



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

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improve reading comprehension in a EFL group

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1. INTRODUCTION

From a personal point of view, learn to read in a second language could be difficult for many learners, but it is needed in order to plenty learn a language, in this case, the English language. According to the website Columbia Gorge Community College, four basic language skills are listening, speaking, reading, and writing. These skills are divided into inputs and outputs, the first ones are those elements that are received, and the second ones are produced by someone. The reading skill is a receptive skill, which means that is an input. This skill could be helpful as a later output for persons who are learning a language.

In this pedagogical essay, an investigation about how intensive reading; which is a subskill from reading, could affect the students' reading comprehension is developed. In the first chapter, there is the school information, also the focus group profile, and the information. But also in the first chapter is all the theoretical information that helped to design the strategies applied in the classes in order to affect the students' reading comprehension, and the information to know why reading skill is important for English learners, the characteristics that it has and the key information of intensive reading.

In the second chapter, you will find the investigation questions that guided this process and were useful as a map to reach the students' reading comprehension, the factors that were considered to affect the students learning, the design and description of the strategies planned to use with students in order to affect their reading comprehension. Besides, you will also be able to know how the virtual classes with the focus group were designed, how they were applied, and which were the students' reactions and results to them. In order to help you to understand the activities, in the appendix section, there are the lesson plans, the evidence, and graphics of the registers and the students' results in the different activities.

This investigation occurred in a different context, due to the Covid-19 pandemic situation the education had to adapt to a foreign environment that is the online context. Furthermore, a school was assigned to work with it, the school Francisco Gonzalez Bocanegra was the school that permitted the three different teacher trainees to practice with the students from the different groups with the English subject. All this process of interaction, practice, and investigation lasted the 7th and 8th semesters from the degree, which means from October 2020 to July 2021. During the activities applied with the students, the head teachers were present observing and giving feedback to teacher trainees.

In addition to it, in order to develop this investigation into this school, the English head teachers assigned four different groups to each teacher trainee. After the practice periods from the 7th semester, the focus group to work with was selected by each teacher trainee, oriented for a previous diagnostic exam applied to the groups. After this selection, the information and data started to be collected in order to analyze it and to relate it with the topic for the investigation.

The topic selected for this investigation was focused on intensive reading, its characteristics, and how it could improve the students' reading comprehension. The purpose of this investigation was to improve and affect positively the students' reading comprehension level, to reach this the intensive reading technique was used involving the students' interests and likes, so they would feel motivated and interested to read the texts and complete the activities.

Due to the pandemic situation by the Covid-19, the activities needed to be performed in the virtual context, which meant difficulty for both parts; teacher and students. This was a reason why the reading skill was selected because as being an input, students can get information and work based on it producing writing outcomes. Also, because of the technological limitations, students might face difficulties with listening material or difficulties with speaking or oral outcomes. Moreover, since the beginning of the pandemic situation and the virtual context, it was observed that for

some students was difficult to participate using the microphone, and taking into account that students are learning a second language, it was a personal decision to focus on the reading skill to develop this investigation.

The purpose of this study was to design strategies, plan the lessons, and apply them in order to affect the students' reading comprehension, then the students' outcomes (evidence) were evaluated to know if these strategies affected negatively or positively. The strategies applied pushed students closer to the purpose of comprehending texts, nevertheless, students attained to obtain a little more than the average score in the different evaluation activities applied. Even so, students had a good reaction to the strategies and the result of it was that students know how and when to use them.

During the development of this investigation, several activities were done in order to get information to affect the students' reading comprehension. One of these activities was the application of a diagnostic exam which helped to collect students' information to know their English knowledge level. This exam was applied virtually, using a Google Forms format, based on the answers of the students who answered, it could be analyzed that they had an A1 level according to the CEFR. This helped to know where were the students and where they were expected to arrive. Then the investigation about the reading skill started, and details as to its characteristics, how to teach reading, what types of reading exist, and how to evaluate reading was developed in order to obtain information. After this and with all the information obtained, the strategies to use in order to help students to comprehend texts were designed, and the factors that could affect reading and the virtual context faced were taken into account. These strategies were applied in the different classes that were considered for this investigation and the students' reactions and results were analyzed and register. This was a constant process that helped to develop this investigation.

At the beginning of the practice periods and based on the observations, it was difficult for students to participate, but some factors intervened in this, like the technology limitations that some students faced, the lack of confidence that students had to participate in class, and the students' English level, as their vocabulary was not enough, students' participations were on Spanish. The first factor attended was the students' motivation, in classes a confident environment was created in order to let students feel the confidence to participate in English, which is a second language for them, give the students confidence to participate even if they make mistakes or if their pronunciation is not the best, but establishing that it is important to improve and to give them feedback about how they could do it better. Over the class time and students' contact with the English language, they were able to feel the confidence to participate and they started to communicate trying to use basic vocabulary.

Likewise, another difficulty confronted was the virtual context. The most important and notorious aspects were the students' attendance and their hand in level. In the focus group, there were 39 students registered, but only half of the group showed presence in the activities, but it was not a constant. As a personal comment, it would not be the same activities and results if it would be in a face-to-face context. In addition, the virtual context affected the communication and the interaction between teacher and students and between students. Even that students joined the classes, that did not mean that all the students participated or interacted. Besides it, from a personal point of view, this situation helped to realize how important interaction is in the learning process.

The development of this investigation was helpful in my professional training because I faced a new environment, as a student and as a teacher. It is always important to consider different perspectives and experiences to reflect how things could change if they were done differently, with different material, with a different group, in a different schedule, etc. and how things could be improved if I had the chance to make them again and what can I do differently with the information and

the experience that now I have. Moreover, this investigation helped me to realize that it is important to always think about the possible problems and solutions to them and to always have a second plan prepared to face an unexpected situation.

Not only this investigation helped me in my training process but also will help me in my future path as a teacher. It helped me to know what aspects consider to reach the students' learning, and in this case, the students' reading comprehension, to know how to design strategies useful for students in order to improve their learning, how to create a confident environment, to adapt activities and material depending on the situation, and as a personal opinion the most important how to always be positive and share the feeling with the persons involved in the learning process.

2. TOPIC OF STUDY

In this part, the context of the school where the practices were carried out is explained, the characteristics of the focus group selected and which the teacher trainee worked, and the place in the scheme of work that was virtual. To develop this pedagogical essay, the activities were focused on reading comprehension, and the way it would affect using intensive reading. In this first chapter, there is also the theoretical information that helped in this investigation. The virtual way of working changed the dynamic of the activities and created a new environment for teachers and students.

2.1 Nucleus and topic line

Throughout the years of teacher training, I could notice that students of a second language have a challenge in their learning process. English is not just about learning vocabulary, is about learning how to communicate using different language skills. To understand the language, you have to develop its skills, such as reading, writing, speaking, and writing. Students need to have the exposure, the opportunity, and contact with the language in order to familiarize themselves with it and to learn how to communicate using it.

Moreover, to make students learn, we have to make them feel interested in what they are learning. It is important to adequate the material to students' level, taking into account their interests and likes. The reading comprehension gives way to other English skills like writing and speaking in order to produce something with what they received. This is part of communication, transform the information received and use it to share it and communicate something that proves effective comprehension.

According to (Secretaria de Educación Pública, 2002) one of the nuclei proposed to organize information gathering is teenagers. The nucleus to focus on and to

analyze in this investigation was the development of intellectual skills in teenagers. Into this nucleus are involved social and cultural factors that influence the development of intellectual skills; such as the students' perception of the English language, the use of the language for them, and the utility that they consider in order to learn the language.

Furthermore, it is involved the ability to develop linguistic skills in adolescents as listening comprehension, oral expression, written comprehension, and written expression. Thus was important to focus on practice one of the four different skills to help students to develop and improve their linguistic skills in a second language. Using the reading skill which is an input, students would be able to comprehend it and to produce an output in English. All this process helps to reinforce the students' intellectual skills development.

Besides, in (Secretaria de Educación Pública, 2002) it is also mentioned the didactic competence of the "normalistas" students for the teaching of English. One of these competencies is the application of basic strategies and forms of learning assessment. What's more, related to the topic of this investigation is the design of strategies and activities and their application in order to practice and develop the different skills.

That is to say that teacher trainees according to (Secretaria de Educación Pública, 2002) need to develop the ability to identify evidence of students' learning in relation to the purposes and content of English, this in order to use of evaluation results to improve teaching work with the group and to improve the students learning process to help them to reach the goal established.

