I consider that this change, even if just a little, started to be meaningful because it showed that exposure to the skill and practice can help the students develop a better attitude towards reading. It also made me reflect on the need to create more dynamic activities to maintain their interest during the process, working with reading but differently in each intervention was useful to make the students feel more motivated when working with that skill.

Another aspect that I considered useful was applying the learning strategies questionnaire, as it helped me get to know my students' current habits of learning and to see what they needed to work more on, this aspect definitely help me when I had to planned which strategies needed to be taught, and which ones they already applied and take that into account when planning the classes.

In addition, I considered that recording the classes to reflect afterwards allowed me to have deeper reflections, as it allowed me to watch the relevant aspects of the class and listen to the students comments about the class that I was not able to pay attention to during the class. However, this was something I did not do in all of the classes, just three of them and I did see the improvement because they helped me see what needed to change and adapt it in the next classes, if this was done during all of the interventions I think I would have more opportunities to see the areas that needed to be improved and see the students' attitude during the class.

Finally, after the interventions I considered that the proposal was partially useful for my initial objectives, and even though there are still some areas of improvement, I recognize that progress was made. One area that needs further development is helping students become more aware of the learning strategies and be more conscious of them in order to achieve a better learning comprehension. I consider both, strategy training and

the strengthening of students' autonomy are aspects that require more time to have a better impact. Despite this, I consider that, even though the change was not as I expected after the interventions, students started to develop reading as a habit. Although reading is still a tedious activity for many of them, they are now more used to doing it on their own and completing a reading task without as much guidance from the teacher or reliance on their classmates as before, I consider this as a step for the students to start being more autonomous.

Proposal redesign

The original focus of this proposal is to strengthen the students' reading autonomy by using learning strategies. After the implementation of some strategies, the description of the proposal redesign would maintain this focus.

In the redesign, the focus will be on introducing the same strategies, which were mainly based on compensation and memory strategies, taking that into account, the proposal this time will incorporate one-time strategy training (Oxford, 1990) as an approach to make the students aware of how to apply this strategy into different texts, but with difference to the original proposal, this time the students would be having more opportunities to practice the strategy in different readings.

In addition, the focus group would be the same, but the planning of the classes will be more focused on working with the strategies more than once, and after applying the strategies, allow the students to reflect about their experience. This could be implemented by having a class after the interventions in which the students are allowed to think about the process that they followed and share their experiences of how they felt. The teacher would be monitoring that they participate in this reflection and guide the questions to allow the students to think about the steps that were followed, in that way making them more aware of the strategies that were applied.

After the interventions, the same diagnostic exam will be implemented, but in both cases they would have the same time to complete the reading task to have a fair comparison of their progress after the first exam. After each exam, the students would have an interview in which they are able to share their experience in both exams, questions about the strategies they applied throughout the exam will be made, to see if there was a difference in each exam.

Furthermore, the teacher's role during this redesigned implementation will consist in guidance and facilitation, which means provide the students with the strategies more than one time instead of just modeling the strategy. The teacher will encourage the students to become more independent in the reading tasks and have a time to discuss questions such as "What did you do first?", "Did the strategy help you understand the text better?" or "What would you do differently next time? Would you continue using this strategy?" to allow the students to reflect about the strategies and increase their awareness after each intervention.

After each intervention, another modification that would be made is to have more evidence from the students which means that they would have more reading tasks that allows them to demonstrate how they are applying the strategies. These tasks would be designed not only to assess their reading comprehension but also to observe the use of strategies in action. For example the students asked to underline unfamiliar words or key words from the text and get a general idea or discuss in short reflections explaining what strategy they used and why. This evidence would be useful to monitor their progress and to evaluate the effectiveness of each strategy for the students.

Apart from the interventions, something that would be implemented is the use of recordings in every class, since this was something that was really helpful when reflecting about the areas of improvement in some of the classes, it would be useful to pay attention to students' reaction and participation during the strategy training and reading tasks. Recordings would allow us to analyze moments in which students struggled or showed understanding and motivation, the use of recordings can be useful to identify which strategies are more used and which ones need to be worked on. The use of recordings can be useful as a tool to evaluate the teacher's performance and identify if there were instructions missing or if there is a way to make them more simple to improve future lessons.

Additionally, collecting this evidence would make it possible to have the students' development and identify which strategies are being used and which ones require more support. This would be useful to analyze if the implementation of strategies was useful or not.

Another implementation that could be done is the implementation of a strategy journal that will allow the students to register which strategy they applied after each lesson how they apply it and how useful it was, this will encourage the students to

become more aware of their learning process but it would be useful when the time to reflect is not enough, this will be useful as evidence to see if they used the strategies provided by the strategy training or if they implemented strategies that they already had.

Finally, something that could be implemented is the establishment of reading routines each week, which means having the strategy training in one specific strategy during one week, after that I would have a reading task and ask them to try to answer it on their own, when they finished I would ask them if they implemented the strategy we have been practicing or if it was not useful for them, allowing me to have an idea of which strategies they found useful and which ones were not useful for them.

CHAPTER IV CONCLUSIONS AND RECOMMENDATIONS

This research had a purpose to foster the reading autonomy of students through reading strategies. Throughout the process of the implementation, it was noticeable that the use of strategies such as memory strategies and compensation strategies contributed for the students to rely less on the translation when reading a text. Although not all the interventions had a positive impact on the students autonomy, the challenges and positive aspects of this research will be mentioned.

One thing I was not aware of at the beginning of this research was that it was not just the learning strategies being implemented, but that these strategies started the moment the students approached the text and how they did it, by asking students what they thought we would talk about based on the images, asking them questions to activate their previous knowledge or to contextualize the topic to give them an idea were also strategies. These strategies were followed in all of the lessons, and I did not consider them strategies during the interventions. Recognizing that these are strategies too is important, as these were the steps students took when they faced a reading task. I initially believed that strategy training started only when I explicitly taught a learning strategy, but I realize that the process begins earlier, from the moment students interact with the text. This realization challenges my initial assumptions about when strategy training begins

Although, reflecting on this, and allowing the students to realize that these steps they followed in each class were also strategies they could use, is something that did not happen during the interventions. Instead, the students saw them as part of a routine that was followed every time we had a reading task, but they did not recognize them as strategies.

Throughout the interventions, it was observed that most of the students were initially unfamiliar with specific strategies that could help them understand a reading task. As many of them relied on translating word by word or skipping unknown words without trying to understand the text in general. That is why the first questionnaire was applied, to see if the students already had some strategies in their learning. It was observed that there was a need to provide students with strategies specifically for the reading skill, as in the questionnaire some of them answered that when they did not understand the complete text they did not feel motivated to keep trying. I initially thought that simply introducing learning strategies would change students' approaches to reading. However

I underestimated the time and practice needed for students to internalize these strategies. My early expectations that improvements would be visible after a few interventions were optimistic since the time was too short for the students to start applying the strategies.

Considering the process that was followed in this research, the process begins by applying a diagnostic test to identify the students' previous knowledge and the areas of improvement. This diagnostic tool was useful to collect information about the students' current level of English and the areas that required improvement. After the test, It was evident that out of the four skills reading was the one where students obtained the lowest scores. This result confirmed the need to focus on developing reading comprehension during the intervention.

Additionally, the diagnostic test helped me to identify what students usually did when facing a reading task that seemed too complex. For that reason many of them did not tried to answer the questions in the reading part, which indicated that if the task was difficult for them, they did not try to answer and left blank spaces. This also demonstrates that the students tended to lose interest when they felt the topic was too challenging. This initial test helped me better understand the needs that this group had and take that into account when planning the lessons. Related to the diagnostic, the learning strategies questionnaire was also useful to get to know the students' current habits of learning in the different skills, as I noticed that they were able to identify what they applied when they encountered a challenge. At first, I thought that students would at least attempt to compile the reading sections even if they struggled, but the blank answers made me question if they needed more practice with the strategies before facing a difficult reading task on their own.

Secondly, when speaking about the interventions that were carried out, the first step was to identify the contents that had to be taught according to the school's curriculum. This allowed me to determine which topics will be implemented with the learning strategies. However, one area of improvement that was identified throughout this process was the lack of decision making at the beginning regarding which specific strategies would be used. Since there are many learning strategies proposed by Oxford (1990), I initially intended to work with all of them. This decision as the interventions started seemed time-consuming and not practical, especially during the process of planning. At the beginning, I believed that exposing students to a variety of strategies

would be more beneficial, but this assumption was unrealistic. I had to question whether it was better to focus on fewer strategies and go deeper instead of trying to cover more in a short time. This made me realize that quality and practice are more impactful than quantity in the development of learning strategies.

It was until the planning stage that I realized the importance of choosing the specific strategies that would be used to start planning the interventions. As a result, it was decided that the strategies to be implemented would be the direct strategies as those strategies are directly involved with language learning so this research was mainly focused in compensation, memory and cognitive strategies. Defining this from the beginning would have been useful to have a clearer range of possibilities and determine which ones could be more easily integrated into the different topics according to the curriculum.

The use of learning strategies was essential in this research, as they were the key element to promote reading autonomy in the students. These strategies were aimed to provide students with tools to approach texts more independently, and effectively by reducing their reliance on the teacher or their classmates. However, from the beginning this intervention showed areas of improvement. One of the main challenges was that reading itself can be a frustrating skill for many students, especially when they are not confident or comfortable working with it, as was the case of this group. When the students started to work with the reading tasks individually I notice this was difficult as it was something they were not used to do, and this lack of familiarity made it harder for them to start reading autonomously and applying learning strategies, That is why the students use of strategies was perceived as complicated, and that it was going to need more support within the students that what I initially expected.

In the first interventions, although it was challenging and took some time, students started to read on their own, and attempted to complete the reading tasks by themselves. This was considered a positive improvement, as it made me able to see the change from their previous behavior towards the reading skill, where they usually wait for their classmates to share their answers. Through this process, students started to become more autonomous in reading tasks. However, in terms of strengthening reading autonomy, it became that this aspect is something that needs to be more worked on.

One of the main issues was that each strategy was applied only once, which is not enough for students to remember the strategy and use it again in the future. In order

to start using a strategy long-term requires practice and opportunities to use the strategy by themselves without strategy training. My initial plan underestimated the importance of repetition and independent practice. I thought that a single exposure to the strategy would be enough to encourage students to use it later, but this was not the case. I now realize that my planning should have provided more opportunities for strategy reinforcement throughout the interventions. In this way, when the students face a reading task on their own like an exam or individual work, they can be able to apply the strategies without help. In the case of this research, the strategies were introduced through strategy training and applied only during the lesson in which they were taught, but they were not provided with more opportunities to practice. This is an area that I consider that would definitely need to be changed in future implementations.

However, after the second exam was applied, it was noticed that some students used images or underline unfamiliar words to understand the text better, which even though these were not complete strategies, but more like the steps that they followed, it showed me that some of them were using what they learned, although they did not follow the complete process of each strategy, they were able to remember the parts that were more useful for them.

Another relevant aspect observed during the implementation was that students relied on translation when applying a new strategy, more in the case of “guessing intelligently” strategy. Although this strategy was designed to help students make guesses based on the context or pictures, it was noticed that many of them tended to need to know every word to understand a text. At the beginning, I believed that simply introducing the strategy would reduce dependence on translation. However, I now question whether I underestimated the habit of translating word by word. Maybe more time should have been dedicated to start changing their habits instead of expecting an immediate change. This made the process more difficult or confusing for the students. However, I noticed that after this intervention, I tried to reduce the translation by giving explicit instruction to the students and telling them that they had to wait for their classmates to try to know the word before sharing the word in Spanish directly. I noticed this helped me reduce the students’ use of Spanish during the implementation of the strategies. However, I think in the next lessons, they were more able to work without translations, as I tried to bring more visuals to allow them to learn the vocabulary, and remember the words afterwards.

As the strategy training was an important aspect in this lesson, it was something I struggled with at the beginning, as it was difficult to cover all the steps of teaching the strategies in a short time, as the strategies were taught when the students were focused on the reading task. When planning, I thought that integrating the strategy explanation would be efficient, but as the interventions passed, I noticed that they made the process more complicated and caused that the time was not enough in the interventions. This made me reflect about the importance of the structure of the lesson plans when introducing a new strategy.

I notice this time was too short, and took a lot of time to try to make as clear as possible the steps that the students needed to follow, this caused that the students did not have time to cover or complete the worksheets in most of the interventions, or that they had a short time to do it which did not enable them to be completely focused in each step. This was something I tried to have more control with in the next interventions, but even though I state the time for each stage more carefully, sometimes I had to get back to explain the instructions that the students needed to follow again, to make sure they were following each step. I think I would like to have more control over this aspect, if this research was applied again, set a specific time to teach the steps that the students need to follow in the strategies, or model them to avoid going back to explain different times. Another aspect to take into account is having a checklist or a detailed lesson plan with the specific instructions that allow the teacher to guide the students step by step when the strategy is being taught. Having a checklist or clear instruction makes it easier to not forget the instructions and keep track of whether the students followed each instruction correctly. The use of a checklist would allow a comparison at the end of the implementation of the strategy between the students that follow the steps and the students who did not, to observe if this affected their reading comprehension.

During this research, I tried to use a checklist in class, although they were not included in all the interventions, I believe that if I had used them more I would have a better control of time and could have identified which steps were more difficult for the students in order to model them or simplify them. However, despite not using the checklist in all of the classes, I tried to include more explicit instructions in each lesson plan, to see which steps were followed and which ones were missing after each lesson.

After each intervention with the study group, I implemented adaptations when working with other classes, which allowed me to test if reducing the time spent on strategy training could give the students more opportunity to complete the reading task and the production. These adjustments helped me see that it was necessary to have better time management and modifications in the strategy training students were capable of applying the strategies but also to produce language based on the readings they were having.

The process of writing this report helped me realize about the areas that needed to be improved, as after each intervention I needed to reflect on the positive and negative aspects that each class had, and self-evaluate this process to recognize what aspects were being useful and which ones needed to work more with. However an aspect that still needs to be more worked on, is the strategy training and the students' autonomy in reflecting about the usefulness of the strategies on their own which is also implied with the students awareness of the strategies that were being applied it is an aspect that still has room for improvement, as I noticed I prioritize more the strategy training than the students time to reflect about this process. In future research, I consider it essential that the strategies applied can be practiced more than once, in order to improve students' awareness. I consider it is important to include reflection moments after each strategy is introduced, so that students can identify what they did, how they did it and in what ways it helped them understand the text.

In future implementations, this research emphasized the importance of not only introducing learning strategies to strengthen readings, but also in making sure that these strategies are clear and modeled to be able to practice them and be able to promote the students' autonomy. Although the interventions made the students more used to practice this skill, they need to be aware of the strategies that are being used, further research in this topic must address the challenge of making the students reflect about their learning process and the strategies that are being used, which can be done by implementing questionnaires or interviews after each strategy to gather evidence on the impact of each strategy. It is also necessary to encourage the students to read, and get them used to working with readings during the English class, so that the students would have the motivation to start applying the strategies into the reading tasks by adapting the strategies to their needs.

Future proposals in this research would have more focus on the strategy training that allow for both, the students' implementation of the strategies and the reflection after each activity, making sure that students not only apply the strategies, but also are able to evaluate if the strategies are being effective to understand better.

This whole research process has given me valuable insight into how complex and gradual it is to develop reading autonomy in students. When I first started the major, I thought that applying techniques would be enough to create change in the classroom, but now I realize that teaching is a reflective and flexible process that requires continuous adjustments and deep understanding of the students' needs. I have grown not only in my planning and teaching skills but also in my ability to question my assumptions, adapt to challenges, and reflect on the impact of each decision I make. This research helped me reflect about what teaching is, to be more conscious that is more than just following steps in a class, but more about the students' experience and reflection about what they are learning and what they use in the future.

As I conclude my research on learning strategies and reading autonomy, new questions arise for future research:

How does using learning strategies over time impact students' reading habits?

How do students' learning preferences affect their use of reading strategies?

What is the role of reflection in helping students start using these strategies?

How can teachers better support students to become independent in the use of strategies?

These questions encourage me to keep reflecting, improving, and exploring this topic further.