On the other hand, in (Secretaria de Educación Pública, 2002) are mentioned different topic lines that guided the investigation process. The topic line selected to apply and work on during the development of this investigation was experimenting with a didactic proposal, which meant that some strategies were designed according

to the students' characteristics and taking into account the context, to apply them during some classes with the objective to help students to reach the goal of improving their reading comprehension, and after that, an evaluation applied and the analysis and reflection of the lessons, would help to determinate how these strategies affected the students' reading comprehension level and what results they got.

2.2 Geographical location

This investigation document is based on the work realized in the General Junior High "Francisco González Bocanegra" No. 5. This school is located in Jupiter St. in the Atlas colony (Appendix A) in San Luis Potosi S.L.P. The streets surrounding the school are Marte and Morales Saucito Avenue (that is a crowded avenue by buses, cars, people who work near the area, and people who live there). The school code is 24DES0026H. Near the school, there are an elementary school called Amado Nervo, some food establishments, and commercial establishments. Due to the COVID-19 pandemic situation, the school remained closed since March 2020, which prevented teacher trainees from visiting and observing the school know it better.

2.3 School context

Based on an interview made to teacher Ana Maria (English teacher in the school) and to teacher Maria Luisa (school's psychologist) on December 15th, 2020, teachers are always looking for students' sake, they are interested in help students to complete their basic education and they try to look for rules and strategies to improve their stay in school. Due to the pandemic situation, it was not able to visit and observe the school, the dynamic, the relationship between teachers and students, and between students. Based on the observations during the investigation process, there is respect between both parts.

The external context of the school is formed by the families, the information that the school has about the parents is that the majority of them did not manage to start higher education, just a few of them had a higher education than junior high school. The communication and the interaction between parents and the school decreased during the quarantine, it was hard to have constant communication because some parents had to change their phone numbers or the contact information that they provided to the school at the beginning.

2.4 School history

According to the information that we got from the interview made to the school's psychologist and an English teacher, they told us that the first principal of the school was the teacher Juan Martínez Santiago, thanks to his steps the school had a better area extension. At the beginning of the school in September 1977, it only had a morning schedule, but seven years later, the evening schedule was added. The groups were around 50 students and the majority of them were from a rural context or rural localities near the school. The facilities that the school had weren't the best, the streets were not paved, there was no water and the access for the cars did not exist. Over the years the context around the school was changing, the zone began to urbanize and the students started to mix, the students' number in each group started to decrease because there were more new schools in the zone.

2.5 School personal

There are entities that affect the school and help to develop the work in there. All these entities work in team even in the pandemic situation and are in constant communication to improve and continue with the work. According to with Antúnez (2004) and Abadía (2000) the directive function is defined as the action of the direction that has as an objective to influence, through their decisions and way of acting, the work of other people and thereby generate the institutional conditions necessary to achieve established learning objectives (Garcia, 2011).

According to the information that we got from the survey realized to teachers María Luisa and Ana María, the actual school's principal is Guillermo A. In the school, there are two vice principals, one for the morning schedule, and the other for the evening schedule. The administrative staff is formed by five persons in the morning schedule. In the school there is support staff, that is educational assistance, which is formed by a social worker, three prefects (one for each grade), and the orientation department, which is formed by the school's psychologist.

There is the *USAER* department, formed by five teachers of special education, a social worker, the department director, and a psychologist. This department is for a small group of students who have special educational needs that are channeled by this department. Also, there is the quartermaster staff which is formed by four persons in the morning schedule.

The teaching personal is formed by 44 teachers, they are in charge of different subjects in the school like mathematics, Spanish, English, biology, history, geography, civics and ethics, arts, physic, and technologies. Some of these teachers have the tutor charge with different groups too.

The English teachers in charge of the four different groups that were covered during the different practice periods were teacher Liliana Janet, she was in charge of 1st "A" and "F" groups, and teacher Juan Gerardo, who was in charge of 2nd "F" and 3rd "D" groups. Head teachers were present and observing the classes in order to give feedback to the teacher trainee.

2.6 Number of students in school

As was mentioned, there are two schedules in the school, the morning schedule (where this investigation was developed) and the evening schedule. In the morning schedule, there are 18 groups, six ("A" – "F") for each grade. The total number of

students is around 900 (in the two schedules). Approximately there are 600 students in the morning schedule. Based on the checklist provided by the head teachers, there are around 30-40 students per group. In 1st grade, there are 174 students, and the greater group is formed by 30 students. In 2nd grade there are 229 students, the greater group has 39 students, and in 3rd grade, there are 174 students, the greater group is formed by 30 students.

According to the registers during this virtual dynamic developed, around 30% and 35% of the total number of students were responding to the activities and were active in the dynamics proposed during the practice periods (online classes and homework). The students' attendance and their evidence handed in were register on the checklist in order to evaluate students and give them their trimestral grade.

2.7 Social and academic characteristics

According to the interview realized by the school psychologist, some of the students have siblings in the school in different groups or in the other schedule. As the interaction was virtual it was difficult to watch the students' behavior or reactions during the practice periods. The way of working with each group was different, the teacher had to adequate the activities and adapt them to students' English level and needs. Also, the response of each group was different. Based on the information obtained in the interview, there was a remarkable difference between morning schedule students and evening schedule students. In the morning schedule, when the classes were face-to-face the parents used to be more in contact with teachers, and there was a context of control, even the schedule impact in students' behavior.

2.8 Virtual context

Due to this situation because of the COVID-19 pandemic, the schools had to close since March 2020 following the instructions from the authorities, and the classes had to continue in a virtual way. On April 20th, 2020, the program "Aprende en Casa" was

officially released. “Aprende en Casa” is a television program produced by the SEP, as an initiative of the Mexico Government to keep classes during the COVID-19 pandemic. Despite this, the reality was that the program did not offer enough content for the English subject. The contents were not clear and were not broken down as subjects like mathematics or Spanish. However, the Aprendizajes Clave program was used to complement the contents for the classes as the use of the course book Sunburst.

Nobody expected that a situation like this happens, and the system was not ready to face it so suddenly. Although the school tried to have contact with parents using their phone numbers that were registered, at the beginning was difficult for the head teachers of each subject to had contact and establish communication with students and their parents, because in some cases the information that school had about students’ changed (address, phone) so teachers had to look for the parents to establish the way of working.

At the beginning of the school year (August 2020) the virtual way of working was clearer for students and parents, after work for the rest of the last school year in a virtual way, the next period was easier to manage. Even so, the response of students was not total, so the results in the socioeconomic questions applied in a survey to students were useful to know their context and to know how to work with them in the practice periods.

Based on observations, an obstacle presented was the economic situation of some families. Not all families had a computer, a tablet, or even a cellphone for each member of the family. Some of the parents had to share their phones with students in order to attend classes and be on the lookout for activities of each subject. The teachers were comprehensive and empathic with students and the different situations they might face but existed uncertainty if it was really difficult for students and families to adapt to this new modality or not try to make an effort.

2.9 Group description

EFL is the teaching of English to people whose first language is not English. EFL is an abbreviation for English as a Foreign Language. Is the practice and theory of learning and teaching English for use in countries where is not an official medium (Publishers, s.f.).

Since October 2020, four different groups were assigned to teacher trainees in order to work with them. These groups were 1st “A” and “F”, 2nd “F”, and 3rd “D”. Each group had a different schedule during the week and it was established for the head teacher. It was agreed to have an online class with each group per week to explain the activities, and these would be sent to the corresponding group in order that all the students be able to have the activity if they did not join the class.

The groups 1st “A” and “F” were in charge of the teacher Liliana Janet R. These groups had an average of 30 students per group. The head teacher explained to the teacher trainee before the practices that she worked with the groups by Telegram, an app that is similar to What’s App, and before the practice periods, she asked to teacher trainee to record a video introducing herself to send it to students.

Another group that the teacher trainee worked with was the 2nd “F”, this group was the one selected to focus on for the development of this investigation. There were 40 students in the group, they were 13-14 years old. During the practice periods, teacher trainees just had virtual contact with them by the What’s App group where the head teacher and the school’s psychologist were too. Students were participative and they liked to share their opinions during the class. It was not possible to have face-to-face classes with them, but with the online classes that were using the Meet app, teacher trainee recognized their names and the students who participated the most. There was a student who came from Colorado, since the first class, it was noticed that he had a good English level and he had a good attitude to participate,

he explained that he knows English because he lived in the USA, so his exposure to language was big.

A diagnostic exam was applied to know their English level, what they could understand and what they could improve (Appendix B). As the other activities, was applied in a virtual way, the exam was created in a Google Forms format, so students just had to select the correct option, write their names, and send the answers. The total of questions/points for this exam was 20, the lower punctuation was 6/20 and the higher was 19/20. At the end of the exam, there were 5 questions in Spanish about their socioeconomic information, in order to know how the work could be with them in this virtual scheme (Appendix C).

As the interaction was in a virtual way, not all the students had the opportunity and the ease to join the online classes or to print the material, so in order that all the students had the activities the PDF files were sent and students had the option of copy the activities in their notebooks, answer them and send the evidence. The majority of the students were in the What's App group, so the communication with them was by using this source.

2.10 Group needs and likes

According to (Morell, 1999) to determine the students' needs we must first what is meant by a needs analysis and choose the most appropriate type of needs analysis for our teaching context. Although there is no set definition for "needs analysis" within the literature, Richard Berwick states that "in general the skeletal structure of a definition is most often expressed as a gap or measurable discrepancy between a current state of affairs and a desired future state".

Continuing with what (Morell, 1999) says in so far as needs analysis types are concerned, Richard West divides them into the following five categories:

- 1) Target-situation analysis – establishing the learners' language requirements in the occupational or academic situation they are being prepared for,
- 2) Deficiency analysis – combines both the target-situation analysis and present-situation analysis,
- 3) Strategy analysis – consider what is to be learned and how the learners prefer to learn it,
- 4) Means-analysis – course designer or teacher first identifies the relevant features of the situation and then sees how the positive features can be used to advantage to accommodate what would conventionally be seen as constraints,
- 5) Language audits – any large scale exercise forming the basis of strategic decisions on language needs and training requirements carried out by companies, institutions, professional sectors, or countries.

One of the purposes of English subject is to encourage students to use the language and communicate with it. To achieve this, students need to have the main tools to establish a conversation. They need to know what to say and how to respond. More importantly, they need to have the opportunity to use the language and to practice it. Also, to have a better knowledge of English, students need to know and practice the four different English skills that are listening, reading, speaking, and writing. Based on a survey applied to the 2nd “F” group, that just 13 students answered, students like readings about horror and science fiction and they like listening to music. (Appendix D)

2.11 Academic characteristics

Students need to have major exposure to language and English material. This would help them to familiarize themselves with the English language and start to see it as something common. Some of the students were shy to participate in English because they were afraid to make a mistake, to pronounce wrong things and because it is something new for them. In order to help them to improve their English

knowledge, it is necessary to help them to express using the language through vocabulary building activities.

A diagnostic exam was applied to the different groups of 1st, 2nd, and 3rd grade. It was applied on October 30th by Google Forms (Appendix E, B, F). The purpose of this exam was to know students' English level, what they already knew from it, and what they needed to learn or review. This exam was based on the topics that students saw since the beginning of the school year, these topics were provided by the 1st grade head teacher. The exams for 2nd and 3rd grade were based on the verb to be structure and their reading comprehension for two short texts.

The exam focused on reading skills, with a different types of questions. To avoid complications regarding the compatibility of the devices from which the students performed the work, the exam did not contain listening and writing exercises. There were 14 English questions for 1st grade, there were 15 for 2nd and 3rd grade. For each group, there were 5 extra questions about their socio-economic information.

In 1st grade, the lower punctuation was 5/19, and the higher punctuation was 15/19 right answers. There were two different short texts, and the 19 questions had multiple choice. Just 23 first graders answered the exam (Appendix G). In the 2nd "F" grade there were 20 questions, the lower punctuation was 6/20 and the higher was 19/20. There were two different short texts, the first one was about a girl's party and it has a better result than the second one that was about a boy who heard something last night. All the questions had multiple choice. In this group, there were 39 students and 25 answered the exam (Appendix H). In the 3rd "D" grade there were 20 questions, the lower punctuation was 13/20 and the higher was 17/20. There were two different readings, the first one about a girl's party and the second one about Halloween. There were 39 students in this group, and just 26 answered the exam (Appendix I).

Based on the Common European Framework of Reference for Languages, (CEFRL), students were in the A1 level, they can understand and use familiar

everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce her/himself and others and can ask and answer questions about personal details such as where she/he lives, people she/he knows, and things she/he has.

2.12 Investigation purposes

Reading is a receptive skill, and in order to comprehend what is read, the information has to be analyzed and then communicated. Reading comprehension is not just understanding the letters that form words, is understand the meaning and use the information to communicate it. "Comprehension is an active process in the construction of meaning, comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning". (Ibrahim, 2016)

2.13 Investigation methodology

Reading is a skill that can be linked with others as speaking, listening, or writing, with the purpose to communicate. But in order to get this interaction between other skills, is suggested to get the reading comprehension first. As reading is a receptive skill, first students had something to work with for later create and produce an output communicating a message or depending on the purpose of the reading.

Based on the results that were obtained from the diagnostic exam previously applied to the focus group, it was noticed that students needed to improve their reading comprehension, they could understand the general idea from a text, but it was difficult for them to answer questions focused on of specific details from the text.

Affect the reading comprehension process is important in order to help students to analyze and process in a better way the information that they are receiving to share it and to communicate it with other persons. Also, the reading skill could help

students to identify grammar, learn new vocabulary, and to familiarize themselves with the English language.

Veeravagu states that reading comprehension is defined as “a thinking process by which a reader selects facts, information, or ideas from printed material; determines the meanings the author intended to transmit; decide how they relate to previous knowledge; and judge their appropriateness and worth for meeting the learner’s own objectives” (McKee, 2012). Comprehension is about processing the reading information and using it to construct new knowledge.

The purpose of this investigation was to analyze which reading strategies could help to affect in a positive way the students’ from 2nd “F” group reading comprehension and how this could be improved in order to students achieve read and comprehend what are they reading, and to introduce the habit of reading to keep practicing this skill, looking for interesting texts for them and to motivate them to be in contact with the English language.

In October the contact with the 1st graders students started, a video of the teacher trainee introducing herself was sent in the Telegram group and in the What’s App group for 2nd and 3rd graders. The purpose of this video was to start to create communication between teacher trainee and students and to let students know that they will be working with an extra person during their English classes.

In October, before start working with the different groups, a diagnostic exam was applied in a Google Forms virtual format, in order to know students’ English level and to know how to apply activities in order to they could understand. In the same exam, there were five questions about their socioeconomic situation, to know how to implement the strategies for the virtual classes and what will be the best option that fit the majority of the students, adapting it also to the school schedule.

Since October 26th teacher trainee started her practices with the four different groups following a dynamic: on Monday, the activities like videos and material were sent to students in the corresponding groups, on Wednesday or Thursday; depending on the group, the link for the online class was sent, and on Friday the activities were accepted and registered on the checklist. In an Excel file, the activities were registered with the date and four different colors to identify and classify them. With blue color were marked the activities completed and answered correctly, with red were marked the activities that were incomplete or had errors about the content, with green were marked the activities that were handed in on time, and with yellow were marked the activities handed in out of time. This control of the activities was helpful to give a grade, to have a register of the evidence, and to monitor the students' progress.

According to the evidence, the head teacher and teacher trainee got in touch with parents from 2nd and 3rd grade to report the students' progress, especially with students who did not hand in activities and the ones who did not join the online classes. The purpose of this was to establish communication with students who did not give response to activities and give them the opportunity to be up to date, also to inform parents about the students' situation.

2.14 What is known about the topic

In this part, the theoretical information about reading skills is developed as its characteristics in order to get useful and helpful details that will permit to focus the investigation way to establish what can be done in order to affect the students' reading comprehension. Into all this information there are also described factors that could influence students' reading comprehension or learning process, the type of activities that could be applied, and more details about reading skill.

2.15 Reading skill

According to the definition established in the Cambridge English Dictionary, skill means the ability to do something and put it into practice every day or regular use, therefore, when skill is mentioned in the educational field, this refers to the mastery of the features that the English language possesses for the proper production and understanding (Cambridge University Press, 2014). (Romina Carolina Escalante Suarez, 2020)

There are four English skills, with the purpose to communicate using them. (Harmer, 2007) says that these skills are reading, writing, speaking and listening, and are divided into receptive skills and productive skills. The productive skills are writing and speaking, where students produce language by themselves, and the receptive skills are reading and listening, where meaning is extracted from the discourse.

According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Mikulecky (2011:5) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. According to Grellet, reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions (Khoiriyah:2010:1). (Wilda, 2013)

According to the author Daniel Sheridan, "Reading is an act of learning", this is possible to understand that cognitive, neuronal, and psychological processes occur during reading; beyond just reading to learn or acquire some knowledge. Defining reading in a formal way could be a complex process that presents an interaction between the person who will read the text, the content of the text, and the purpose for which said reading was chosen (Sheridan, 2016). (Romina Carolina Escalante Suarez, 2020)

Catherine Wallace (2001) says that depending on the perspectives of different fields of study, it is possible, broadly speaking, to see reading as practice, product, or process. The first has been the interest of anthropologists and social psychologists whose concern is with reading and writing practices as linked to their uses in everyday life, not merely within schooling.