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CHAPTER VI APENDIXES

Appendix 1 Diagnostic test

PART 1: READING

INSTRUCTIONS:

Read the story. Choose a word from the box. Write the correct word next to numbers 1–5. There is one example

Jane loves reading about different animals in her school (0) library. Last Friday, Jane's teacher told the class to find pictures of animals. 'Look on the (1)..... I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2)..... first.' Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3)..... of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.' 'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4)..... ! Their back legs are the strongest, too.' Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5)..... girl in the class!'

Example



library



website



frightened



hopping



address



surprised



cleverest



bounce



ideas

READING PART 2

Instructions: Read the text carefully, and choose the best option (a, b or c)

John is a doctor; he works for a hospital in the city. At work, John likes to talk to his friends but what he enjoys most is to help people. John enjoys running every day and runs for 30 minutes each morning, but his sister takes him to work, and he returns home by bus. From Monday to Friday, John watches TV for about an hour to relax but on Saturdays, he spends his free time playing video games with his friends. John lives with his parents, his sisters, and his younger brother. July is John's sister; she is 23. His other sister, Jennifer, is 18, and his little brother, Miguel, is 5 years old.

1.- Why does John like most about his job at the hospital?

- a) Because he meets people every day.
- b) Because he can be with his friends.
- c) Because he can cure and help patients.

2.- How does John get to the hospital?

- a) He walks to the hospital
- b) He gets to the hospital by car
- c) He goes to work by bus

3.- What does John do on weekends?

- a) He plays sports with his friends.
- b) He plays video games with company.
- c) He watches television to relax

4.- How many brothers and sisters does John have?

- a) 2 sisters and 1 brother
- b) 2 brothers and 1 sister
- c) 1 brother and 1 sister

PART 2: LISTENING

LISTENING PART 1

Read the question. Listen and write a name or a number.



Examples:

What is the new girl's name? Kim

How old is the new girl? 8

What is Kim's family name (last name)? _____

Where does Kim live? in _____ Street

What number is Kim's house _____

What is the name of Kim's horse? _____

How old is Kim's horse? _____

LISTENING PART 2

Listen and tick (✓) the box. There is one example

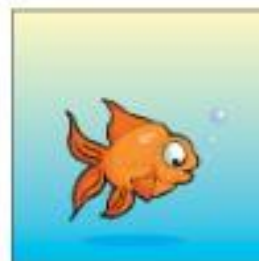
What animal has Alex got in his bedroom?



A ☐



B ☒



C ☐

1 Which picture are May and Sam looking at?



A ☐



B ☐



C ☐

2 What are Mrs Good's class doing this afternoon?



A ☐



B ☐



C ☐

3 What is Mum's favourite fruit?



A ☐



B ☐



C ☐

4 Which dog is Anna's?



A ☐



B ☐



C ☐

5 What is Lucy wearing?



A ☐



B ☐



C ☐

PART 3: WRITING

Instructions: What is your daily routine? What time do you wake up? What time do you go to school? What are some activities you do after school? Write a short paragraph (30-50 words)

Appendix 2 Learning Strategies questionnaire

Nombre del Alumno: _____

Instrucciones: *Lee las preguntas cuidadosamente y elige las opciones (pueden ser más de una) que mejor reflejen tu experiencia en cada caso. El objetivo de este cuestionario es comprender tus hábitos y estrategias de aprendizaje en la materia de inglés, por lo que no hay respuestas correctas o incorrectas. Asegúrate de responder todas las preguntas y contestar con sinceridad.*

1.- Cuando debo contestar preguntas sobre una lectura y no estoy segur@ sobre la respuesta o la opción....

- a) lo mejor es decir..."De tin, marin, de do pingüe" y escoger al azar...de cualquier forma no me se la respuesta
- b) busco alguna palabra que conozca y me voy por esa opción, esperando atinarle bien.
- c) primero checo el título del texto, reviso bien la imágenes del texto e identifico palabras familiares para poder tomar una opción
- d) No intento hacer nada al respecto dejo el ejercicio incompleto.

2.- Cuando tengo que leer un texto en inglés y no comprendo la oración...

- a) inmediatamente le pregunto a mi compañer@ el significado de toda esa oración
- b) me quedo en silencio con la esperanza de que alguien pregunte y digan en voz alta cuál es el significado.
- c) trato de adivinar el significado o deducir usando las palabras o el contenido que si conozco.
- d) me brinco lo que no entiendo y continuó leyendo, quizá esta parte no sea tan relevante para yo entender la idea general.

3. Si un texto en inglés es demasiado difícil de entender...

- a) Me frustró y dejo de leerlo. Espero a que la maestra lo traduzca para poder entender
- b) Intento dividir el texto en partes más pequeñas para poder entender mejor
- c) Utilizo un diccionario o traductor para traducir cada parrafo
- d) Pido ayuda a un compañero para que me explique lo que no entiendo

4.- Cuando estamos contestando un ejercicio de manera grupal....

- a) prefiero ni voltear a ver a mi maestr@ para que no me vaya a nombrar para contestar la pregunta, si no hago contacto visual ella/el no me nombrará
- b) me pongo un poco nervios@ pero es un reto que me gusta tomar...total si no me sale bien la respuesta no pasa nada.
- c) me gusta participar, trato de identificar los patrones que da el/la mtr@ en sus ejemplos y trato de imitarlos para sacarme bien la respuesta.
- d) Trato de poner atención a la participación de mis compañeros para poder participar.

5.- Cuando el/la mtra anota algo en el pintarrón o nos muestra algún poster/cartel de información...

- a) procuro poner atención, esperando que no me distraiga con mis compañer@s o con alguna otra cosa para recordar de que fue.
- b) lo anoto en alguna hoja para después añadirlo a mis apuntes o libreta de la asignatura de inglés si es que el/la mtr@ nos dice que tomemos apuntes.
- c) diga o no el/la mtr@, yo procuro tomar apuntes, y a mis apuntes les incluyo anotaciones que me puedan servir para entender o recordar algo en el futuro para cuando necesite estudiar de ahí
- d) No presto atención ni tomo notas, confiando en que lo recordaré sin esfuerzo.

6.- Cuando estoy aprendiendo nuevo vocabulario en inglés...

- a) Repito las palabras varias veces en mi mente, esperando recordarlas más tarde.
- b) Trato de usar las nuevas palabras en oraciones propias para entender mejor su uso.
- c) Hago tarjetas de estudio con la palabra y su significado para repasarlas después.
- d) No hago ningún intento por aprender o recordar las nuevas palabras.

7.- Al aprender un nuevo tema en inglés...

- a) Trato de memorizar las reglas gramaticales
- b) Prefiero aprender mediante ejemplos y práctica para reforzar lo aprendido
- c) Uso recursos adicionales como videos o aplicaciones para reforzar lo aprendido
- d) Si se me dificulta, pierdo el interes y no hago un esfuerzo adicional para entenderlo.

8.- Cuando la maestra me pide que escriba algo en inglés yo...

- a) Dejo la tarea incompleta por que me siento inseguro de mi escritura en inglés
- b) Escribo lo que necesito para cumplir con la tarea
- c) Intento utilizar frases y vocabulario que conozco bien
- d) Escribo lo que entiendo y uso algunas palabras de vocabulario que no conozco en español

9.- Para entender mejor un texto en inglés yo...

- a) Leo el texto rápidamente para obtener una idea general de lo que trata
- b) Subrayo o marco las palabras clave que considero importantes para entender
- c) Leo cada oración detenidamente y pregunto por el vocabulario que no entiendo
- d) Espero a que traduzcan el texto para poder entender.

10.- Cuando escucho a alguien hablar en inglés y no entiendo algunas palabras yo...

- a) Me desconecto y dejo de prestar atención
- b) Intento captar la idea general sin preocuparme por cada palabra
- c) Presto atención al contexto (La situación) para poder entender mejor
- d) Escucho la conversación varias veces para entender todos los detalles

11.- Cuando necesito hablar en inglés pero no se cómo decir algo...

- a) Cambio al español las palabras que no conozco
- b) Uso gestos o señas para que me puedan entender
- c) Intento explicar la idea con otras palabras en inglés que conozco
- d) Me siento frustrado y comienzo a hablar completamente en español

12. Para mejorar mi habilidad de hablar en inglés yo...

- a) Hablo solo cuando es indispensable
- b) Practico repitiendo para mi mismo para ganar confianza
- c) Trato de usar el idioma durante la clase de inglés
- d) Busco en internet oportunidades para mejorar hablando el idioma.

13. Cuando no entiendo instrucciones en inglés yo...

- a) Asumo que las instrucciones no son importantes y continúo sin seguirlas
- b) Pido a la maestra que repita las instrucciones más despacio o de otra manera
- c) Trato de deducir lo que se espera de mi observando lo que hacen los demás
- d) Puedo entender mejor si se usan gestos/señales o imágenes

Appendix 3 Lesson plan: My favorite hobbies

Topic:	My favorite hobbies	Lesson number: 6	Date: 3/03/2025
Main Aim of the lesson:	By the end of the lesson, students will be able to write about their favorite hobbies using simple present.		
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
Presentation 30 minutes	- Explain that when we don't know a word, we can look at the words around it to make a guess. - Write on the board: "I love playing the guitar. It makes beautiful music." - Ask students: "What do you think 'guitar' means?" - Guide them to notice the words "playing" and "music" to infer that it is a musical instrument. Prepare for the Reading: - Show students the text title: "Talking About Hobbies." - Ask: "What do you think this text is about?" - Encourage them to mention vocabulary related to hobbies they already know (sports, music). - Explain the purpose of prediction: "Making predictions helps us connect	APPENDIX 3.1 - Worksheet Markers and the board	Problems: Students may not know the vocabulary for different words or hobbies on the reading. Some students may be shy and not participate when sharing the words they underlined. The students will translate the words when they identify its meaning. Solutions: The teacher will ask them to complete the task individually. The teacher will remind them to avoid translation. The teacher will use drawings, body language and examples for the

	what we already know with what we are about to read." -What are some hobbies you have? My hobby is <i>reading</i> romance books the teacher gives them extra words for each hobby so that they can understand what the word is. The teacher writes the example on the board. - Distribute the worksheet (Melanie's hobbies text). - Instruct students to read the text independently and underline the words they don't know. - Tell them: "Don't worry about understanding every word. Focus on the general meaning of the text." - Choose 2-3 unknown words from the text that students underlined (e.g., "photographs"). - Ask: "What do you think this word means?" - Guide them by asking: "Are there other words in the sentence that give us a clue?" - Write their guesses on the board next to the word. (as keywords) so what do you think this word means? - Ask: "Did we guess this correctly? Why do you think so?"		students to understand the words. Guide students by pointing out keywords in the text that can help them understand the words they did not know.
Practice 10 minutes	The students have some time to complete exercise two, in which they have to complete the sentences with the correct form of the verb in simple present tense. The students use the verb in parenthesis to complete the sentences.	APPENDIX 3.1 - Worksheets. The board, markers and erasers.	Problem: Some students may not finish their work because of the time Problem: The students find it difficult to

Ex. I like swimming

She enjoys writing stories

When they finish, the teacher asks them to participate and share their answers to their classmates.

identify when to add the s to the verb.

Solution: The teacher reviews the answers asking students to explain the answer in that way.

Solution: The teacher will remind students that they have to add the s when they are talking about he or she.

Production 10 minutes	What are some of your hobbies? Which hobbies did you find in the reading? The teacher writes the students' participations on the board, after that she asks: Do you have one of this hobbies? The students use the hobbies they have on the board or others they already know to complete the task.	APPENDIX 3.1 - Worksheet. The board, markers and erasers.	Problem: Students might have difficulty in writing about their hobbies. Problem: Students do not write complete sentences Solution: The students can use the hobbies they have on the worksheet or ask the teacher to complete the task Solution: The teacher will write an example of how they can complete the task.
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TALKING ABOUT HOBBIES

1. Read the text and answer the questions



Dear fans,
I want to tell you a little about myself and what I enjoy doing. My name is Melanie Martinez, and I'm a singer and songwriter. I was born on April 28, 1995. Besides making music, I love being creative in many other ways.
In my free time, I like painting, taking photographs, and writing songs. I also enjoy creating visually artistic music videos for my songs. My favorite genre to perform is alternative pop, and I love using my art to express deep emotions.
At home, I like relaxing with my pets and reading books. My mom, Mery, loves cooking, and my dad, Jose, enjoys listening to music. I also have a brother named Joseph, who is a photographer. Tell me about your hobbies and family!
Love,
Melanie

2. Match the hobbies with the pictures



dancing



cooking



swimming



playing
football



reading

1. What are Melanie's hobbies outside of music?

- a) Cooking and drawing
- b) Painting, photography, and songwriting
- c) Playing sports and dancing

2. Which artistic activities does Melanie enjoy doing in her free time?

- a) Writing poetry and reading books
- b) Painting, taking photographs, and writing songs
- c) Cooking and traveling

3. What does Melanie enjoy doing at home?

- a) Relaxing with her pets and reading books
- b) Playing video games and cooking
- c) Gardening and writing poetry

4. Who in Melanie's family shares a creative hobby, and what is it?

- a) Her mom, who enjoys painting
- b) Her dad, who likes playing guitar
- c) Her brother, who is a photographer

5. What are some hobbies that Melanie's family members enjoy?

- a) Her mom loves cooking, and her dad enjoys listening to music
- b) Her mom loves writing, and her dad enjoys playing sports
- c) Her mom loves dancing, and her dad enjoys painting

3. Use the correct form of the verbs (simple present):

1. I _____ (like) swimming.
2. She _____ (enjoy) writing stories.
3. Tom _____ (not like) football.
4. They _____ (play) football on weekends.
5. He _____ (read) comics
6. My friend _____ (love) painting.
7. We _____ (not watch) TV during the week.
8. He _____ (study) English every day.

4: What are your hobbies? Write them here:

Appendix 3.2 Students' Productions

Wednesday October 23th 2021

23 de Octubre 2021

Scribe

TALKING ABOUT HOBBIES

1. Read the text and answer the questions

Dear fans,
I want to tell you a little about myself and what I enjoy doing. My name is Melanie Martinez, and I'm a singer and songwriter. I was born on April 28, 1995. Besides making music, I love being creative in many other ways.
In my free time, I like painting, taking photographs, and writing songs. I also enjoy creating visually artistic music videos for my songs. My favorite genre to perform is alternative pop, and I love using my art to express deep emotions.
At home, I like relaxing with my pets and reading books. My mom, Mary, loves cooking, and my dad, Jose, enjoys listening to music. I also have a brother named Joseph, who is a photographer. Tell me about your hobbies and family!
Love,
Melanie

2. Match the hobbies with the pictures

dancing
cooking
swimming
playing football
reading

3. What are Melanie's hobbies outside of music?
a) Cooking and drawing
b) Painting, photography, and songwriting
c) Playing sports and dancing

2. Which artistic activities does Melanie enjoy doing in her free time?
a) Writing poetry and reading books
b) Painting, taking photographs, and writing songs
c) Cooking and traveling

3. What does Melanie enjoy doing at home?
a) Relaxing with her pets and reading books
b) Playing video games and cooking
c) Gardening and writing poetry

4. Who in Melanie's family shares a creative hobby, and what is it?
a) Her mom, who enjoys painting
b) Her dad, who likes playing guitar
c) Her brother, who is a photographer

5. What are some hobbies that Melanie's family members enjoy?
a) Her mom loves cooking, and her dad enjoys listening to music
b) Her mom loves writing, and her dad enjoys playing sports
c) Her mom loves dancing, and her dad enjoys painting

3. Use the correct form of the verbs (simple present):
1. I like swimming.
2. She enjoys writing stories.
3. Tom doesn't like football.
4. They play football on weekends.
5. He reads comics.
6. My friend loves painting.
7. We don't watch TV during the week.
8. He studies English every day.