In addition, Muslaini (2017) reading is the process of getting information from the written text; from the writer to the reader. The goal of all reading is the comprehension of the meaning that is conveyed in the written text. According to Spears (2006:2), the reading process begins with decoding words, that is, deciphering the letters that make up individual words. Reading is the process of developing the reader's word after the reader reads the text and gets an idea from the text or the writer (Saniyah, 2019).

2.16 Reading levels

Dominating reading ability in people who are in the process of acquiring a new language is extremely important, not only by the way that process will put into practice features of the language itself, such as vocabulary, verbal phrases, prepositions, and other grammatical elements.

Now that the person is developing the purchasing processes of the English foreign language, there is a scale established by the Council of Europe to be able to establish the level of the domain that the person possesses about the language. this scale receives the name The Common European Framework of Reference for Languages (CEFR), in the same way, this scale is supported by the University of Cambridge who has determined a series of parameters and segmented the skills to evaluate, according to the domain in the four main language skills, the level of expertise and proficiency in English (Council of Europe, 2018).

Reading skill alludes to the capacity to get composed content. This is prudent to create this expertise at an early age of tutoring. When understudies comprehend or get composed content, and combine understanding with earlier information, learners can perform the talking after three reading-comprehension skills.

1. Recognize straightforward realities displayed in composed content (exacting comprehension)
2. Make judgments of almost the composed text's substance (evaluative comprehension).
3. Interface the content to other composed entries and circumstances (interferential comprehension)

(Romina Carolina Escalante Suarez, 2020)

2.17 Purpose of reading

The reader's purpose plays an important part in determining the kind of reading they do. It is important to read with purpose. It helps to understand more what is read by people. As we know that the purpose of reading is to get the meaning from the written symbol. One of the most important tasks for the reader is to find out what the writer said.

There are two basic purposes of reading ability.

- a. Reading for information. It is reading to study for a goal such as to obtain factual information and solve a problem.
 - b. Reading for pleasure. It is reading for enjoyment which may vary in following our favorite' sport, comics, articles, fairytale, and movie program.
- (Wilda, 2013)

According to Risdianto (2012:94), there are some purposes of reading:

1. Reading to learn. According to Risdianto (2012:94), another purpose of reading calls for reading carefully and slowly. Once the student has a general idea about the material he wants to learn, he will read the section carefully.

After reading the chapter or section carefully, the student will go back and review the material to see if he can answer questions about the text.

2. Reading for pleasure or for personal reasons to find general information such as what a book is mostly about.
3. To find a specific topic in a book or article.
4. To learn subject matter that is required for a class.

(Saniyah, 2019)

2.18 Reading strategies

The teaching of reading needs to include a range of comprehension strategies. Comprehension strategies can be defined as “the mental process” that good readers use to understand text (Professional Development Service for Teachers, 2019). The process of comprehension begins before we start to “read” and continues even after the reading is finished. Good readers use pre-reading strategies like previewing the text and use post-reading strategies like summarizing in addition to the many strategies they use to make meaning during reading itself. By dividing instruction into pre-reading, during reading, and post-reading, teachers can design activities for each stage that will improve student’s comprehension and also provide opportunities for teachers to demonstrate strategies that readers can use at each stage (Pardo, 2004).

2.19 Techniques of reading

In order to have an effective reading process, it is needed to know different reading strategies and to have a purpose. There are some techniques of reading that can be used by the reader in order to read a text. It is important to know that there are different stages for reading which are before reading or pre reading, during reading, and after reading or post reading. These techniques are useful as pre reading or post reading activities. These techniques can be used for any person who wants or is interested on read a text.

2.19.1 Skimming

Skimming is a strategic, selective reading method in which you focus on the main ideas of a text. When skimming, deliberately skip text that provides details, stories, data, or other elaboration. Instead of closely reading every word, focus on the introduction, chapter summaries, first and last sentences of paragraphs, bold words, and text features. Skimming is extracting the essence of the author's main messages rather than the finer points.

- Why skim?

You need the “big picture” or main points when you're reading. Even if you're going to do a more detailed reading of the text, skimming as a form of previewing can help you better comprehend what you read. Knowing when and how to skim will help you to become a more efficient and strategic reader. You'll become better at determining what parts of the text are most important.

- Make the most of your time

Sometimes you don't have time to do everything. With skimming, you'll be able to cover vast amounts of material more quickly and save time for everything else that you have on your plate. Maybe you don't have time to finish your reading before class, but skimming will help you get the main points and attend class much more prepared to maximize in-class learning.

- You need to review a text you have read before

Skimming is also an efficient way to refresh your memory of large amounts of material before an exam. Skimming a text that you have already read helps you recall content and structure (UNC-Chapel Hill Learning Center, 2020).

According to Risdianto (2012), skimming is reading rapidly in order to get a general overview of the material. Use skimming in previewing (before you read), reviewing (reading after you read), determining the main idea from a long selection

you do not wish to read, or when trying to find source material for a research paper. Use skimming to decide if you need to read something that all. Skimming can tell you enough about the general idea and tone of the material, as well as its gross similarity or difference from other sources, to know if you need to read it at all.

Skimming will help you grasp the general idea or gist of a text. You might quickly read the table of contents, the headings, or the abstract. You could also read the first and last paragraphs and the first and last sentence of each paragraph in a relevant section (Library, 2020).

2.19.2 Scanning

According to (Setiawan, 2019) scanning is another technique of reading comprehension, it is also fast reading and intended to look for specific information. When the readers need to look for specific information, they do not need to read the whole passage and carefully. Instead, they may be able to scan to find out the information they need.

Nutall (1996) defined that scanning means glancing rapidly through a text to search for a specific piece of information. So when scanning, we only try to locate specific information, and often we do not even follow the linearity of the passage to do so. In other words, we simply glance our eyes through the whole text to gain specific words or information such as name, place, year, date, or less specific piece information.

Scanning involves three steps: determine what keywords to look for, look quickly through the text for those words, then read the sentences around them to see if they provide the information being sought. Applying to scan in reading comprehension makes it readers easier in looking the specific information without wasting much time.

According to Risdianto (2012), scanning is a mode of fast reading which the reader uses if the reader starts with a predefined set of keyword and want to find out if a given text provides information on them. (Saniyah, 2019)

Scanning allows you to locate precise information. You might identify key terms or expressions which will alert you to where your subject is being addressed. You could then run your eyes over a text looking for these (Library, 2020).

2.20 Evaluating Reading Skills

In order to determine students' reading achievement level, it is needed to apply activities that reflect what students understand from the text presented and how they process the information, in order to use it, or in order to produce outcomes. Some strategies are appropriate to evaluate students' reading comprehension. All of these strategies involve students' cognitive process, it is not just about copy or repeats what they read, is about constructing new knowledge using their previous knowledge and this new information.

2.20.1 Observation/comprehension questions

Lockhart (1999) says that the most basic level of question, and the one best suited for beginning readers, is the observation or comprehension question. This exercise focuses on the students' ability to grasp the contents of the passage at a relatively superficial level, testing their understanding of the vocabulary and structures used to convey the main facts of the text. There are several different types of observation questions, all of which will be readily familiar to English teachers.

a. Multiple choice:

The student has to identify some facts about the character in a story, such as his nationality, occupation, or relationship with another character. The possible answers are given in a multiple choice form.

b. Short answer:

These questions require a specific answer from the student regarding the passage. They are generally in the form of either “yes – no” or “wh” questions.

c. True – false

This category of question is challenging yet flexible and can be fine-tuned to the desired level of difficulty. One of its most useful qualities is that if used properly it forces the student to deal with the text at the level of meaning, not just words.

Lockhart (1999) mentions an example of this type of question, suppose that a student has just read a paragraph about a woman that contains a reference to her husband. The simplest form of true-false question is “Ms. Jackson is married” or “Ms. Jackson is single” or “Ms. Jackson has never been married”. These questions are not particularly difficult, but at least it requires the student to make some kind of mental semantic link between “husband” and “married” or “single”. This represents a more sophisticated level of language use than just matching “husband” and “husband” (as in the first two types of questions).