4. What are your hobbies? Write them here:

I like read books
I like painting
I like watch movies
I like play music
I like play videogames

10 Excellent

TALKING ABOUT HOBBIES

1. Read the text and answer the questions



Dear fans,
I want to tell you a little about myself and what I enjoy doing. My name is Melanie Martinez, and I'm a singer and songwriter. I was born on April 28, 1995. Besides making music, I love being creative in many other ways.
In my free time, I like painting, taking photographs, and writing songs. I also enjoy creating visually artistic music videos for my songs. My favorite genre to perform is alternative pop, and I love using my art to express deep emotions.
At home, I like relaxing with my pets and reading books. My mom, Mery, loves cooking, and my dad, Jose, enjoys listening to music. I also have a brother named Joseph, who is a photographer.
Tell me about your hobbies and family!
Love,
Melanie

2. Match the hobbies with the pictures



dancing
cooking
swimming
playing football
reading

1. What are Melanie's hobbies outside of music?
a) Cooking and drawing
b) Painting, photography, and songwriting
c) Playing sports and dancing

2. Which artistic activities does Melanie enjoy doing in her free time?
a) Writing poetry and reading books
b) Painting, taking photographs, and writing songs
c) Cooking and traveling

3. What does Melanie enjoy doing at home?
a) Relaxing with her pets and reading books
b) Playing video games and cooking
c) Gardening and writing poetry

4. Who in Melanie's family shares a creative hobby, and what is it?
a) Her mom, who enjoys painting
b) Her dad, who likes playing guitar
c) Her brother, who is a photographer

5. What are some hobbies that Melanie's family members enjoy?
a) Her mom loves cooking, and her dad enjoys listening to music
b) Her mom loves writing, and her dad enjoys playing sports
c) Her mom loves dancing, and her dad enjoys painting

3. Use the correct form of the verbs (simple present):

1. I like (like) swimming.
2. She enjoys (enjoy) writing stories.
3. Tom doesn't like (not like) football.
4. They play (play) football on weekends.
5. He reads (read) comics.
6. My friend loves (love) painting.
7. We don't watch (not watch) TV during the week.
8. He studies (study) English every day.

4. What are your hobbies? Write them here:

• Listen to music
• Spend time with my family
• Draw
• Watch series and movies.

• Pass time with my sister

10

Excellent! :)

23-10-2024

TALKING ABOUT HOBBIES

1. Read the text and answer the questions



Dear fans,
I want to tell you a little about myself and what I enjoy doing. My name is Melanie Martinez, and I'm a singer and songwriter. I was born on April 28, 1995. Besides making music, I love being creative in many other ways.
In my free time, I like painting, taking photographs, and writing songs. I also enjoy creating visually artistic music videos for my songs. My favorite genre to perform is alternative pop, and I love using my art to express deep emotions.
At home, I like relaxing with my pets and reading books. My mom, Mery, loves cooking, and my dad, Jose, enjoys listening to music. I also have a brother named Joseph, who is a photographer. Tell me about your hobbies and family!
Love,
Melanie



2. Match the hobbies with the pictures



dancing
cooking
swimming
playing football
reading

1. What are Melanie's hobbies outside of music?
 - a) Cooking and drawing
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2. Which artistic activities does Melanie enjoy doing in her free time?
 - a) Writing poetry and reading books
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 - c) Cooking and traveling

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 - a) Relaxing with her pets and reading books
 - b) Playing video games and cooking
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4. Who in Melanie's family shares a creative hobby, and what is it?
 - a) Her mom, who enjoys painting
 - b) Her dad, who likes playing guitar
 - c) Her brother, who is a photographer
5. What are some hobbies that Melanie's family members enjoy?
 - a) Her mom loves cooking, and her dad enjoys listening to music
 - b) Her mom loves writing, and her dad enjoys playing sports
 - c) Her mom loves dancing, and her dad enjoys painting

3. Use the correct form of the verbs (simple present):
 1. I like (like) swimming.
 2. She enjoys (enjoy) writing stories.
 3. Tom doesn't like (not like) football.
 4. They play (play) football on weekends.
 5. He reads (read) comics.
 6. My friend loves (love) painting.
 7. We don't watch (not watch) TV during the week.
 8. He studies (study) English every day.

4. What are your hobbies? Write them here:

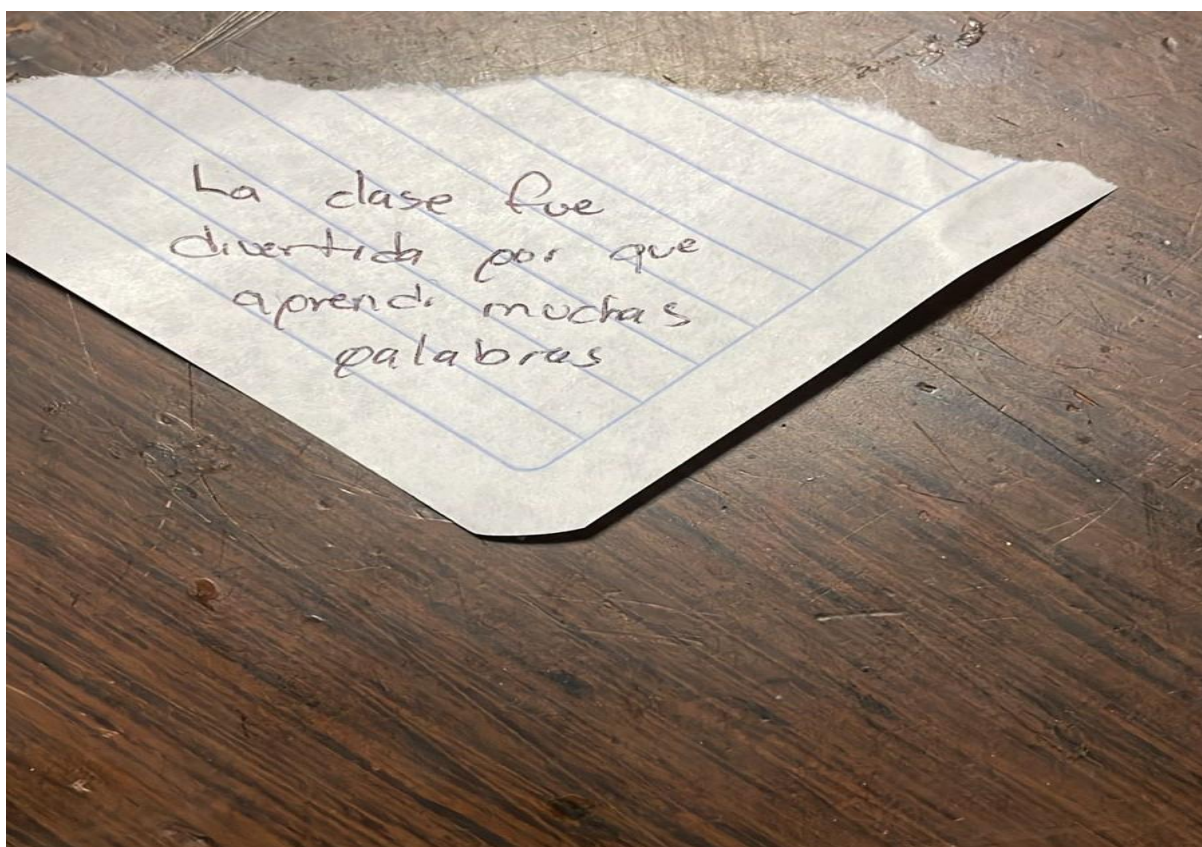
My hobbies is swimming, soccer, play soccer make my homeworks, and listen to music.

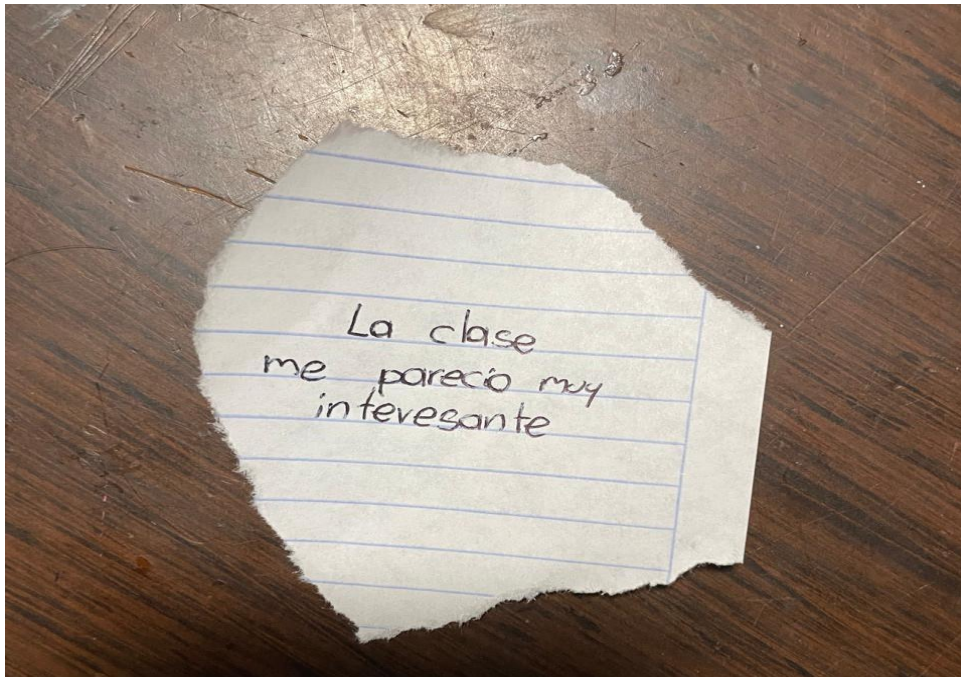
Appendix 3.3 Checklist

Aspect	Yes	No	Observations
Provided an example sentence: "I love playing the guitar. It makes beautiful music."			
Guide the students to infer the meaning of the words according to the context			
Presented the text title, "Talking About Hobbies," and asked what students think it's about.			
Ask students to connect the topic to known vocabulary related to hobbies.			
Ask students to share the hobbies they already know			
Ask them to say what they think the word is			
Avoid translation			
Ask students to underline the words they don't know			

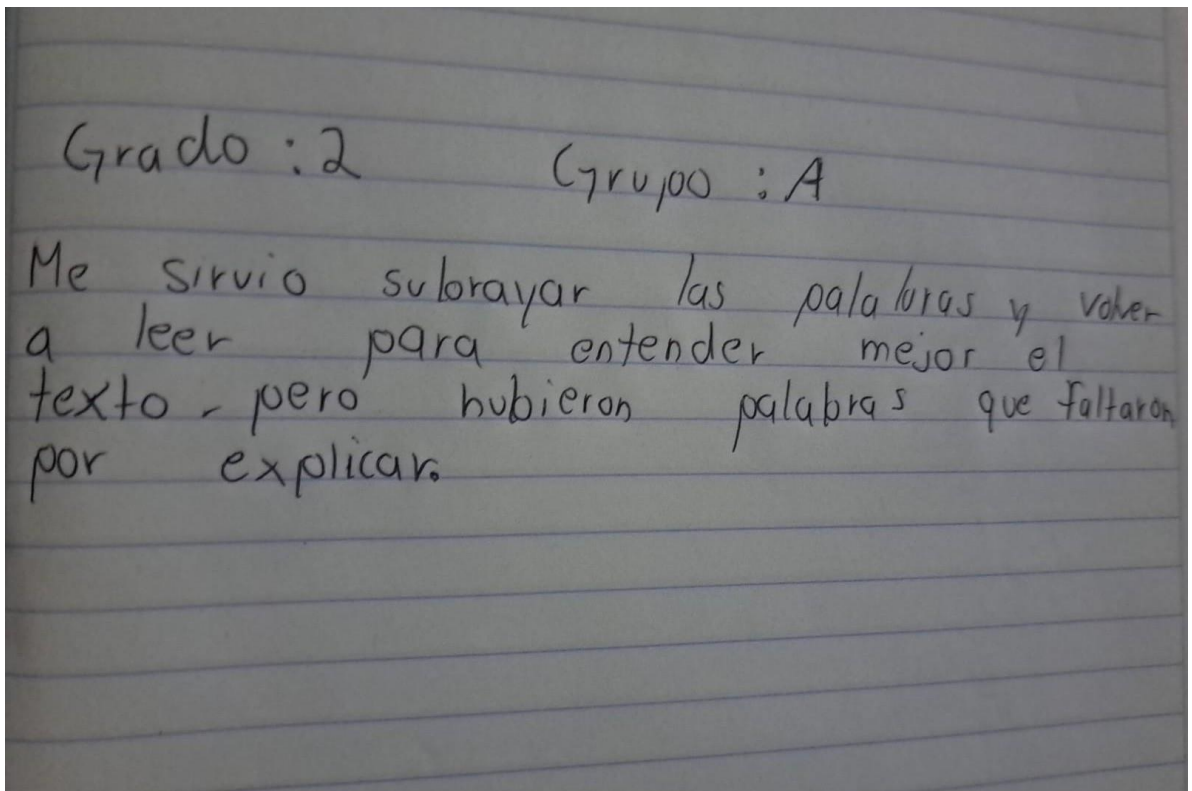
Write the words on the board			
Write examples using the word on the board			
Ask students try to answer the questions on the board			

Appendix 3.4 Students' reflections





La clase
me pareció muy
interesante



Grado : 2

Grupo : A

Me sirvió subrayar las palabras y volver
a leer para entender mejor el
texto - pero hubieron palabras que faltaron
por explicar.

Appendix 4 Lesson Plan Describing my room

Topic:	Describing my dreamhouse	Lesson number:	6	Date:	6/12/2024
Main Aim of the lesson:	Students will identify parts of a house and describe their room using "There is / There are"				
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS		
Presentation 30 minutes	The teacher pastes a poster of a bedroom (Appendix 4.2) on the board before the class starts. The teacher points at the poster and asks: “Do you know what this is?” Once students respond, the teacher continues: “What can we find in a room?” As students give answers, the teacher writes them on the board using the structure There is... (“There is a bed,” “There is a window.”) The teacher introduces labeled word cards (Appendix 4.2), shows them to the students (“bed”), and asks: “Is this a bed?”	APPENDIX 4.1 Appendix 4.2 Poster Worksheet Markers and the board	Problem: Some students are shy or don’t want to pass to the board to participate. Solution: The teacher asks volunteers first, Problem 3: Students may struggle with reading comprehension during the worksheet activity. Solution: Read the text together first as a class and shows the unfamiliar words with the poster before asking them to work individually.		

	Students answer and place the card where it belongs on the poster. The activity is repeated with other cards (bookcase, mirror, window, poster). The teacher hands out a worksheet (Appendix 4.1) and asks: “What do you think this text is about? It says ‘Describing a Room’.” The teacher asks one student to read the text aloud. Then says to the class: “Now read it by yourselves and answer the questions.” The teacher monitors while students work individually. After most students finish, the teacher reads a sentence from the text: “In my bed, there are some pillows, but there aren’t any lamps.” Then asks: “Is there a lamp in Daisy’s room?” The teacher asks students to answer questions about Daisy’s room using There is / There are.		
Practice 10 minutes	The teacher tells the students they will work on Exercise 2, where they must fill in the blanks using a, an, some, or any.	APPENDIX 4.1 APPENDIX 4.2 - Worksheets.	Problem: Some students may not finish their work because of the time

	The teacher refers to the bedroom poster (Appendix 4.2) and asks questions: “Is there a TV in the bedroom?” “Are there any toys in the room?” The teacher writes example sentences on the board The students complete the exercise individually, using the poster as reference.	The board, markers and erasers. Problem: The students find it difficult to identify when to use “is” or “are” Solution: The teacher writes the examples on the board so they can see when to use each word Solution: The teacher will remind students that we use “is” for singular and “are” for plural	
Production 10 minutes	The students describe their bedrooms using there is and there are, The students write the description of their rooms and then draw a picture of it.	APPENDIX 4.1 - Worksheet. The board, markers and erasers.	Students might have difficulty in writing the description of their bedrooms Solution: The students use the vocabulary included on the posters.

Appendix 4.1 Worksheet describing my room

DESCRIBING MY ROOM

My Room

Hello! My name is Daisy, and I want to describe my room. My room is small, but I love it.

There are some books on the shelf above my desk. I like to read them before I go to sleep. On my desk, there are some pencils and a notebook, but there isn't any paper right now.

There is a closet in my room. There are some clothes in the closet, but there aren't any shoes. My shoes are under the bed.

On my bed, there are some pillows and a warm blanket. Next to the bed, there is a small table with some magazines on it, but there aren't any lamps.

I think my room is perfect because it has some nice things that make me happy!

Questions:

1. Are there any books on the shelf? _____
2. Are there any pencils on Daisy's desk? _____
3. Are there any shoes in the closet? _____
4. Are there any lamps on the table? _____
5. Where are Daisy's shoes? _____

3: Fill in with A / AN / SOME / ANY

Hi John

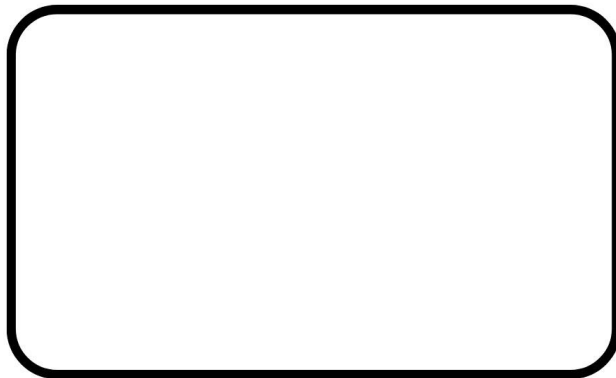
I have a big room too. It's blue, Blue is my favourite colour. There is _____ big bed in my room and _____ pillows on it. There is _____ desk, but there isn't _____ bookcase in my room. There is also _____ armchair and _____ curtains in front of the window. There aren't _____ paintings on the wall, but there are _____ posters. There are _____ toys in a box, but there isn't _____ carpet on the floor.

What's your favorite room?

Write soon.

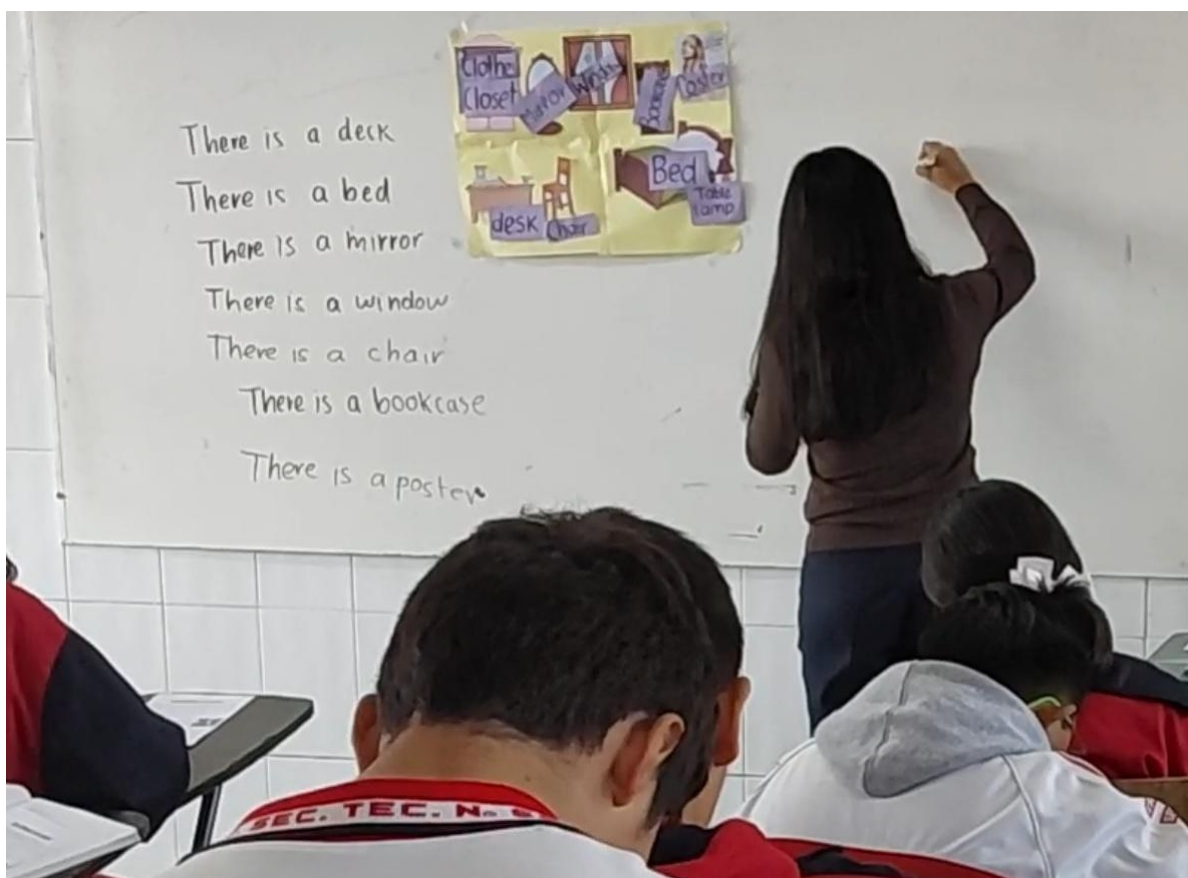
Jack

4: Draw your room and describe what you can find in it:





Appendix 4.2 Poster



Appendix 4.3 Students' production

D 4 M 12 A 24

DESCRIBING MY ROOM

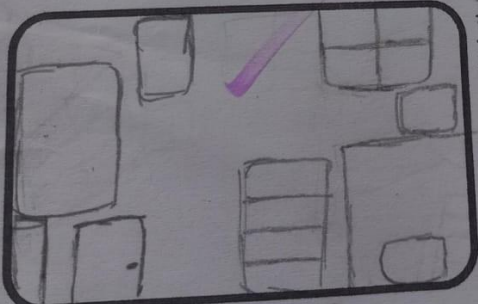
My Room
Hello! My name is Daisy, and I want to describe my room. My room is small, but I love it.
There are some books on the shelf above my desk. I like to read them before I go to sleep. On my desk, there are some pencils and a notebook, but there isn't any paper right now.
There is a closet in my room. There are some clothes in the closet, but there aren't any shoes. My shoes are under the bed.
On my bed, there are some pillows and a warm blanket. Next to the bed, there is a small table with some magazines on it, but there aren't any lamps.
I think my room is perfect because it has some nice things that make me happy!

Questions:

1. Are there any books on the shelf? Yes, there are some books on the shelf.
2. Are there any pencils on Lucy's desk? Yes, there are.
3. Are there any shoes in the closet? No, there aren't.
4. Are there any lamps on the table? No, there aren't.
5. Where are Lucy's shoes? Yes, there are.

3: Fill in with A / AN / SOME / ANY
Hi John
I have a big room too. It's blue. Blue is my favourite colour. There is a big bed in my room and on pillows on it. There is a desk, but there isn't any bookcase in my room.
There is also some armchair and on curtains in front of the window. There aren't on any paintings on the wall, but there are some posters. There are any toys in a box, but there isn't on carpet on the floor.
What's your favorite room?
Write soon.
Jack

4: Draw your room and describe what you can find in it:



There are bed
There is table
There are closet
There is poster
There is window

DESCRIBING MY ROOM

My Room
 Hello! My name is Daisy, and I want to describe my room. My room is small, but I love it.
 There are some books on the shelf above my desk. I like to read them before I go to sleep. On my desk, there are some pencils and a notebook, but there isn't any paper right now.
 There is a closet in my room. There are some clothes in the closet, but there aren't any shoes. My shoes are under the bed.
 On my bed, there are some pillows and a warm blanket. Next to the bed, there is a small table with some magazines on it, but there aren't any lamps.
 I think my room is perfect because it has some nice things that make me happy!

Questions:

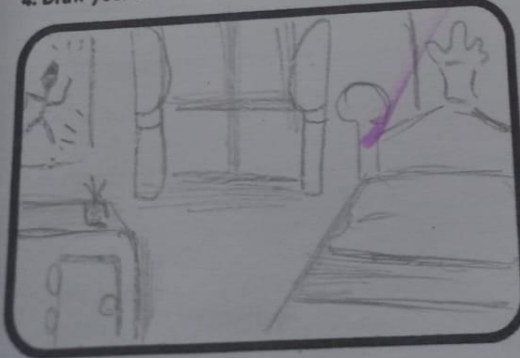
1. Are there any books on the shelf? Yes, there are.
2. Are there any pencils on Lucy's desk? Yes, there are.
3. Are there any shoes in the closet? No, there aren't.
4. Are there any lamps on the table? No, there aren't.
5. Where are Lucy's shoes? Under the bed.

3: Fill in with A / AN / SOME / ANY

Hi John
 I have a big room too. It's blue. Blue is my favourite colour. There is
 a big bed in my room and an pillows on it. There
 is an desk, but there isn't any bookcase in my room.
 There is also an armchair and some courtains in front of
 the window. There aren't any paintings on the wall, but there
 are some posters. There are some toys in a box, but
 there isn't any carpet on the floor.
 What's your favorite room?
 Write soon.



4: Draw your room and describe what you can find in it:



there are some books.
 There are 4 bed pillows.
 There are two posters.
 there are desk.
 there are some clothes.
 There are some toys.

DESCRIBING MY ROOM

My Room

Hello! My name is Daisy, and I want to describe my room. My room is small, but I love it.

There are some books on the shelf above my desk. I like to read them before I go to sleep. On my desk, there are some pencils and a notebook, but there isn't any paper right now.

There is a closet in my room. There are some clothes in the closet, but there aren't any shoes. My shoes are under the bed.

On my bed, there are some pillows and a warm blanket. Next to the bed, there is a small table with some magazines on it, but there aren't any lamps.

I think my room is perfect because it has some nice things that make me happy!

Questions:

1. Are there any books on the shelf? Yes, there are.
2. Are there any pencils on Lucy's desk? Yes, there are.
3. Are there any shoes in the closet? No, there aren't.
4. Are there any lamps on the table? No, there aren't.
5. Where are Lucy's shoes? Under the bed.

3: Fill in with A / AN / SOME / ANY

Hi John

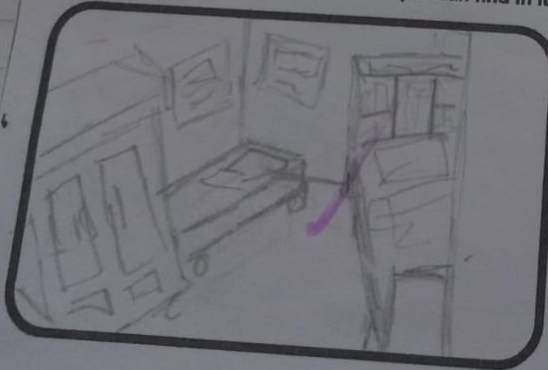
I have a big room too. It's blue. Blue is my favourite colour. There is a big bed in my room and some pillows on it. There is a desk, but there isn't any bookcase in my room. There is also an armchair and some curtains in front of the window. There aren't any paintings on the wall, but there are some posters. There are some toys in a box, but there isn't any carpet on the floor.

What's your favorite room?

Write soon.

Jack

4: Draw your room and describe what you can find in it:



My room is small,
there are 2 beds,
there are 2 posters,
there is a closet,
there are some books,
there is a shoes.



Excellent :)

10

DESCRIBING MY ROOM

4/12/24

My Room

Hello! My name is Daisy, and I want to describe my room. My room is small, but I love it.

There are some books on the shelf above my desk. I like to read them before I go to sleep. On my desk, there are some pencils and a notebook, but there isn't any paper right now.

There is a closet in my room. There are some clothes in the closet, but there aren't any shoes. My shoes are under the bed.

On my bed, there are some pillows and a warm blanket. Next to the bed, there is a small table with some magazines on it, but there aren't any lamps.

I think my room is perfect because it has some nice things that make me happy!

Questions:

1. Are there any books on the shelf? Yes there are
2. Are there any pencils on Lucy's desk? Yes there are
3. Are there any shoes in the closet? No there aren't
4. Are there any lamps on the table? No there aren't
5. Where are Lucy's shoes? Under the bed

3: Fill in with A / AN / SOME / ANY

Hi John

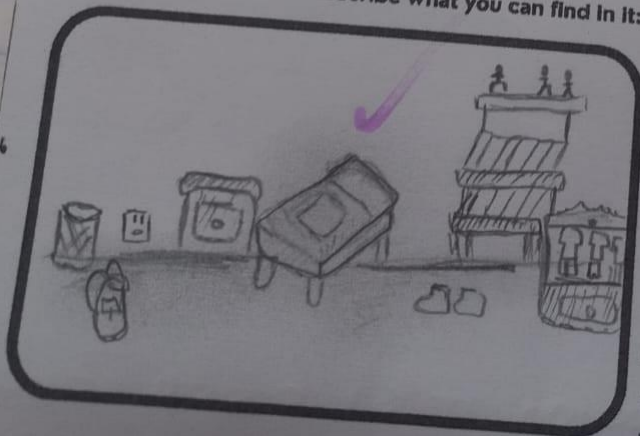
I have a big room too. It's blue. Blue is my favourite colour. There is a big bed in my room and some pillows on it. There is a desk, but there isn't a bookcase in my room. There is also a armchair and some curtains in front of the window. There aren't any paintings on the wall, but there are a posters. There are some toys in a box, but there isn't any carpet on the floor.

What's your favorite room?

Write soon.

Jack

4: Draw your room and describe what you can find in it:



there is a bed
there is a closet
there is a table lamp
there is a bookcase
there is a trash can

Appendix 5 Lesson Plan: Describing my dreamhouse

Topic:	Describing my dreamhouse	Lesson number:	6	Date:	6/12/2024
Main Aim of the lesson:	Students will identify parts of a house and describe their dream house using "There is / There are"				
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS		
Presentation 30 minutes	The teacher distributes the worksheet and allows time for students to paste it into their notebooks. The teacher places a large poster of a house on the board with labeled rooms: bedroom, bathroom, living room, kitchen, study, garage, attic. Draws a table with the categories: Word Definition Example. The teacher asks the students, "Observe the title. What do you think we are going to talk about?" The teacher listen to the students' ideas Teacher: "Read the text and underline the words you don't know."	APPENDIX 5.1 Appendix 5.2 Poster Worksheet Markers and the board	Problem: Students don't understand the instruction: "Observe the title." Solution: Paraphrase: "Look at the title of the reading. What do you think it is about?" Problem: Students don't underline unknown words while reading. Solution: Remind them: "Underline at least three words you don't know." Problem: Difficulty explaining new vocabulary. Solution: Use images, gestures, or point to the items on the poster when		

	As students read, the teacher writes key vocabulary (anticipated unknown words) on the board. Teacher writes a chart with the word, the definitions and an example sentence for each word on the board while reading them aloud. Teacher gives this instruction for each new word: “What do you think [word] means?” The teachers check if the students said the word correctly and asks them to repeat. After reading, ask: What words did you underline? What do you think they mean? Write their guesses on the board and write their definitions and an example. 1. Closet: A small space to keep clothes or other things. ◦ Example: There is a closet in my bedroom for my clothes. 2. Shelves: Flat boards on the wall to put things on. ◦ Example: The books are on the shelves in the living room. 3. Cupboards: Small cabinets to store dishes or food.	possible. Problem: Students don’t participate in guessing the meaning of the words. Solution: Use guided questions like: “Do you think is an object or a place?” Problem: Students still don’t understand the text after reading twice. Solution: The teacher uses drawings for the students to understand, or repeat the examples Problem: Some students finish the questions quickly and others take more time. Solution: Ask the students to check their questions again. Problem: Comparing answers becomes disorganized, or they want to do it individually Solution: Give clear instructions: “Work with the person next to you and check each question one by one.”
--	---	---

- Example: There are plates and glasses in the cupboards in the kitchen.

4. **Cushions:** Soft pads for chairs or sofas.

- Example: There are three cushions on the sofa.

5. **Rug:** A small carpet on the floor.

- Example: There is a rug under the coffee table.

6. **Bench:** A long seat for two or more people.

- Example: There is a bench in the garden.

7. **Mirror:** A glass that shows your reflection.

- Example: There is a mirror in the bathroom.

8. **Sink:** A place in the kitchen or bathroom to wash things.

- Example: I wash my hands in the sink in the bathroom.

9. **Drawers:** A part of furniture where you can put small things.

- Example: There are socks in the drawers of my dresser.

After the teacher writes the definition and example for each word. The teacher asks the students to read again, the students read again, and the teacher asks.

Did you understand the text better?