Another example that Lockhart (1999) mentions is that might be a paragraph about karaoke, including a sentence such as “karaoke is generally not very popular in the United States.” A good true-false question would be “few Americans enjoy singing karaoke.” Once again, the student is obligated to manipulate and compare two English sentences, hopefully without having to translate them mentally.

d. Interpretive and analytical questions:

Interpreting a text goes a step further than answering observation questions. Even though a student may understand the contents of a passage and have a good grasp of the vocabulary and structures it contains, there are often implications and deeper levels of meaning behind these. Very often the ability to recognize these below-the-surface elements is crucial to a complete understanding of the text. (Lockhart, 1999)

Dr. Sheeba (2018) says that instructors often use comprehension questions to test whether students have understood what they have read. In order to test

comprehension appropriately, these questions need to be coordinated with the purpose of reading. If the purpose is to find the specific information, comprehension questions should focus on that information.

Teaching reading comprehension is an active process of constructing meaning, not skill application. The act of constructing meaning is:

- a. Interactive: text and context involvement
- b. Strategic: purpose for reading
- c. Adaptable: different text for different purposes
- d. Real reading: when you read a text and think at the same time you are “real reading” or being metacognitive (as the meaning you get from a piece of literature that is intertwined with the meaning you bring to it). In reading, synthesizing is the process of recalling, ordering, and recreating into a coherent whole the information with which our minds are bombarded every day. (Sheeba, 2018)

2.21 Assessment

According to Brown, (1990) assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals.

Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support educational programming or social services. In addition, assessments are developed by a wide array of groups and individuals, including teachers, district administrators, universities, private companies, state departments of education, and groups that include a combination of these individuals and institutions.

In classroom assessment, since teachers themselves develop, administer and analyze the questions, they are more likely to apply the results of the assessment to their teaching. Therefore, it provides feedback on the effectiveness of instruction and gives students a measure of their progress. As Brown (1990) maintains, two major functions can be pointed out for classroom assessment: One is to show whether or not the learning has been successful, and the other one is to clarify the expectations of the teachers from the students (Brown, 1990).

Assessment is a process that includes four basic components:

- a. Measuring improvement over time
- b. Motivating students to study
- c. Evaluating the teaching methods
- d. Ranking the students' capabilities in relation to the whole group evaluation.

(Yambi, 2020)

2.21.1 Types of assessment

According to (Habib, 2016) assessment is a classroom activity conducted to gain information and to offer valuable feedback so as to improve teacher's instruction and students' learning achievements. It includes learners' responses which help the instructor know about their learning needs and abilities.

(Habib, 2016) asseverates that assessment can be conducted for different purposes. In fact, there are three main types of assessment that occur in different times, at different levels, and at different forms to accomplish multiple purposes.

2.21.2 Diagnostic assessment

Diagnostic assessment is the process of diagnosing learners' strengths and weaknesses at the very beginning of a foreign language course. It greatly facilitates

teachers' tasks to tailor instructions, meet the learners' needs, and helps them plan classroom activities appropriate for their level.

Certainly, teachers use this type of assessment to reveal students' abilities in a particular skill or a programme. It identifies for both teachers and learners the needs and demands that should be met in any area of knowledge. The strengths lead to a formal consideration and should be explored in addressing the weaknesses.

Generally, diagnostic assessment occurs when learners move to a new learning programme in order to develop plans and make links so as to prepare for the next steps. It helps teachers to identify the goals and to choose the techniques and the strategies that enable them to reach these goals.

In short, diagnostic assessment is an educational strategy used by teachers to determine the learning and the instructional goals. It paves the way to a continuous formative assessment (Habib, 2016).

2.21.3 Formative assessment

Formative assessment can be referred to as continuous, interactive, and dynamic. It occurs and should be carried out in ways that help learners make real progress in their learning. It is also an ongoing generative process that is designed to support learning. Therefore, this process includes several strategies such as sharing the learning goals and the assessment criteria with learners.

The distinguishing characteristic of formative assessment is that its evidence is used by both teachers and learners (Black 1995). This means that it aims at knowing how learners are progressing and where they are having trouble. It also helps teachers to make the necessary instructional adjustments so as to offer more opportunities to practice.

Formative assessment involves designing goals, providing instruction, measuring outcomes, and giving useful feedback. Actually, it includes the process of appraising judging or evaluating students' work or performance and using this to shape and improve students' competence (Gipps, 1994).

That is to say, formative assessment is a process that requires skillful teachers who can better elicit and interpret information for the interest of their learners to improve both the teaching and learning strategies. It is characterized by its progressive nature as it can happen at any period. It, also, can be planned or unplanned, proactive or reactive, formal or informal. As for informal assessment, it is a way of collecting information about learners' performance in normal classroom conditions. In contrast, formal assessment is carried out through tests which are used to find out about the learners' suitability to follow a course of a study and to know how learners are progressing in order to identify problem areas. Through tests, teachers can know how much learners have learned during the course or during the academic year.

2.21.4 Summative assessment

While formative assessment is for learning, summative assessment is for learning. It provides evidence of what learners got at the end of a specific term of learning. Furthermore, it marks the important stages of learners' development and should be formally recorded in the form of scores and marks. More importantly, it should be planned in advance so that learners can have enough time to prepare themselves and gain confidence in whatever area they are assessed in or about. In addition to this, it is generally used to discover what a learner has achieved during the program of the study. It is carried out at or towards the end of the course for the sake of knowing if learners have acquired the target skill as it gives an overall picture of learners' performance.

2.22 Extensive and intensive reading

One of the fundamental conditions of a successful extensive reading program is that students should be reading material that they can understand. If they are struggling to understand every word, they can hardly be reading for pleasure – the main goal of this activity. Extensive reading tasks encourage students to report back on their reading.

(Harmer, 2007) says that in order to students read enthusiastically in class, we need to work to create interest in the topic and tasks. It is often the case that the comprehension tasks we ask students to do are based on tasks in a course book. The students are responding to what someone else has asked them to find out. But students are far more likely to be engaged in a text if they bring their feelings and knowledge to the task, rather than only responding to someone else's ideas of what they should find out.

2.22.1 Extensive reading

According to Palmer (1968) in (Risdiyanto, 2012), states that extensive reading is considered as being reading rapidly. The readers read book after book. Its attention is paid to the meaning of the text itself, not the language. The purpose of extensive reading is for pleasure and information.

Extensive reading is used to obtain a general understanding of a subject and includes reading longer texts for pleasure, as well as business books. Use extensive reading skills to improve your general knowledge of business procedures. Do not worry if you do not understand each word. (Sitima, 2009)

One of the fundamental condition of the successful extensive reading programme is that student should be reading material which they can understand (Harmer:283). If they are struggling to understand every word they can hardly be reading for

pleasure-the main goal of this activity. This means that we need to provide books which either by chance or because they have been specially written, are readily accessible for students.

2.22.2 Intensive reading

According to M.F. Parel (2008;117), intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing.

Intensive reading is text reading or passage reading. In this reading, the learner reads the text to get knowledge or analysis. There are few characteristics of intensive reading such as this reading helps the learner to develop active vocabulary, the teacher plays the main role in this reading, linguistic items are developed, this reading aims at active use of language, intensive reading is reading aloud and on intensive reading, speech habit are emphasized and accent, stress, intonation, and rhythm can be corrected (Kholidah, 2016).

Intensive reading, sometimes called "narrow reading", may involve students reading selections by the same author or several texts about the same topic. When this occurs, content and grammatical structures repeat themselves and students get many opportunities to understand the meanings of the text. The success of "narrow reading" on improving reading comprehension is based on the premise that the more familiar the reader is with the text, either due to the subject matter or having read other works by the same author, the more comprehension is promoted (Arinawati, 2012).

According to Risdianto (2012:22), intensive reading is a mode of reading in which readers focus on a fairly comprehensive understanding of a given text.

In addition, Palmer (1968) in Risdianto (2012), notes that intensive reading means that the readers take a text, study it line by line, and refer at every moment to the dictionary about the grammar of the text itself. (Saniyah, 2019)

Intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. Use intensive reading skills to grasp the details of a specific situation. In this case, it is important that you understand each word, number, or fact. (Sitima, 2009)

Intensive reading practice can focus more intentionally on essential core vocabulary, patterns of text organization, and types of text processing needed to adequately comprehend text. Intensive reading activities are beneficial for four main reasons: to help learners comprehend written texts, to become more aware of text organization, to learn how to use and monitor effective reading strategies, and to develop general literacy skills necessary to generate productive expressions in L2 (Paran, 2003, p.40). (Loucky, 2005)

Up to the present, there are several techniques of reading that are adapting the way to read, according to the objective of the reader, in general, writer and reader objectives are as opposite as necessary to find balance in communication.

Moreover, among the conventional techniques is intensive reading, which seeks to maximize comprehension that is, for understanding completely the text, analysis the author's intentions. In other words, the student performs a thorough detailed study of the text; he includes strategies to identify relevant text information.