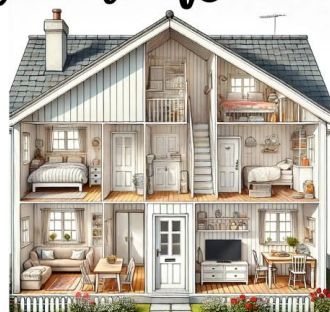
	The teacher ask the students to answer the questions that are below the reading on their own. When the students finish the questions, the teacher asks them to compare their answers with one classmate, and then share their answers to the rest of the class. Finally the teacher asks the students to label the parts of the house in the poster (Appendix 4.2)		
Practice 10 minutes	The students complete exercise 2 in which they have to complete the sentences using “is” or “are” The teacher asks them to use “is” for singular and “are ” for plural	APPENDIX 5.1 APPENDIX 5.2 - Worksheets. The board, markers and erasers.	Problem: Some students may not finish their work because of the time Problem: The students find it difficult to identify when to use “is” or “are” Solution: The teacher writes the examples on the board so they can see when to use each word Solution: The teacher will remind students that we use “is” for singular and “are” for plural
Production 10 minutes	The students describe the rooms they want to have in their house using “is” or “are ” after that, they have to draw their dreamhouse next to the description.	APPENDIX 5.1 - Worksheet.	Students might have difficulty in writing the description of their house. Solution:

		The board, markers and erasers.	The students use the examples included on the reading. the teacher writes the vocabulary that is repeated the most on the board.
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Appendix 5.1 Worksheet: Describing my dreamhouse

Describing my dreamhouse

In my house, there are two bedrooms, and each one has a bed, a closet, and some shelves for books but, there aren't any desks in the bedrooms. There is one bathroom with a shower, a sink, and a mirror, but there aren't any cupboards for storage. There is a living room with a sofa, a coffee table, and a TV on the wall. There are some cushions on the sofa, but there aren't any rugs on the floor. In the kitchen, there is a fridge, a stove, and a table with four chairs. There are some cupboards for plates and glasses, but there aren't any drawers for utensils. Outside, there is a small garden with flowers and a few trees, but there aren't any benches to sit on.



Answer the questions

- | | |
|--|------------|
| There are three bedrooms in the house. | TRUE FALSE |
| The bathroom has a shower, a sink, and a mirror. | TRUE FALSE |
| The living room has a sofa, a coffee table, and a TV on the floor. | TRUE FALSE |
| There is a rug on the floor in the living room. | TRUE FALSE |
| There are benches in the garden outside. | TRUE FALSE |

2: Complete using IS or ARE

- There _____ a window in the bathroom. (is / are)
 There _____ two chairs in the dining room. (is / are)
 There _____ a beautiful painting in the living room. (is / are)
 There _____ some cookies on the table. (is / are)
 There _____ a fridge in the kitchen (is/ are)
 There _____ three sofas in the living room (is /are)
 There _____ a garden with flowers (is/ are)
 There _____ a computer on the desk (is/ are)

3. Fill in the blanks with "there is" or "there are"

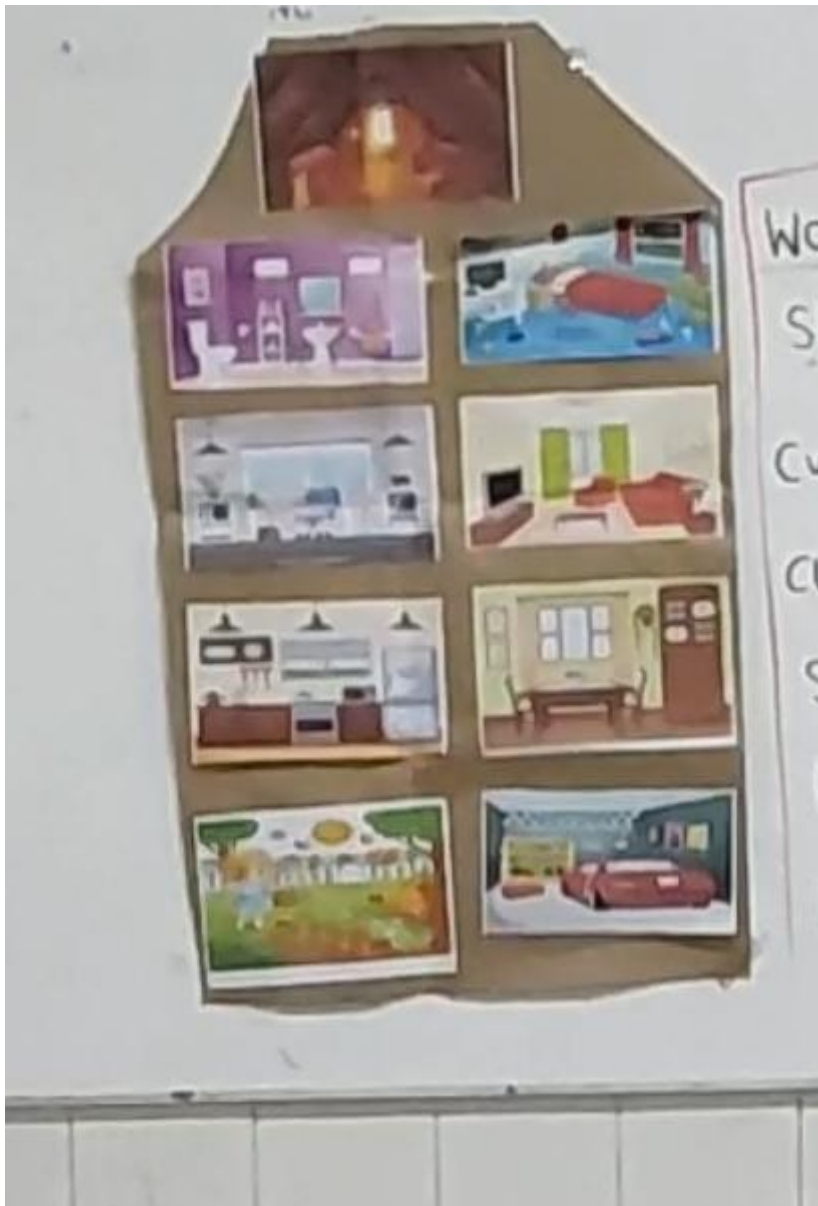
- _____ a book on the table.
 _____ three chairs in the kitchen.
 _____ a dog in the yard.
 _____ a lot of people at the party.
 _____ a lamp on the nightstand.
 _____ some apples in the fridge.

4: Draw your dreamhouse and describe it



In my dreamhouse. _____

Appendix 5.2 Poster



Appendix 5.3 Students' Productions

me stento moy
Blen cupendap
mocho

Describing my dreamhouse

In my house, there are two bedrooms, and ~~each~~ one has a ~~bed~~, a closet, and some ~~shelves~~ for books but, there aren't any ~~desks~~ in the bedrooms. There is one bathroom with a shower, a ~~sink~~, and a mirror, but there aren't any ~~cupboards~~ for ~~storage~~. There is a living room with a sofa, a coffee table, and a TV on the ~~wall~~. There are some ~~cushions~~ on the sofa, but there aren't any ~~rugs~~ on the floor. In the ~~kitchen~~, there is a fridge, a stove, and a table with four ~~chairs~~. There are some cupboards for ~~plates~~ and glasses, but there aren't any ~~drawers~~ for ~~utensils~~. Outside, there is a small garden with flowers and a few trees, but there aren't any ~~benches~~ to sit on.



Answer the questions

There are three bedrooms in the house. TRUE FALSE

The bathroom has a shower, a sink, and a mirror. TRUE FALSE

The living room has a sofa, a coffee table, and a TV on the floor. TRUE FALSE

There is a rug on the floor in the living room. TRUE FALSE

There are benches in the garden outside. TRUE FALSE

2: Complete using IS or ARE

There is a window in the bathroom. (is / are)

There are two chairs in the dining room. (is / are)

There is a beautiful painting in the living room. (is / are)

There are some cookies on the table. (is / are)

There is a fridge in the kitchen (is / are)

There are three sofas in the living room (is / are)

There is a garden with flowers (is / are)

There is a computer on the desk (is / are)

3. Fill in the blanks with "there is" or "there are"

There is a book on the table.

There are three chairs in the kitchen.

There is a dog in the yard.

There is a lot of people at the party.

There is a lamp on the nightstand.

There are some apples in the fridge.

4: Draw your dreamhouse and describe it



In my dreamhouse There are four bedrooms, bedroom play game
There is garden
There is a bar, there are two and the
Baldrome

6/12/24

Describing my dreamhouse

In my house, there are two bedrooms, and each one has a bed, a closet, and some shelves for books but, there aren't any desks in the bedrooms. There is one bathroom with a shower, a sink, and a mirror, but there aren't any cupboards for storage. There is a living room with a sofa, a coffee table, and a TV on the wall. There are some cushions on the sofa, but there aren't any rugs on the floor. In the kitchen, there is a fridge, a stove, and a table with four chairs. There are some cupboards for plates and glasses, but there aren't any drawers for utensils. Outside, there is a small garden with flowers and a few trees, but there aren't any benches to sit on.



Answer the questions

- There are three bedrooms in the house.
 The bathroom has a shower, a sink, and a mirror.
 The living room has a sofa, a coffee table, and a TV on the floor.
 There is a rug on the floor in the living room.
 There are benches in the garden outside.

TRUE FALSE

TRUE FALSE

TRUE FALSE

TRUE FALSE

2: Complete using IS or ARE

There is a window in the bathroom. (is / are)

There are two chairs in the dining room. (is / are)

There is a beautiful painting in the living room. (is / are)

There are some cookies on the table. (is / are)

There is a fridge in the kitchen. (is / are)

There are three sofas in the living room. (is / are)

There is a garden with flowers. (is / are)

There is a computer on the desk. (is / are)

3. Fill in the blanks with "there is" or "there are"

there is a book on the table.

there are three chairs in the kitchen.

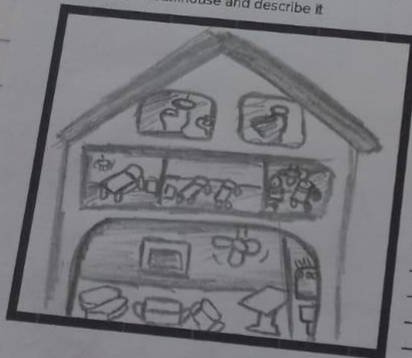
there is a dog in the yard.

there is a lot of people at the party.

there is a lamp on the nightstand.

there are some apples in the fridge.

4: Draw your dreamhouse and describe it



In my dreamhouse:

There are two bathrooms

There are three bedrooms

There are living room

There are Kitchen

La tabla que está en el pizarrón me sirvió para apoyarme y responder la hoja de arriba. ¡Me gustó mucho esta clase!

G-1.1C-24

Describing my dreamhouse

In my house, there are two bedrooms, and each one has a bed, a closet, and some shelves for books but, there aren't any desks in the bedrooms. There is one bathroom with a shower, a sink, and a mirror, but there aren't any cupboards or storage. There is a living room with a sofa, a coffee table, and a TV on the wall. There are some cushions on the sofa, but there aren't any rugs on the floor. In the kitchen, there is a fridge, a stove, and a table with four chairs. There are some cupboards for plates and glasses, but there aren't any drawers for utensils. Outside, there is a small garden with flowers and a few trees, but there aren't any benches to sit on.



Answer the questions

- There are three bedrooms in the house.
- The bathroom has a shower, a sink, and a mirror.
- The living room has a sofa, a coffee table, and a TV on the floor.
- There is a rug on the floor in the living room.
- There are benches in the garden outside.

TRUE FALSE
TRUE FALSE
TRUE FALSE
TRUE FALSE
TRUE FALSE

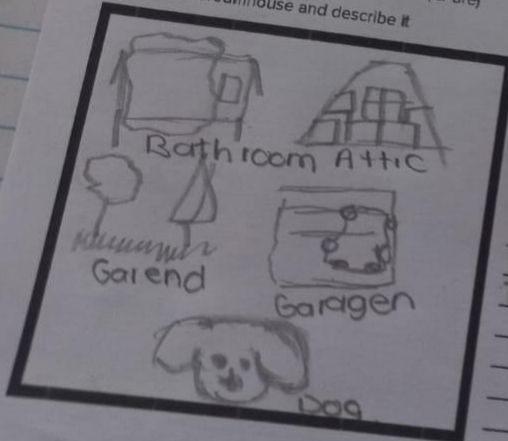
2: Complete using IS or ARE

- There is a window in the bathroom. (is / are)
- There is two chairs in the dining room. (is / are)
- There is a beautiful painting in the living room. (is / are)
- There are some cookies on the table. (is / are)
- There is a fridge in the kitchen (is / are)
- There are three sofas in the living room (is / are)
- There are a garden with flowers (is / are)
- There is a computer on the desk (is / are)

3. Fill in the blanks with "there is" or "there are"

- There is a book on the table.
- There are three chairs in the kitchen.
- There is a dog in the yard.
- There is a lot of people at the party.
- There are a lamp on the nightstand.
- There are some apples in the fridge.

4: Draw your dreamhouse and describe it



In my

dreamhouse is

- There are 2 Bathroom
- There is 1 Attic
- There is 1 Kitchen
- There are 3 Bedroom
- There is Big Bedroom
- There are 2 Garagen
- There are 2 dog.

Cupboard

Vitrina

benches

banca

Desk

Escritório

10

Describing my dreamhouse

In my house, there are two bedrooms, and each one has a bed, a closet, and some shelves for books but, there aren't any desks in the bedrooms. There is one bathroom with a shower, a sink, and a mirror, but there aren't any cupboards for storage. There is a living room with a sofa, a coffee table, and a TV on the wall. There are some cushions on the sofa, but there aren't any rugs on the floor. In the kitchen, there is a fridge, a stove, and a table with four chairs. There are some cupboards for plates and glasses, but there aren't any drawers for utensils. Outside, there is a small garden with flowers and a few trees, but there aren't any benches to sit on.



Answer the questions

There are three bedrooms in the house. TRUE FALSE

The bathroom has a shower, a sink, and a mirror. TRUE FALSE

The living room has a sofa, a coffee table, and a TV on the floor. TRUE FALSE

There is a rug on the floor in the living room. TRUE FALSE

There are benches in the garden outside. TRUE FALSE

2. Complete using IS or ARE

There is a window in the bathroom. (is / are)

There are two chairs in the dining room. (is / are)

There is a beautiful painting in the living room. (is / are)

There are some cookies on the table. (is / are)

There is a fridge in the kitchen (is / are)

There are three sofas in the living room (is / are)

There is a garden with flowers (is / are)

There is a computer on the desk (is / are)

3. Fill in the blanks with "there is" or "there are"

There is a book on the table.

There are three chairs in the kitchen.

There is a dog in the yard.

There is a lot of people at the party.

There is a lamp on the nightstand.

There are some apples in the fridge.