On the other hand, intensive reading has an objective to capture as much information as possible and interrelate it appropriately. Thus, this sort of reading is practiced skills related to reading comprehension. (Granda Proaño Andrea Roxana, 2016).

Brown (1989) explains that intensive reading “calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.” He draws an analogy to intensive reading as a “zoom lens” strategy.

As an extensive reading, intensive reading also has some characteristics. They are:

- a. Usually classroom based
- b. The reader is intensely involved in looking inside the text
- c. Students focus on linguistic or semantic details of reading
- d. Students focus on surface structure details such as grammar and discourse markers
- e. Students identify key vocabulary
- f. Students may draw pictures to aid them (such as in problem solving)
- g. Texts are read carefully and thoroughly, again and again
- h. The aim is to build more language knowledge rather than simply practice the skill of reading
- i. Seem more commonly than extensive reading in a classroom

(Arinawati, 2012)

According to Hedgecock and Ferris (2009:161), there are characteristics and benefits of intensive reading include the following:

- a. The texts to be studied are selected by the teacher (perhaps with input from the students)
- b. All students read the same texts at the same time and complete in-class or out-of-class exercises and assessments designed or assigned by the teacher
- c. The teacher highlights specific linguistics features and contents dimensions of the text, introducing and reinforcing selected reading strategies through whole-class instruction and activities

- d. Assessment of student comprehension, reading development, and reading efficiency is facilitated by the fact that all the students work simultaneously with the same text and activities (Kusuma, 2013).

2.22.3 Intensive reading: The roles of the teacher

In order to get students to read enthusiastically in class, we need to work to create interest in the topic and task (Harmer:286). However, there are further roles we need to adopt when asking students to read intensively.

- a. Organizer: we need to tell students exactly what their reading purpose is, give them clear instruction about how to achieve it, and explain how long they have to do this. Once we have said *You have four minutes for this*, we should not change that time unless observation suggests that it is necessary.
- b. Observer: when we ask students to read on their own, we need to give them space to do so. This means restraining ourselves from interrupting that reading, even though the temptation may be to add more information or instructions. While students are reading we can observe their progress since this will give us valuable information about how well they are doing individually and collectively. It will also tell us whether to give them some extra time or, instead, move to organize feedback more quickly than we had anticipated. (Wilda, 2013)

2.23 Students engagement

Engagement can be seen in various terms such as students' participation, academic participation, student involvement, academic involvement, involvement in school assignments, and involvement. According to Trowler (2010), engagement involves various variables. The use of only one variable in studying student engagement is irrelevant because it is said to be non-exhaustive. This is because engagement is not merely physically engaged but instead needs to see engagement in terms of emotion and cognition. (Manisah Mohd Ali, 2018)

Hu & Kuh (2002) define engagement as the level of participation of students in academic and non-academic activities and students' appreciation of schooling goals. Marks (2000) defines students' engagement as the cognitive, behavioral, and affective desires to participate in specific tasks in the daily activities of the school. (Manisah Mohd Ali, 2018) Making students are interested in the class, will catch their attention, they will focus on the topic and they will be able to understand better.

(Ali & Hassan, 2014), introduces three dimensions of student engagement where each dimension of engagement can be positive or negative depending on the form of student engagement. Both types of engagement are the engagement of active learners especially in learning, but are demonstrated in two different situations, positive engagement (as expected by teachers) and negative engagement (unexpected to be shown by the students). among these two contrastive engagements, there are also groups of students who are not directly engaged or in other words are withdrawing from an activity primarily related to academic learning. This means that a student may show behavioral, emotional, and cognitive involvement either by positive engagement, negative engagement, or indirect engagement. (Manisah Mohd Ali, 2018)

2.23.1 Dimensions of engagement

Engagement is more than involvement or participation – it requires feelings and sense-making as well as activity (see Harper & Quaye, 2009 (a), 5). Acting without feeling engaged is just involvement or even compliance; feeling engaged without acting is dissociation. Although focusing on engagement at a school level, Fredricks, Blumenfeld & Paris (2004, 62-3), drawing on Bloom (1956), usefully identify three dimensions to student engagement:

- Behavioral engagement:

Students who are behaviorally engaged would typically comply with behavioral norms, such as attendance and involvement, and would demonstrate the absence of disruptive or negative behavior.

- Emotional behavior:

Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging.

- Cognitive engagement:

Cognitively engaged students would be invested in their learning, would seek to go beyond the requirements, and would relish a challenge.

Each of these dimensions can have both a “positive” and a “negative” pole, each of which represents a form of engagement, separated by a gulf of non-engagement (withdrawal, or apathy). (Trowler, 2010)

Learning climate is regarded as having a significant impact on engagement, as a result of teacher’s beliefs and behaviors; support to students’ autonomy, as well as the opportunity to participate in decisions concerning academic tasks (Roeser, Eccles & Sameroff, 2000) [37], promote engagement, as they allow the practice of decision making and self-regulating abilities, and assign students the responsibility to influence the learning environment (Connell & Wellborn, 1991) [30]. (F.H. Veiga, 2012) Take students into account and involve them in the learning process, would make them feel that they are important, and they will be interested in the activities.

2.24 Reading comprehension

Comprehension is an active process in the construction of meaning. Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Good readers are aware of how well they understand a text while reading. Good readers also take active steps to

overcome difficulties in comprehension. Students can be instructed in strategies to improve text comprehension and information use. (Hassan, 2011)

Comprehension is the process of building a connection between what the reader knows and what he or she doesn't know, between the new and the old. Comprehension is an evolving process, often beginning before a book is opened, changing as the material is read, and continuing to change even after the book is completed. Comprehension is constructing meaning from the printed material (Wilma H: 2000:183).

According to snow (2002), comprehension consists of three major elements: the readers, the texts, and the activities. The readers are the elements that do the comprehending. They use their skills. The micros and the macros, to comprehend the texts. The texts are the elements that are to comprehend. Reading activities definitely deal with all printed texts. Readers make comprehension through it. The activities of reading are the elements in which the interaction between readers and texts occurs (Kusuma, 2013).

Reading comprehension is a process in which the reader constructs meaning using as the building material the information on the printed page and the knowledge stored in the reader's head. Reading is comprehension. Comprehension is what reading is all about. Decoding without comprehension is simply words barking, being able to articulate the word correctly without understanding its meaning. Effective comprehenders not only make sense of the text they are reading; they can also use the information it contains. (Pearson, 2001)

Reading skill and reading comprehension are tight to each other. The students will have good reading comprehension when they can have good reading skills too. The students will need a good reading skill to get a good reading comprehension which means that reading skill is the first thing to get when the students want to mastery in reading.

Reading comprehension is the construction of the meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message. The presumption here is that meaning resides in the intentional problem-solving, thinking process of the interpreter... that the content of the meaning is influenced by that person's prior knowledge and experience. (Harris & Hodges, 1995:39). (Saniyah, 2019)

According to (Amy L. Moore, 2014) comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text (van den Broek & Espin, 2012). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary sensitivity to text structure, inferencing, and motivation.

2.24.1 The elements of reading comprehension

There are three elements in reading comprehension:

- a. The reader who is doing the comprehending

To comprehend, the reader must have a wide range of capacities and abilities. These include cognitive capacities (e.g., attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and various types of knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies).

- b. The text that is going to be comprehended

The features of the text have a large effect on comprehension. Comprehension does not occur by simply extracting meaning from text. During reading the reader

constructs a different representation of the text that is important for comprehension (Chaterin: 2002:14).

c. The activity in which comprehension is a part

A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity, all of which occur within some specific context. The initial purpose for the activity can change as the reader reads. Processing the text involves decoding the text, higher-level linguistic and semantic processing, and self-monitoring for comprehension. (Wilda, 2013)

2.24.2 Factors that influence reading comprehension

a. Background knowledge

Familiarity with the concept of reading material being read, both through the experience of knowledge can make a reader easy to comprehend. Burhanuddin (1997:49) stated that the low achievement of standing in reading caused by insufficient basic knowledge had more effect on the understanding of implied than a piece of explicit information.

b. Vocabulary

One of the important factors influencing a readers' comprehension is the familiarity with the vocabulary, where the success in associating between the printed words with their meaning and their referents depends on the familiarity with the words. Successful reading comprehension is possible when most of the vocabularies in a reading selection are familiar to the readers.

c. Teacher influence

The teacher may give retention of information contained in printed material and this help student copes successfully with a reading assignment. There are some teachers' roles to the students. That is to encourage the students to apply what they have read, have them constantly evaluated the material that they have read, encourage the students to tell something about a book to other students, and encourage students to think of their ways of reporting on book or stories. (Wilda, 2013)

2.24.3 Factors affecting reading strategy use

Language learning never occurs in a vacuum. A multitude of situational and personal factors also impinge on the language learning and teaching process, including gender (Ehrman & Oxford, 1995), motivation (Gardner, 1985; Oxford & Nyikos, 1989), cognitive style (Stansfield & Hansen, 1983), culture (O'Malley & Chamot, 1990), and so on.