4. Draw your dreamhouse and describe it



In my dreamhouse, there is a house for dogs

there is a mirror

there is a three cars

there is a two be

there is a Bathroom

there are three TVs

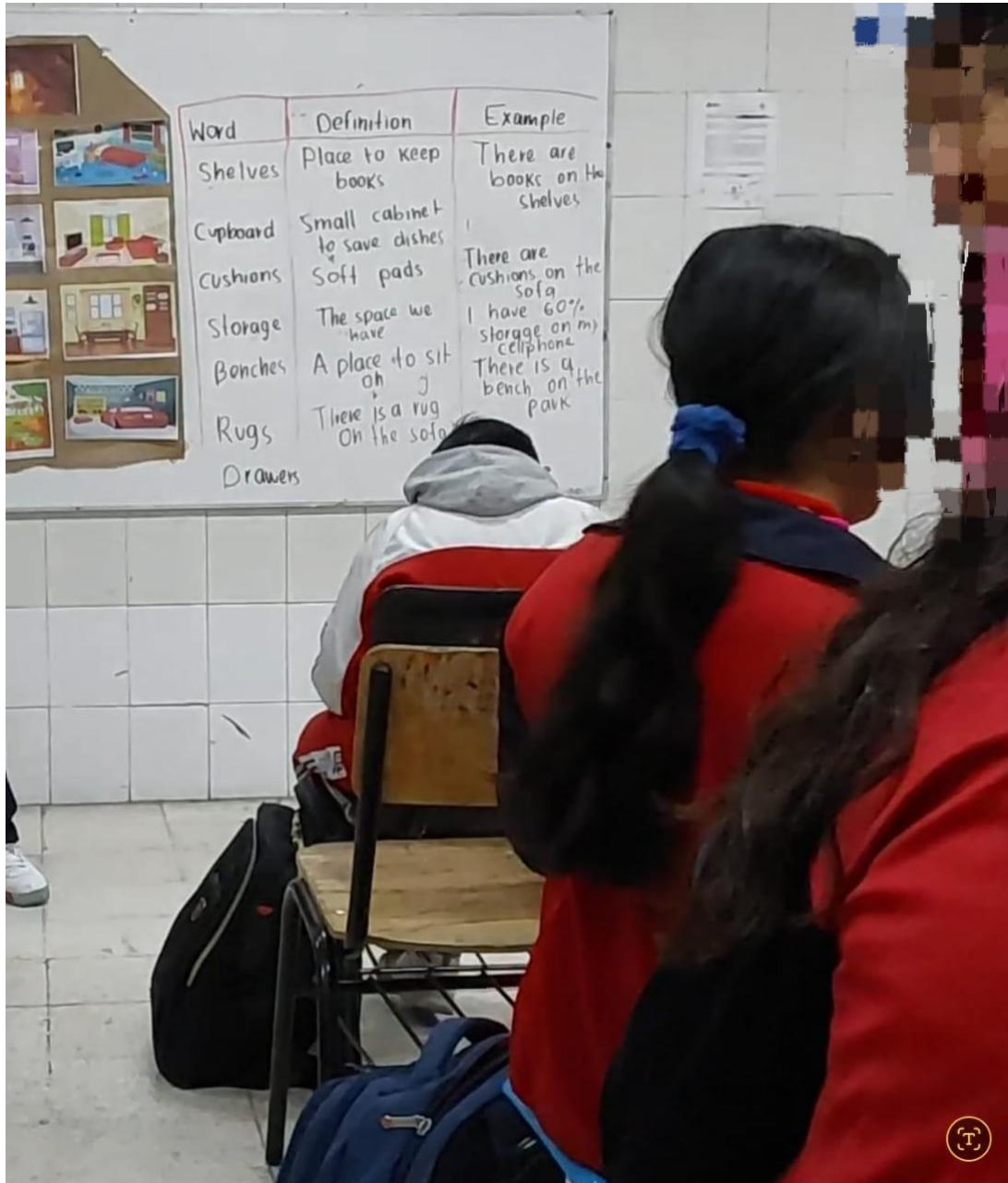
there are three sofas

Cupboard - Vitrina

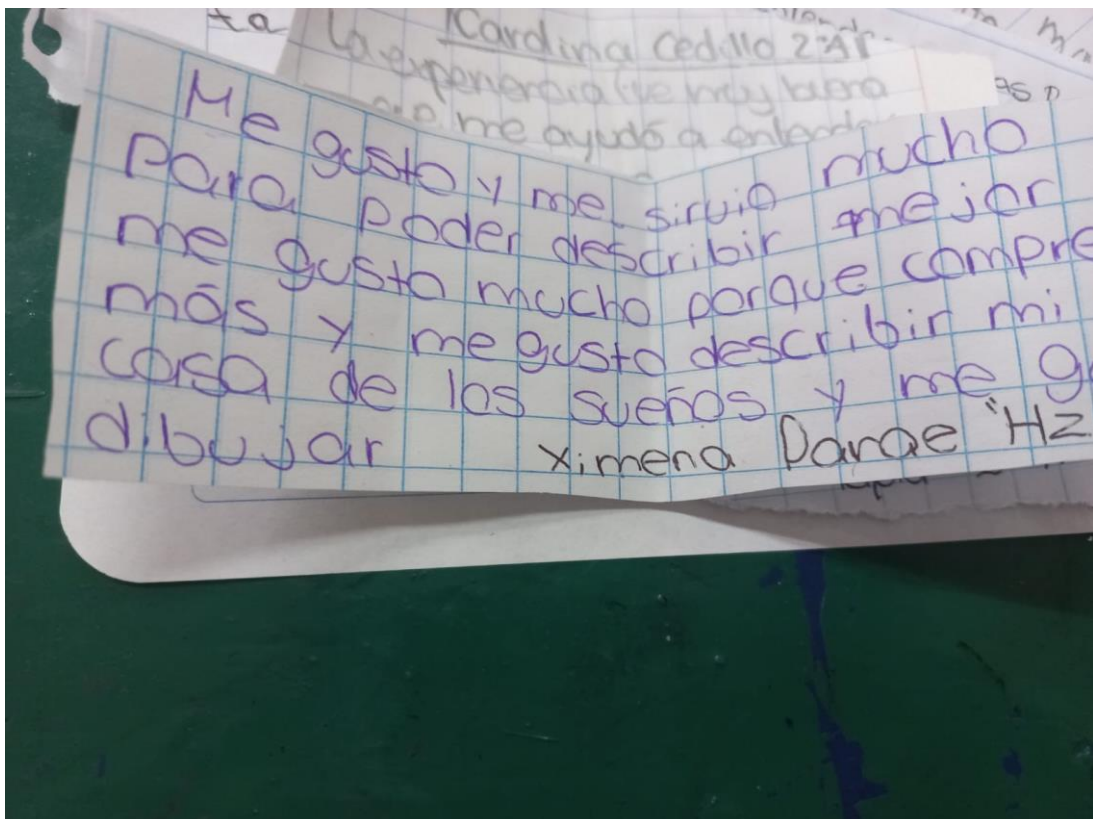
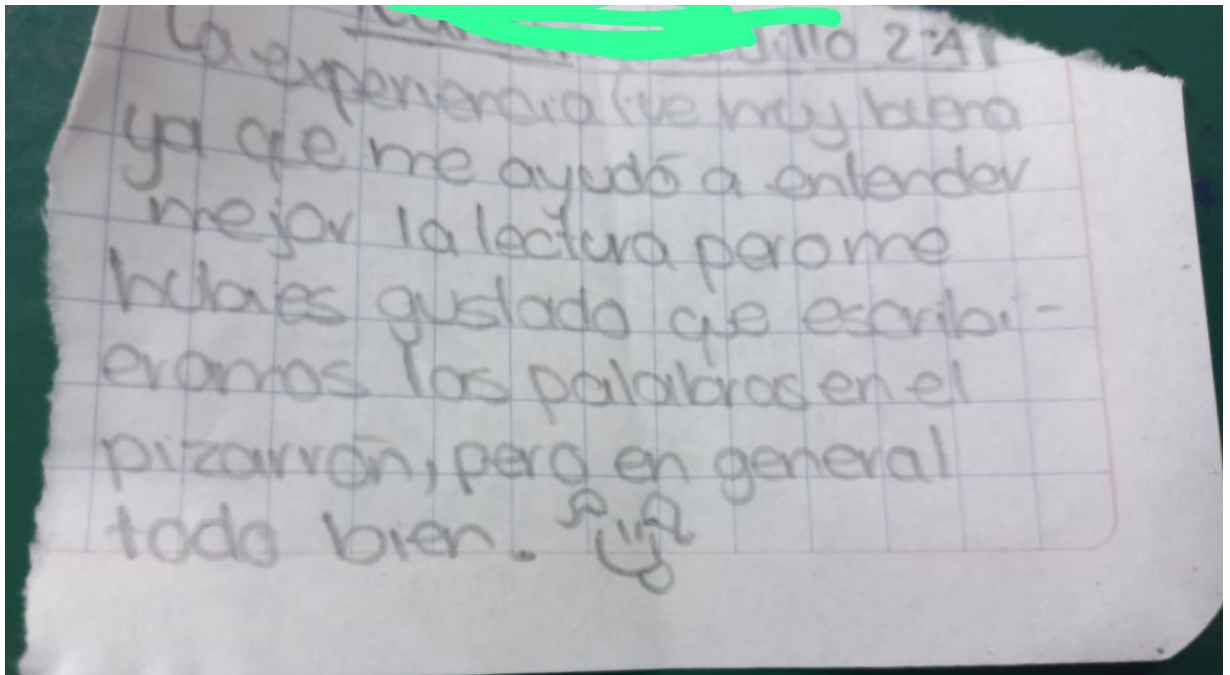
Benches - banca

Desk - Escritório

Appendix 5.4 Chart with word, definition and example



Appendix 5.5 Students' reflections.



la verdad ya conocia las Palabras
 Pero si se me hizo más facil con las
 Palabras, Definición y ejemplo Me go
 mas facil con el ejemplo ~~que~~ y haci se
~~este~~ facilito Mas en el trabajo
 Name: [REDACTED] - Grad and Group 2A

Oliver 2^aA Scribe
 La pequeña tabla del pizarrón que nos puso la
 maestra me sirvió mucho. Ya que con eso me apoye
 para resolver la hoja que nos dio.
 Me gusto mucho la clase!!

Appendix 6 Lesson Plan: My favorite thing

Topic: My favorite things		Lesson number: 6		Date: 10/02/2025	
Main Aim of the lesson: By the end of the lesson, students will be able to write about their favorite things using adjectives.					
STAGE/	AIM	PROCEDURE	MATERIAL	ANTICIPATED	PROBLEMS
/ TIME				AND SOLUTIONS	
Presentation 30 minutes		The teacher presents 8 real objects (or pictures if necessary): Teddy bear – soft Book – thick Guitar – brown Magazine – light Ball – round Box – square Pen – small Backpack – heavy Feather- Light The teacher says each sentence and ask students to repeat each phrase while showing the object: “The teddy bear is soft.” “The backpack is black.” <i>(and so on)</i> The teacher writes sentences on the board: The teddy bear is soft	APPENDIX 6.1 - Worksheet Markers and the board Teddy bear Feather Magazine Book Ball Backpack Box	Problems: The students need more time to remember the vocabulary Solution: The teacher will leave the vocabulary pasted on the board so that the students can go back if they need. Problem: The students are not able to see the objects because they are on the desk Solution: The students can move around the classroom to see the objects again	

	The backpack is heavy The teacher reminds students: “If you forget the meaning of a word, look at the objects again. They will help you remember.” The teacher gives students the worksheet and read the 4 short descriptions (a–d) individually. Then, they match each description with the correct picture (1–4). The teacher reminds students: “Look at the objects if you are not sure. For example, what is soft? The teddy bear is soft.” Once finished, students compare their answers in pairs: “Who do you think owns the guitar? Why?” “Which object is Sophie talking about?” After the discussion, students answer the TRUE/FALSE questions individually.		
Practice 10 minutes	Students have some time to complete exercise two, in which they have to complete the text using adjectives they have in parenthesis. The teacher reminds them to keep using the objects to remember when to use the objectives.	APPENDIX 6.1- Worksheets . The board, markers and erasers.	Problem: Some students may not finish their work because of the time Solution: The teacher reviews the answers asking students to explain why they think that answer is correct

Production 10 minutes	What is your favorite thing? What is your least favorite thing? The students have some time to draw and describe their favorite things using the adjectives they saw before	APPENDIX 6.1 - Worksheet. The board, markers and erasers.	Students might have difficulty in writing about some objects. Solution: The teacher writes the most common vocabulary on the board in case the students need to use it later.
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DESCRIBING THINGS

1. Match the description with the picture

a) My favorite thing is my _____. It's tall and round, with a bright blue color. The surface is smooth, and it feels nice to hold. It's medium-sized, so it fits perfectly in my bag. It's made from metal, which keeps my drinks cold for a long time. I take it with me everywhere! Emma

b) I love my _____. It's large and has a curved body. The color is a warm brown with a few darker spots. The wood feels hard and smooth when I play it. It's made from wood, which makes it look so special. -Angel

c) My favorite thing is my _____. It's square and white, with a super soft and fluffy texture. It's big, but not too heavy. The outside is made of cotton, and the inside is filled with feathers. I love using it when I sleep or read! -Sophie

d) I really like my _____. It's rectangular and black, with a few gray zippers. The fabric is rough, but it's strong enough to carry all my books. It's large, so I can fit everything I need inside. It's made from nylon, so it's also waterproof. -Zack



1. backpack



2. Water bottle



3. Guitar



4. Pillow

Emma's favorite thing is made from plastic. TRUE FALSE

Angel's favorite thing is square in shape. TRUE FALSE

Sophie's favorite thing is round and soft. TRUE FALSE

Sophie's favorite thing is fluffy and smooth. TRUE FALSE

Zack's favorite thing is white and fireproof. TRUE FALSE

2. Complete the text using the adjectives:

(round, big, soft, smooth, hard, small, thick, wooden, square, light)

1. The pillow is very _____ and _____. I love sleeping on it.

2. My new desk is _____ and made of _____. It looks very nice in my room.

3. This book is _____ and _____. It's perfect for traveling because it's easy to carry.

4. The ball is _____ and very _____. It's easy to bounce.

5. I have a _____ chair that is made from _____. It's very comfortable.

6. The blanket is _____ and feels _____. It's great for winter.

3. Draw and describe your favorite thing and your least favorite thing.

DRAWING	DESCRIPTION

Appendix 6.2 Students' Production

10 - febrero 25

DESCRIBING THINGS

1. Match the description with the picture

a) My favorite thing is my pillow. It's big and soft, with a bright blue color. The surface is smooth, and it feels nice to hold. It's medium-sized, so it fits perfectly in my bag. It's made from cotton, which keeps me cool for a long time. I have it with me everywhere! -Emma

b) I love my guitar. It's large and has a curved body. The color is a warm brown with a few dark spots. The wood feels hard and smooth when I play it. It's made from wood, which makes it look so special. -Angel

c) My favorite thing is my backpack. It's square and white, with a super soft and fluffy texture. It's big, but not too heavy. The outside is made of cotton, and the inside is lined with feathers. I love using it when I sleep or read. -Sophie

d) I really like my water bottle. It's rectangular and black, with a few gray stripes. The fabric is rough, but it's strong enough to carry all my books. It's large, so I can fit everything I need inside. It's made from plastic, so it's also waterproof. -Zack

1. Backpack

2. Water bottle

3. Guitar

4. Pillow

Emma's favorite thing is made from plastic. TRUE FALSE

Angel's favorite thing is square in shape. TRUE FALSE

Sophie's favorite thing is round and soft. TRUE FALSE

Sophie's favorite thing is fluffy and smooth. TRUE FALSE

Zack's favorite thing is white and fireproof. TRUE FALSE

2. Complete the text using the adjectives: (round, big, soft, smooth, hard, small, thick, wooden, square, light)

1. The pillow is very big and soft. I love sleeping on it.

2. My new desk is hard and made of wood. It looks very nice in my room.

3. This book is thin and light. It's perfect for traveling because it's easy to carry.

4. The ball is round and very bouncy. It's easy to bounce.

5. I have a comfortable chair that is made from wood. It's very comfortable.

6. The blanket is soft and feels cozy. It's great for winter.

3. Draw and describe your favorite thing and your least favorite thing.

DRAWING	DESCRIPTION
	The soccer ball is <u>round</u> and <u>heavy</u> .
	It's <u>big</u> and <u>heavy</u> . It's <u>square</u> shaped and it takes away the being from me.

lo que me gusta de esa clase es de que habiados de deportes y de lo que nos gusta

10

DESCRIBING THINGS

1. Match the description with the picture

a) My favorite thing is my backpack. It's tall and round, with a bright blue color. The surface is smooth, and it feels nice to hold. It's medium-sized, so it fits perfectly in my bag. It's made from metal, which keeps my drinks cold for a long time. I take it with me everywhere! Emma

b) I love my pillow. It's large and has a curved body. The color is a warm brown with a few darker spots. The wood feels hard and smooth when I play it. It's made from wood, which makes it look so special. Angel

c) My favorite thing is my water bottle. It's square and white, with a super soft and fluffy texture. It's big, but not too heavy. The outside is made of cotton, and the inside is filled with feathers. I love using it when I sleep or read! Sophie

d) I really like my guitar. It's rectangular and black, with a few grey zippers. The fabric is rough, but it's strong enough to carry all my books. It's large, so I can fit everything I need inside. It's made from nylon, so it's also waterproof. Zack



1. backpack



2. Water bottle



3. Guitar



4. Pillow

Emma's favorite thing is made from plastic. **TRUE FALSE**

Angel's favorite thing is square in shape. **TRUE FALSE**

Sophie's favorite thing is round and soft. **TRUE FALSE**

Sophie's favorite thing is fluffy and smooth. **TRUE FALSE**

Zack's favorite thing is white and fireproof. **TRUE FALSE**

2. Complete the text using the adjectives:

(round, big, soft, smooth, hard, small, thick, wooden, square, light)

1. The pillow is very soft and smooth. I love sleeping on it.

2. My new desk is big and made of wood. It looks very nice in my room.

3. This book is small and light. It's perfect for traveling because it's easy to carry.

4. The ball is round and very hard. It's easy to bounce.

5. I have a comfortable chair that is made from wood. It's very comfortable.

6. The blanket is light and feels soft. It's great for winter.

3. Draw and describe your favorite thing and your least favorite thing.

DRAWING	DESCRIPTION
	It's circular, it's hard and it's smooth
	It's boring, it's hard and it's very big



DESCRIBING THINGS

1. Match the description with the picture

a) My favorite thing is my backpack. It's tall and round, with a bright blue color. The surface is smooth, and it feels nice to hold. It's medium-sized, so it fits perfectly in my bag. It's made from metal, which keeps my drinks cold for a long time. I take it with me everywhere! Emma

b) I love my pillow. It's large and has a curved body. The color is a warm brown with a few darker spots. The wood feels hard and smooth when I play it. It's made from wood, which makes it look so special. Angel

c) My favorite thing is my guitar. It's square and white, with a super soft and fluffy texture. It's big, but not too heavy. The outside is made of cotton, and the inside is filled with feathers. I love using it when I sleep or read. Sophie

d) I really like my water bottle. It's rectangular and black, with a few grey slippers. The fabric is rough, but it's strong enough to carry all my books. It's large, so I can fit everything I need inside. It's made from nylon, so it's also waterproof. Zack



1. backpack



2. Water bottle



3. Guitar



4. Pillow

Emma's favorite thing is made from plastic. **TRUE FALSE**
 Angel's favorite thing is square in shape. **TRUE FALSE**
 Sophie's favorite thing is round and soft. **TRUE FALSE**
 Sophie's favorite thing is fluffy and smooth. **TRUE FALSE**
 Zack's favorite thing is white and fireproof. **TRUE FALSE**

2. Complete the text using the adjectives:

(round, big, soft, smooth, hard, small, thick, wooden, square, light)

1. The pillow is very soft and square. I love sleeping on it.
2. My new desk is hard and made of wood. It looks very nice in my room.
3. This book is hard and heavy. It's perfect for traveling because it's easy to carry.
4. The ball is thick and very smooth. It's easy to bounce.
5. I have a hard chair that is made from wood. It's very comfortable.
6. The blanket is hard and feels rough. It's great for winter.

3. Draw and describe your favorite thing and your least favorite thing.

DRAWING	DESCRIPTION
	My cell phone is hard and smooth. My cell phone is expensive. My cell phone is big and black. My favorite thing is my cell phone.
	My doll is small. It is pink. It is soft. It is made from plastic.

Appendix 7 Lesson Plan: My favorite sport

Topic:	My favorite sport	Lesson	Date: 3/03/2025
		number: 6	
Main Aim of the lesson:	Students will be able to identify and classify sports according to the characters' preferences in the text, applying the memory strategy Grouping to improve comprehension.		
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	ANTICIPATED PROBLEMS AND SOLUTIONS
Presentation 30 minutes	T: (Show images of different sports: running, volleyball, chess, swimming, etc.) Look at these pictures. What sport is this? Do you like this sport? Why or why not? (Write two categories on the board: "I like" and "I don't like.") Let's organize our preferences. If you like this sport, we will write it under "I like." If you don't like it, we will write it under "I don't like." For example: I like swimming because it is relaxing. I don't like chess	APPENDI 7.1 - Worksheet Markers and the board	Problems: Students may not know the vocabulary for different sports. Some students may be shy and not participate in the activity in pairs. Some students might be shy to share their likes and dislikes. Solutions: The teacher will ask them to complete the tablet individually Show images and provide examples to clarify meanings. Use modeling and simple questions (e.g., Do you like basketball? Yes or No?) to encourage participation. Problems: Students might struggle to find and classify information from the text. Some pairs may complete the table incorrectly or inconsistently. Solutions:

	because it is too slow for me. Now, let's see what sports the characters play. We are going to read a short text about four people and their favorite sports. As I read, underline the sports mentioned and highlight the verbs that express preferences, such as "like," "don't like," "enjoy," "prefer," and "find difficult."ur text like and dislike. T: Can someone help me reading? <i>(Pause occasionally and ask comprehension questions: "What sport does James like?" "Who plays basketball every weekend?" to keep students engaged.)</i> <i>The teacher ask them to get in pairs and classify the different characters' likes and dislikes within sports.</i> <i>After classifying the information, the students will answer the questions on their own.</i>		Guide students by pointing out keywords in the text (like, don't like, prefer). Monitor and support struggling pairs, checking answers together as a class.
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Practice 10 minutes	T: What is your favorite sport? What is a sport you don't like? The teacher writes the students' answers on the board. The teacher writes <u>likes</u> with a different color. And when they share th sport they don't like she writes. <u>doesn't like</u> with a different color. The teacher ask the students to complete the exercises on their own.	APPENDIX 7.1 - Worksheets. The board, markers and erasers.	Problem: Some students may not finish their work because of the time Solution: The teacher reviews the answers asking students to explain them.
Production 10 minutes	T: Write 5 sports. Ask your classmates if they like those sports Register their answers on the table. Example. Alejandro likes soccer. Aurora doesn't like soccer	APPENDIX 7.1- Worksheet. The board, markers and erasers.	Students might have difficulty forming interview questions. They may struggle to group sports into meaningful categories. Solutions: Provide a question model (What sport do you like? What sport don't you like?). Leave one example on the board for the students to use during the activity.

My favorite sport

1. Read the text and answer the questions

1. James: I enjoy running in the morning. It gives me energy for the day. I also like playing volleyball with my cousins. But I don't play chess because I find it challenging. My friend Emma doesn't like running—she says it's too tiring.

2. Sebastian: I love playing basketball! I play every weekend with my friends. It's exciting and keeps me active. I also like swimming because it's very relaxing. But I don't play soccer—I find it too difficult! My friend David doesn't like basketball, so I have to play alone sometimes.

3. David: My favorite sport is chess. Some people don't think it's a sport, but I do! It helps me think and concentrate. I don't play basketball because I'm not very tall, but I enjoy watching it on TV. My friend Sophia doesn't like chess—she says it's too slow for her.

4. Frida: I play soccer every day after school. It's my passion! I also like tennis, but I don't play it very often. However, I don't like swimming—I don't enjoy being in the water. My friend James doesn't like soccer, so he never plays with me.



I like _____



I don't like _____

1. Who likes to play chess? _____
2. Who plays basketball every weekend? _____
3. Who thinks swimming is relaxing? _____
4. Who doesn't like soccer because they find it difficult? _____
5. Who plays soccer every day after school? _____
6. Who enjoys running in the morning? _____
7. Who prefers sports that keep them moving? _____

8. Why does David like chess?
 - a) Because he can concentrate.
 - b) Because he likes playing with his friend Sophia.
 - c) Because he enjoys fast and active sports.
9. Why doesn't James play chess?
 - a) He thinks it's too difficult.
 - b) He prefers sports that keep him moving.
 - c) He doesn't have time to play.

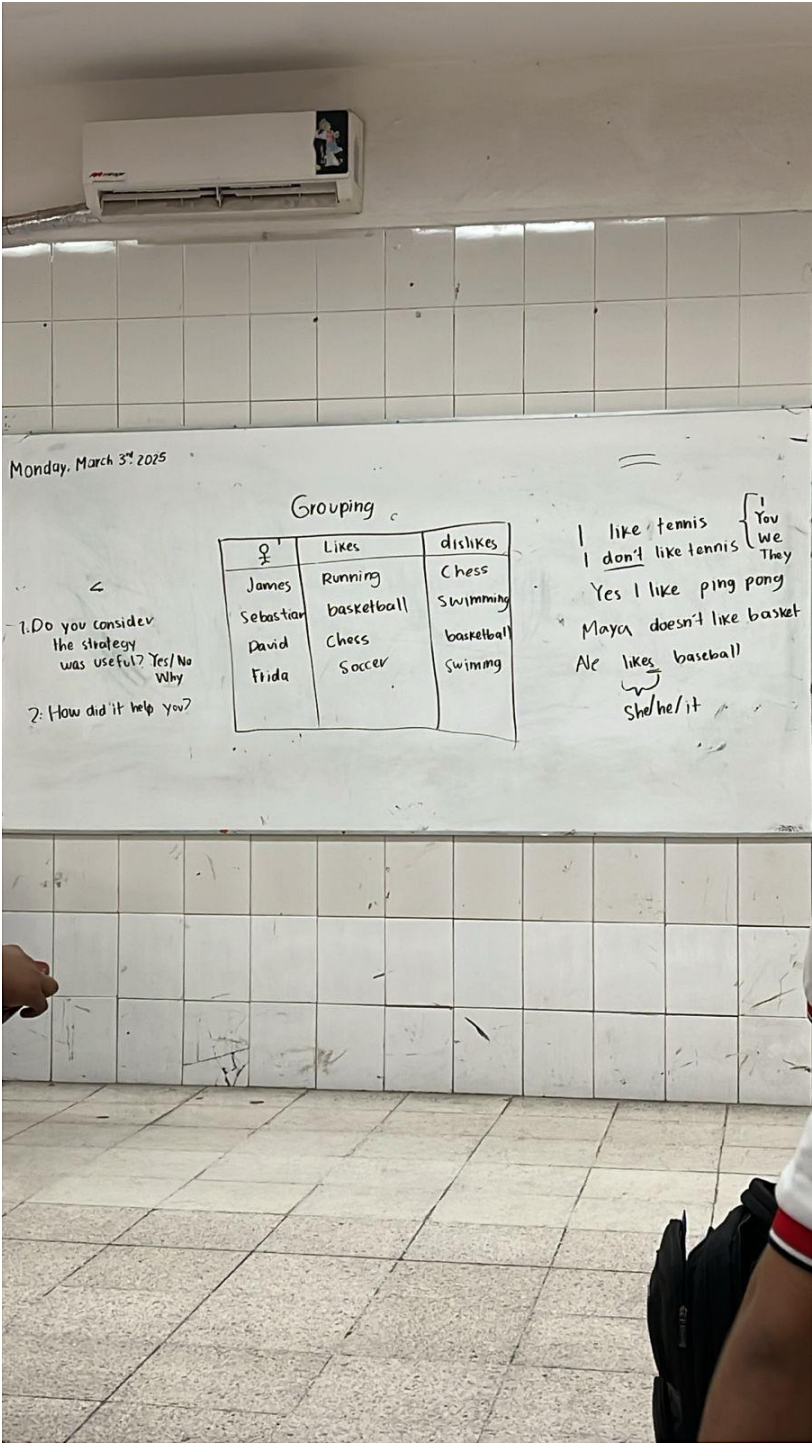
2. Complete the sentences using the correct words

1. I _____ (find) basketball very exciting.
2. She _____ (not/play) soccer because she thinks it's difficult.
3. David _____ (love) playing chess because it helps him think.
4. My friend _____ (not/like) swimming, so she never goes to the pool.
5. We _____ (enjoy) playing volleyball every weekend.
6. He _____ (find) running too tiring, so he doesn't do it.
7. They _____ (not/play) tennis often because they prefer soccer.

3. Complete the table. Ask your classmates about their favorite sports

Sport	Like	Dislike

Appendix 7.2 Chart on the board



Appendix 7.3 Students' Productions

3rd Mar 25 Scribble

James	Running	chess
Sebastian	basketball	swimming
	chess	basketball
	soccer	swimming

My favorite sport

1. Read the text and answer the questions

1. James: I enjoy running in the morning. It gives me energy for the day. I also like playing basketball with my cousins. But I don't play chess because I find it challenging. My friend James says it's too boring.

2. Sebastian: I love playing basketball. I play every weekend with my friends. It's exciting and keeps me active. I also like chess because it's very relaxing. But I don't play soccer—it's too difficult. My friend David says I have to play indoor soccer.

3. David: My favorite sport is chess. Some people don't like it's a sport, but I do. It helps me think and concentrate. I don't play basketball because I'm not very tall, but I like watching it on TV. My friend Sophia doesn't like chess—she says it's too slow for her.

4. Frida: I play basketball every day after school. It's my passion. I also like swimming, but I don't play it very often. However, I don't like being in the water. My friend James says it's boring. He never plays with me.

I like soccer I don't like chess

1. Who likes to play chess? David ✓
 2. Who plays basketball every weekend? Sebastian ✓
 3. Who thinks swimming is relaxing? Sebastian ✓
 4. Who doesn't like soccer because they find it difficult? Sebastian ✓
 5. Who plays soccer every day after school? Frída ✓
 6. Who enjoys running in the morning? James ✓
 7. Who prefers sports that keep them moving? James ✓

2. Complete the sentences using the correct words

1. I _____ (find) basketball very exciting.
 2. She _____ (not/play) soccer because she thinks it's difficult.
 3. David _____ (love) playing chess because it helps him think.
 4. My friend _____ (not/like) swimming, so she never goes to the pool.
 5. We _____ (enjoy) playing volleyball every weekend.
 6. He _____ (find) running too tiring, so he doesn't do it.
 7. They _____ (not/play) tennis often because they prefer soccer.

3. Complete the table. Ask your classmates about their favorite sports

Sport	Like	Dislike
Soccer	Karen likes soccer	Keslie doesn't like soccer
Ballet	Karen likes ballet	Ricardo doesn't like ballet
Volley	Karen likes volleyball	Isabel doesn't like volleyball
Swimming	Suziel likes swimming	Bernardo doesn't like swimming
Basketball	Oliver likes basketball	Valeria doesn't like basketball

ago: hablo de mi deporte favorito

My favorite sport

1. Read the text and answer the questions

1. James: I love running in the morning. It gives me energy for the day. I also like playing soccer with my cousin. But I don't play chess because I find it challenging. My friend Emma doesn't like running—she says it's too tiring.

2. Sebastian: I love playing basketball. I play every weekend with my friends. It's exciting and keeps me active. I also like swimming because it's very relaxing. But Liya plays soccer—I find it too difficult! My friend David doesn't like basketball, so I have to play alone sometimes.

3. David: My favorite sport is chess. Some people don't think it's a sport, but I do! It helps me think and concentrate. I don't play basketball because I'm not very tall, but I enjoy watching it on TV. My friend Sophia doesn't like chess—she says it's too slow for her.

4. Frida: I play soccer every day after school. It's my passion! I also like soccer, but I don't play it very often. However, I don't like volleyball—I don't enjoy being in the water. My friend James doesn't like soccer, so he never plays with me.

I like Basketball

I don't like Soccer

- Who likes to play chess? David
- Who plays basketball every weekend? Sebastian
- Who thinks swimming is relaxing? Sebastian
- Who doesn't like soccer because they find it difficult? Sebastian
- Who plays soccer every day after school? Frida
- Who enjoys running in the morning? James
- Who prefers sports that keep them moving? James

2. Complete the sentences using the correct words

- I find (find) basketball very exciting.
- She doesn't play (not/play) soccer because she thinks it's difficult.
- David loves (love) playing chess because it helps him think.
- My friend doesn't like (not/like) swimming, so she never goes to the pool.
- We enjoy (enjoy) playing volleyball every weekend.
- He finds (find) running too tiring, so he doesn't do it.
- They don't play (not/play) tennis often because they prefer soccer.

3. Complete the table. Ask your classmates about their favorite sports

Sport	Like	Dislike
volleyball	Carolina likes volleyball	Carolina doesn't like volleyball
basketball	Carolina likes basketball	Carolina doesn't like basketball
Ping-Pong	David likes Ping-Pong	Kenneth doesn't like Ping-Pong
Soccer	Ximena likes soccer	Moya doesn't like soccer
swimming	Carolina likes swimming	Kenneth doesn't like swimming

Miss Sarahi Zambrano



Checked!

Created by: ☐ Carolina ☐ Frida ☐ James ☐ Moya ☐ Sebastian



I like
tennis
I don't like
tennis
I you we they

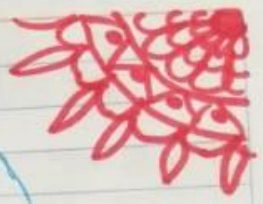
Yes I like
ping-pong

Moya doesn't
like basket

Alie likes
baseball
she/he/it

Person	Likes	Dislikes
James	Running	Chess
Sebastian	Basketball	Swimming
David	Chess	Basketball
Frida	Soccer	Swimming

10





Miss Sarah Zambrano

C'ake!