2.24.3.1 Motivation

Guthrie et al. (2000) point out that since reading is an effortful activity that involves choice, motivation is fundamentally important to reading comprehension. They also state that evidence shows that reading motivation is multifaceted, consisting of such processes as self-efficacy, goals for achievement, values, and intrinsic and extrinsic motivation for reading (Cekiso, 2007).

It is postulated that learners' beliefs about their ability will affect their goals and motivational patterns, which in turn will influence their learning behaviors and strategy use.

Based on a general expectancy-value framework, Pintrich (1989) proposed that students' motivation consists of three components: expectancy, value and affect. The expectancy component refers to students' beliefs about their ability to perform a task (i.e., self-efficacy) and the value component includes students' goals for the task as well as their beliefs about the importance, utility, and interest of the task. The affective component includes students' emotional reactions to the task, such as test anxiety (Garcia & Pintrich, 1995).

According to Chan (2003), achievement motivates students to perform better and become more interested in their tasks. Thus, motivated students are more creative, predict the outcome of a story, and make statements.

2.24.4 Strategies for reading comprehension

Following the strategies, Brown (2001:306) states that there are strategies for reading comprehension such as:

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

(Mufarida, 2016)

Brown (2001) and Nation (2009) presents suggested techniques and strategies that the readers should take into account (Kusuma, 2013).

- a. Identifying the purpose in reading

Readers decide to read for various purposes, for example, reading to search for simple information, reading to learn from the texts, and reading for pleasure, Knowing the purpose of reading makes the process work well and the readers can get the goals efficiently. In reading class contexts, the teacher should make sure that students know their purposes for reading the texts (Brown, 2001).

- b. Skimming

Readers do skimming to the texts for the gist or main ideas. The purpose of skimming is to predict the purposes of the passage, main topics, the organization of the texts, the perspective or point of view of the writer, and some supporting ideas (Brown, 2001; Brown, 2004).

c. Scanning

Scanning is a reading technique used to find relevant information quickly. Readers scan the texts to get specific information within, such as the date, the name, the places, the setting for narrative or story, the finding of a technical report, the cost of an item on a menu, and specified data needed to fill out an application (Brown, 2004).

d. Using semantic mapping or clustering

Semantic mapping helps students as readers to generate the main ideas of the texts into particular elements. They try to connect other words that have a connection with the main words or ideas (Brown, 2001)

e. Guessing

Guessing activity is not only for predicting the meaning of unfamiliar words. Teachers also let students get a grammatical relationship, discourse relationship, implied meaning, etc. A vital key of this activity is to make what students predict accurate (Brown, 2001).

f. Analyzing vocabulary

There are some advantageous strategies to make guessing unfamiliar vocabulary. Nation (2009) suggests that teachers and students should focus on the most useful vocabulary which has benefits to students' majors. The most useful vocabulary consists of high-frequency words, academic words, and technical words.

g. Questioning

Nation (2009;32) provides a variety of question types that can be used: pronominal questions, yes/no questions, true/false sentences, multiple choice sentences, sentence completion, information transfer, translation, and précis (Kusuma, 2013).

2.24.5 The level of reading comprehension

The level of reading comprehension involves more of an active role on the part of the reader (Heilman:246).

a. Literal comprehension.

This level of comprehension represents the minimum of involvement on the part of the reader. It is the simple understanding of the words and ideas of the author. The author's message is received but not examined, evaluated, or utilized in any way.

b. Interpretive comprehension

At this level, the reader not only knows what the author said but goes beyond that simple knowledge. It involves an effort to grasp relationships, compare facts with personal experiences, understand sequences, see cause and effect relationships, and generally interpret the message. It requires more active participation on the part of the reader.

c. Applied comprehension

At this level reader does more than merely receiving and interpreting the message. The reader evaluates the author's ideas, either accepting or rejecting them or applying them to some new situation.

d. Critical comprehension

At this level reader analyzing, evaluating, and personally reacting to information presented in a passage. Generally, the emphasis at this level of comprehension is on actively bringing the reader's general understanding to bear on the ideas and concepts contained in the reading passage. The synthesis is necessary for higher comprehension, especially on difficult material (Wilda, 2013).

2.25 Online learning

Benson (2002) and Conrad (2002) define online learning as a more modern form of distance learning that enhances access for learners identified as both non-traditional and ineffective to educational opportunities. Many scholars discuss not only the usability of online learning but also its connectivity, mobility, and interactivity (Ally, 2004).

The difference between face-to-face learning and online learning: the online teaching and learning environments are unbound and dynamic, using evolving

information and communication technologies, asynchronous communication, and real-time information. Online learning environments involve a variety of educational practices and are often characterized by student-centered, active learning techniques (Keengwe and Kidd, 2010) (Mohammad Alawamleh, 2020).

2.26 The E-learning definition

The term e-learning came into use in the mid-1990's along with developments in the World Wide Web and interest in asynchronous discussion groups. The goal of e-learning is to create a community of inquiry independent of time and location through the use of information and communications technology.

E-learning is formally defined as electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming the knowledge. The technological foundation of e-learning is the internet and associated communication technologies (De la Piedra, 2019).

According to (Kenan, 2015) E-learning is one of the educational outcomes that has surfaced from the development of ICT (Information and Communication Technologies). Its general concept is essentially learning which involves the usage of any electronic device, from computers to mobile phones, and which might, or might not, involve the usage of the internet (websites + other applications) or an intranet (Local network system).

E-learning could be presented through several resources, for example, computers, software, and internet websites. Moreover, other applications have been developed specifically for e-learning, such as Virtual Learning Environments (VLEs), which provide the user or the learner with numerous facilities like comfortable access to learning materials, communication with lectures or trainers, and other peers. The VLE provides flexible access to learning, as it can be accessed anywhere anytime (Adam & Healy, 2000).

Some other studies provided the following declarations to describe and identify the idea of e-learning. The European Commission (2001) describes e-learning as: *“The usage of new multimedia technologies and the internet to develop the quality of learning and teaching by easing access to facilities and services in addition to remote exchanges and collaboration”* (The European Commission, 2001).

2.27 Investigation questions

- Which factors could affect reading comprehension in the focus group students?
- How could comprehension questions help to evaluate the focus group students' reading comprehension?
- How intensive reading strategies could affect 2nd F students' reading comprehension?
- What was 2nd “F” group reaction to intensive reading strategies for reading comprehension?
- What results did the reading strategies have in 2nd “F” students?

3. TOPIC DEVELOPMENT

In this section, the results and evidence of the classes taken into account in the investigation for this pedagogical essay will be presented and explained. Also, the reflection and the analysis of each lesson and students' reactions will be presented. The investigation questions will be answered in this section, showing the lesson plan and then supporting it with the author's support.

In order to affect the students' reading comprehension, three different strategies were designed and applied to the focus group in six classes through the second half of the school year, the application and the results obtained with these strategies will be presented and described in this chapter.

3.1 State of each question

3.1.1 Which factors could affect reading comprehension in the focus group students?

In this investigation there were considered different factors that affect students' reading comprehension, also it is considered two agents that affect it, the teacher and the student. This process could be affected intrinsically or extrinsically. In this question, four aspects will be showed and the impact that may have on the students' reading comprehension.

The first factor to show is the background knowledge. It is related to what the students already know about a topic. This factor could affect positively students' reading comprehension, using the previous information that students know, it will be easier for them to understand a text related to it and to connect their previous and their new knowledge to improve it.

The global strategy used in this investigation is intensive reading, with the characteristic of use and take into account the students' likes and interests to catch their attention. Following this line, it is expected that students already have previous knowledge about the topics that they are interested in. This information is useful in the pre-reading stage, students identify the information that they know and use it to combine it with the new information. During the reading, students receive information and classify it as new, and start to relate it with what they already know. After the reading, that is to say, in the post-reading stage, students process the information in order to communicate it or to complete activities related to the information in the text.

The background knowledge is used before starting to read, and to activate it, making some questions or creating a conversation about the topic could help students to clarify their ideas and according to Burhanuddin (1997), it can make reading easy to comprehend.