Confuse
Incomplete

My favorite sport

1. Read the text and answer the questions

1. James: I enjoy running in the morning. It gives me energy for the day. I also like playing volleyball with my cousins. But I don't play chess because I find it challenging. My friend Emma doesn't like running—she says it's too tiring.

2. Sebastian: I love playing basketball! I play every weekend with my friends. It's exciting and keeps me active. I also like swimming because it's very relaxing. But I don't play soccer—I find it too difficult! My friend David doesn't like basketball, so I have to play alone sometimes.

3. David: My favorite sport is chess. Some people don't think it's a sport, but I do! It helps me think and concentrate. I don't play basketball because I'm not very tall, but I enjoy watching it on TV. My friend Sophia doesn't like chess—she says it's too slow for her.

4. Frida: I play soccer every day after school. It's my passion! I also like tennis, but I don't play it very often. However, I don't like swimming—I don't enjoy being in the water. My friend James doesn't like soccer, so he never plays with me.



I like



I don't like

- Who likes to play chess? David
- Who plays basketball every weekend? Sebastian
- Who thinks swimming is relaxing? Sebastian
- Who doesn't like soccer because they find it difficult? Sebastian
- Who plays soccer every day after school? Frida
- Who enjoys running in the morning? James
- Who prefers sports that keep them moving? James

8. Why does David like chess?

- Because he can concentrate.
- Because he likes playing with his friend Sophia.
- Because he enjoys fast and active sports.

9. Why doesn't James play chess?

- He thinks it's too difficult.
- He prefers sports that keep him moving.
- He doesn't have time to play.

2. Complete the sentences using the correct words

- I find (find) basketball very exciting.
- She loves (not/play) soccer because she thinks it's difficult.
- David loves (love) playing chess because it helps him think.
- My friend doesn't like (not/like) swimming, so she never goes to the pool.
- We enjoy (enjoy) playing volleyball every weekend.
- He finds (find) running too tiring, so he doesn't do it.
- They don't play (not/play) tennis often because they prefer soccer.

3. Complete the table. Ask your classmates about their favorite sports

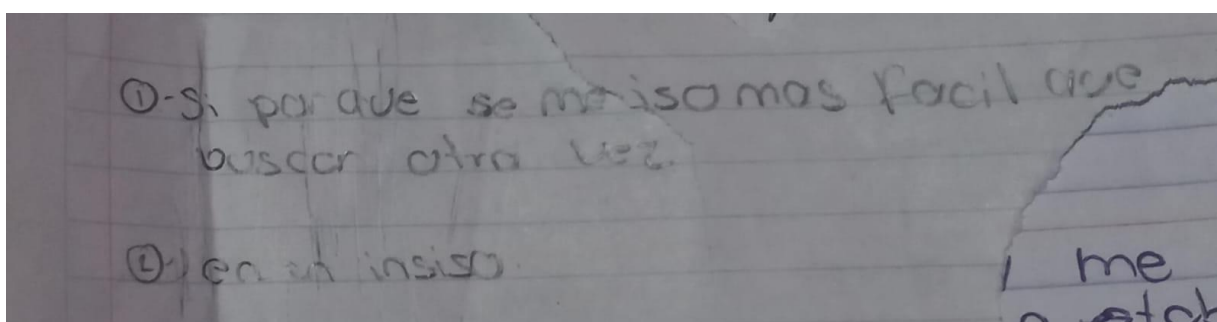
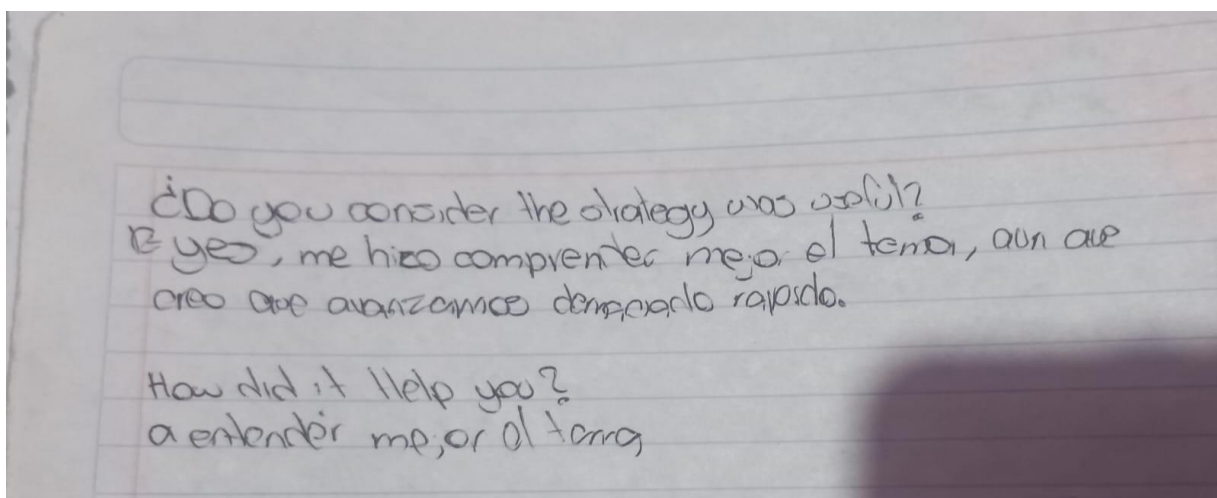
Sport	Like	Dislike
Swimming	Frida likes swim	Ricardo dislike swim
Volley	Leslie likes volley	Jaziel dislike volley
basketball	Alejandro like basket	Frida dislike basket
Soccer	Luis like soccer	Yore dislike soccer
Tennis	Carmila likes tennis	Jaziel dislike tennis

Appendix 7.4 Students' reflections.

1: Yes
2: En saber formas de decir lo que me gusta u lo que le gusta a otra persona
disgusta

¿Do you consider the strategy was useful?
Yes, Si porque es muy facil de entender,
y te ayuda a aprender de manera más facil y practica.
How did it help you?
Me ayudo a saber que cosas me gustan y las que me disgusta.

1:
Si me ayuda
Por que le entendi
Mejor
2-
Aprendi a decir si
me gusta o no



Appendix 8: Talking about hobbies

Topic:	My favorite hobbies	Lesson number:	Date: 5/03/2025		
		6			
Main Aim of the lesson:	By the end of the lesson students will be able to write their hobbies using simple present.				
STAGE/	AIM	PROCEDURE	MATERIAL	ANTICIPATED	
/ TIME				PROBLEMS	AND
				SOLUTIONS	

Presentation 30 minutes	The teacher pastes different pictures of Billie Eilish doing different activities on the board. The teacher asks: What are we going to talk about today? Look at the Pictures. Do you know this person? Do you like her music? Students answer, and then the teacher points at the pictures and asks: “What is she doing in this picture?” “What are some hobbies that Billie Eilish has?” The teacher writes students' ideas next to each picture (painting, dancing, writing, studying). After that, the teacher indicates the students to read the text on their own, and underline the activities that are mentioned on the text. Are the activities that you mentioned on the text? The teacher tells the students to identify the activities that they found and write the correct activities next to each picture. After that, the teacher ask the students to answer the questions that are after the reading, individually.	APPENDIX 8.1 - Worksheet Markers and the board Pictures	Problems: The student's ideas of the activities that Billie Eilish does can be different. Problem: The students don't compare their answers with a classmate Problem: The students don't know how to say the activities in English Solutions: The answers that the students give would be useful for them in the production stage, and they also would have more context about what the text is about. Solution: The teacher will be monitoring the students progress to check that the students are completing the activities according to the instructions. Solution: The teacher will write the students' ideas in English on the board and asked them to repeat.
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	When you finish, compare your answers with one of your classmates.		
Practice 10 minutes	Students have some time to complete exercise three, in which they have to order the sentences about hobbies. When they finished, they have to share their answer by writing it on the board.	APPENDIX 8.1- Worksheets. The board, markers and erasers.	Problem: Some students may not finish their work because of the time Solution: The teacher gives some time to compare the answers at the end.
Production 10 minutes	What is your favorite hobby? Do you have any hobbies in common with Billie Eilish? The students use the ideas on the board to complete exercise four and write about the hobbies that they have. The teacher reminds them that they can use the activities they found in the reading.	APPENDIX 8.1 - Worksheet. The board, markers and erasers.	Students might have difficulty in writing about their hobbies, or have one that is not included on the board. Solution: The teacher writes the most common activities on the board in case the students need to use them later.

Talking about hobbies

1. Read the text and answer the questions



Hi! I'm Billie Eilish, and I have many hobbies. I love music because it is my passion—I sing and write songs every day. I also enjoy drawing and painting because they help me relax. Another hobby I like is fashion. I love wearing unique clothes and creating new styles. But I don't only have artistic hobbies—I also like sports! I enjoy swimming because it is fun and good exercise. Sometimes, I ride my bike when I want fresh air. I also love spending time with my dog and my family. I'm also passionate about dancing - it's an amazing way to express myself. Cooking is another hobby I have, I often make dinner for my family, and we always have a great time together. You can also find me shopping with my brother around the mall. What do you like to do in your free time?

2. Write the hobby in the correct picture

reading a book/ swimming/ dancing/ cooking/ playing

volleyball/ watching tv/ shopping/ listening to music/

riding a bike



1: What is Billie Eilish's passion?

- a) Drawing
- b) Music
- c) Sports

2: Why does Billie like drawing and painting?

- a) Because they help her relax
- b) Because she wants to be a professional artist
- c) Because her brother likes them

3: Which sport does Billie enjoy because it is fun and good exercise?

- a) Running
- b) Swimming
- c) Basketball

4: What does Billie do when she wants fresh air?

- a) Goes shopping
- b) Rides her bike
- c) Plays with her dog

5: Who does Billie like to spend time with?

- a) Her classmates
- b) Her family and her dog
- c) Her family

6: Why does Billie enjoy dancing?

- a) Because it helps her stay fit
- b) Because she gets to express herself
- c) Because she wants to be a dance teacher

7: What does Billie cook for her family?

- a) Dinner
- b) Breakfast
- c) Snacks

8: Where does Billie like to go shopping?

- a) In small local stores
- b) In the mall
- c) Online

3. Write the sentences in order

1: I / play / the / guitar / everyday/

→ _____

2: He/ soccer / on/ weekends / the/ play

→ _____

3: I / books/ read / 10/ each year

→ _____

4: friends / video / my / with / games / play / I.

→ _____

5: loves / dancing / because / she / fun / is / it.

→ _____

6: listening/ My / hobbie/ is/ to music/ favorite

→ _____

7: She/ drawing/ enjoys/ everyday

→ _____

8: They/ in family/ go shopping

→ _____

4. Write about 5 hobbies that you have

5-MAR-23

10

no
ne gusta por que
ne confundi mocho

Talking about hobbies

(Read the text and answer the questions)



Hi I'm Billie Eilish, and I have many hobbies. I love music because it is my passion—I sing and write songs every day. I also enjoy drawing and painting because they help me relax. Another hobby I like is fashion. I love wearing unique clothes and creating new styles. But I don't only have artistic hobbies—I also like sport! I enjoy swimming because it is fun and good exercise. Sometimes, I ride my bike when I want fresh air. I also love spending time with my dog and my family. I'm also passionate about dancing—it's an amazing way to express myself. Cooking is another hobby I have. I often make dinner for my family, and we always have a great time together. You can also find me shopping with my brother around the mall. What do you like to do in your free time?

1. What is Billie Eilish's passion?
a) Drawing
b) Music
c) Sports
d) Reading

2. Why does Billie like drawing and painting?
a) Because they help her relax
b) Because she wants to be a professional artist
c) Because her brother likes them
d) Because she wants to be a professional artist

3. Which sport does Billie enjoy because it is fun and good exercise?
a) Running
b) Swimming
c) Basketball
d) Soccer

4. What does Billie do when she wants fresh air?
a) Goes shopping
b) Rides her bike
c) Plays with her dog
d) Reads her book

5. Who does Billie like to spend time with?
a) Her classmates
b) Her family and her dog
c) Her family
d) Her friends

6. Why does Billie enjoy dancing?
a) Because it helps her stay fit
b) Because she gets to express herself
c) Because she wants to be a dance teacher
d) Because she wants to be a professional dancer

7. What does Billie cook for her family?
a) Dinner
b) Breakfast
c) Snacks
d) Desserts

8. Where does Billie like to go shopping?
a) In small local stores
b) In the mall
c) Online
d) In the city

3. Write the sentences in order

1. enjoy / painting / people / because / creative / they / are
→ They enjoy painting because they are creative.

2. soccer / play / weekends / on / the / they
→ They play soccer on the weekends.

3. hobby / a / is / reading / popular / very
→ Reading is a very popular hobby.

4. friends / video / my / with / games / play / I
→ I play video games with my friends.

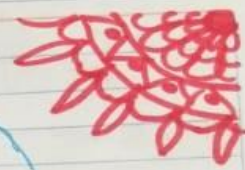
4. Write about 5 hobbies that you have

1. Play soccer
1. Play volleyball
1. Swimming
1. Reading
1. Dancing

1. Shopping

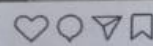
	likes	dislikes
James	Running	Chess
Sebastian	basketball	swimming
David	Chess	basketball
Frida	soccer	swimming

10



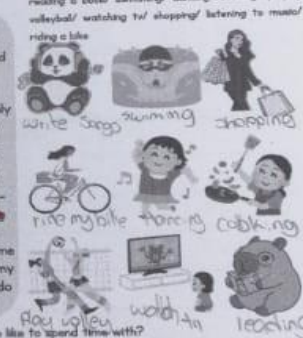
Talking about hobbies

1. Read the text and answer the questions



Hi I'm Billie Eilish, and I have many hobbies. I love drawing because it is my passion. I write songs every day. I also enjoy reading and playing video games because they help me relax. Another hobby I love is shopping. I love wearing unique clothes and creating new styles. But I don't only have artistic hobbies—I also like sports! I enjoy running because it is fun and good exercise. Sometimes, I take my dog when I want fresh air. I also love cooking with my family and my family. I'm also passionate about dancing—it's an amazing way to express myself. Swimming is another hobby I have. I often make dinner for my family, and we always have a great time together. You can also find me shopping with my brother around the mall. What do you like to do in your free time?

2. Write the hobby in the correct picture



He
enjoy
to dance

I ride my
bike
And on
bicycle

- What is Billie Eilish's passion?
a) Drawing
b) Music
c) Sports
- Why does Billie like drawing and painting?
a) Because they help her relax
b) Because she wants to be a professional artist
c) Because her brother likes them
- Which sport does Billie enjoy because it is fun and good exercise?
a) Running
b) Swimming
c) Basketball
- What does Billie do when she wants fresh air?
a) Goes shopping
b) Takes her bike
c) Plays with her dog

- Who does Billie like to spend time with?
a) Her classmates
b) Her family and her dog
c) Her family
- Why does Billie enjoy dancing?
a) Because it helps her stay fit
b) Because she gets to express herself
c) Because she wants to be a dance teacher
- What does Billie cook for her family?
a) Dinner
b) Breakfast
c) Snacks
- Where does Billie like to go shopping?
a) In small local stores
b) In the mall
c) Online

3. Write the sentences in order

- I enjoy / painting / people / because / creative / they / are.
→ They are creative because they enjoy painting.
- enjoy / play / weekends / on / the / they.
→ They enjoy playing on the weekends.
- hobby / is / is / reading / popular / very.
→ Reading is a very popular hobby.
- Friends / video / my / with / games / play / I.
→ I play video games with my friends.

- loves / dancing / because / she / fun / is / it.
→ She loves dancing because it is fun.
- he / books / likes / because / interesting / are / they.
→ He likes books because they are interesting.
- is / enjoy / many / things / people / hobby / as.
→ Many people enjoy hiking as a hobby.
- good / photography / be / to / helps / a lot / practice / of.
→ It helps a lot to practice photography.

4. Write about 5 hobbies that you have

- I Drawing
- I write song
- I play videogames
- I watch tv
- I reading