The second factor that affects students' reading comprehension is vocabulary. Vocabulary is the key to learning a new language, the bigger vocabulary students have, the bigger comprehension they have from the language, and in this case, from a text. Vocabulary is related to background knowledge and students' contact with the language. Students may know and recognize some vocabulary, and this helps them to comprehend what is the text about. In fact, vocabulary has to be supervised by the teacher. Students may relate words in their mother tongue with words in English that look or sound similar, and do not always have the same meaning, and that could create confusion in students' comprehension. Moreover, this vocabulary has to be related to students' English level to help them to increase it. (Wilda, 2013) States that successful reading comprehension is possible when most of the vocabularies in a reading selection are familiar to the readers.

In order to help students to comprehend, giving them vocabulary useful and related to the topic, will affect the process. This vocabulary can be given before reading, to help students to recognize words and expressions to comprehend while

they read, or can be given after reading to complete written or spoken activities. Using this vocabulary after reading, will allow students to use it or to understand questions about the text.

Taking into account this factor, a strategy to help students to comprehend texts was created and it will be explained in the following questions.

The third factor is the teacher's influence. This is an extrinsic factor that is present in the process. One of the characteristics of intensive reading is that teacher chooses and assigns readings to students. In this investigation, in order to have control over what students read, the teacher chose the texts considering students' likes and interests. The teacher's role in the reading process is as a guide for students, the teacher controls the activities but allows students to work individually, and depending on the activity and the purpose, the teacher pace the rhythm of it.

In this process, and according to (Wilda, 2013) the teacher encourages students to apply what they have read, have them constantly evaluated the material that they have read, encourages students to tell something about a book to other students, and encourages students to think of their ways of reporting on book or stories. Teacher influence and teacher interaction in this process give students guidance and support to reach something.

This influence can affect students' motivation, which is related to the following factor because students take what they receive from the teacher and manifest it in the reading process.

The fourth and final factor is motivation. This factor could be extrinsic or intrinsic. About being extrinsic, it refers to teacher influence, if the teacher encourages students, takes them into consideration, gives them feedback, and establishes constant and confident communication, students could be motivated. But as an extrinsic factor, it does not mean that students perceive it as a motivational factor.

In other matters, motivation can be intrinsic, which means that depends on the student. The fact of including students' interests increase the opportunity that students feel motivated to read the texts. But also, students' English interest is involved in the motivation, that's why is important to establish a purpose for each lesson and to let students know what are they doing and why.

This factor affects students' reading comprehension and also affects the products or the activities to realize after the reading. If students didn't feel motivated enough by the reading, the post reading activities will not be engaging. Guthrie (2000) points out that since reading is an effortful activity that involves choice, motivation is fundamentally important to reading comprehension.

These factors could affect in different ways the focus group students' reading comprehension, and in order to learn and to improve, it is needed that these factors affect in a positive way. Considerate these aspects at the lesson planning time will help to achieve the specific goal from the lesson and to impact reading comprehension in a better way. The students and teacher role in this process is considered as teamwork, both parts have to be in the same channel and looking to achieve the same goal.

3.1.2 How could comprehension questions help to evaluate the focus group students' reading comprehension?

Making questions is one of the post-reading activities suitable to evaluate students' reading comprehension from texts. Using the different types of questions that exist (multiple-choice, short answer, true or false) and the technological and interactive sources that we have in this virtual context, help to test what students understood from reading.

As in chapter I, what is known about the topic, this type of questions and their characteristics were described, to retake it, it is necessary to mention that the

multiple choice questions can be suitable for reading activities. These questions help to evaluate the students' reading comprehension from texts. One of the characteristics of these type of questions is that are focused on specific content, and in the answers, there is the right one and other two or three distractors answers. In order to answer true or false questions, it is needed that students have comprehended the text, also these questions can be focused on the reading general sense, the main idea, or vocabulary, so the answer will depend on the purpose of the question.

The focus group characteristics also influenced the question type applied. In order to answer the short answer questions, students need to have an extensive vocabulary, so they could answer what was asked, but the focus group students didn't have an extensive vocabulary, and this was something to consider to apply these questions because furthermore to answer the question, students needed to comprehend the text.

In this virtual context, different ways to apply the questions were used. One was the use of Kahoot! Game, that is multiple choice questions or true or false questions. This was applied after the reading activity, so students could answer. The other way was the use of Google Forms questionnaires, with this platform the answers could be multiple choice, true or false, or short answers. These tools were interactive and useful to apply in the classes.

These questions are useful to evaluate, but depending on the purpose of the reading and the lesson, the suitable type of question will be applied. With these questions it can be tested how much students understood from vocabulary, general sense, the main idea from the text, or specific information, and depending on the dynamic and the activity, students will be able to go back to the text and search the needed information or not.

3.1.3 How intensive reading strategies could affect 2nd F students' reading comprehension?

The general objective for this investigation was to apply in these lessons the “intensive reading strategy” to affect the students' reading comprehension, (Sitima, 2009) says that intensive reading is used on shorter texts in order to extract specific information. It includes very close accurate reading for detail. One of the characteristics of intensive reading is that the teacher assigns the reading as a task.

The proposal is to use intensive reading, incorporating students' interests (as their favorite artists or topics attractive for them), students' English level, and extrinsic motivation to improve students' reading comprehension. One of the factors that affect reading comprehension is the students' engagement. If the reading achieves to engages students, it will be easier for them to understand the text.

In order to affect the students' reading comprehension in the lessons during the practices, there were developed and designed three different strategies to apply to help students and to let them own these strategies. Students can use these strategies when they read (even if it is in another subject), and in order to use them, they have to know them and practice them. These strategies were applied during the online classes through the Meet app, and in order to evaluate students, comprehension questions were applied as a post reading activity.

These strategies will be described in this part as the lesson plans, and material that were used in the lesson. “Strategy A” was designed to impact students reading comprehension. This strategy was focused on the use of skimming and scanning. The purpose of these reading techniques is to help students to get a general idea from the text making a quick reading and help them to look for specific information through the whole text without reading it all again. This strategy can be useful as a pre and post-reading activity. Before the reading, students can read quickly the text and get an idea about the topic, check the vocabulary they know, and relate this

information with their background knowledge. As a post reading activity, when students have to answer some questions, they can go back to the text and look for the specific information asked.

The “strategy B”, the use of the previous vocabulary. This strategy activated the students’ previous knowledge and help to students to get context about the topic of the text. The material for this strategy was a list of vocabulary that was present in the text. This material was given to students before the class, so they could look for the translations and have an idea about what is the text. This strategy also has a function in the while and post reading stage. While reading, students relate the vocabulary seen with the text, and they comprehend better. In the post reading stage, students use the vocabulary to understand the questions or use the vocabulary to answer them.

“Strategy C”, the use of images for context. The material used for this strategy is within the worksheet or the text space. The attention paid to this material is at the beginning of the reading. It can be used before skimming and scanning. The images help students to get an idea about the text, predict the topic, and relate the images with their background knowledge. The images also can create an interest in the students, and motivate them to read.

With the constant use of these strategies and the practice of the reading skills, students will be able to use them when they read. These strategies are useful for them in different topics and different subjects. It is important that students notice the benefit of the use of these strategies, therefore they could apply it by themselves as an automatic process.

These strategies are oriented to the reading skill, and these strategies can be used as pre, while, and post reading activities. Related to this, as an evaluation activity (post reading activity) the comprehension questions were used as an indicator about what students comprehend from the read text.

The head teacher of the 2nd “F” group permitted that in the dates out of the practice weeks, the group keeps working with the teacher trainee. In addition, these strategies were applied to virtual classes with the students. Due to the dates and the practice periods, in not all the classes these strategies were applied. From January 25th to April 15, 2021, the group was working with texts. These texts were chosen by the teacher, and the teacher election was guided for the students’ interests. The topics for the practice weeks were based on the course book Sunburst 2, and these topics are based on the Aprendizajes Clave program. The expected achievements for the different units did not always allow to apply reading activities.

For the first weeks (January 25th – February 12th), these strategies were not applied, but the evaluation activity, that is the comprehension questions were applied in order to estimate what students comprehended from the texts. After these weeks (February 15th – February 26th), the group kept working with text activities, but with a different purpose.

The next weeks (March 1st – March 22nd) the topic of the lessons were based on the Sunburst book and the Aprendizajes Clave program, and the next week (April 12th) class was based on a different topic. All these weeks worked with the strategies previously described.

The topic for the first two classes was chosen by the teacher, based on a survey (Appendix J) applied on January 26th, 2021. The surveyed students were from the 2nd “F” and 3rd “D” groups. This survey was focused on the reading skill and the students reading interests. Students answered that they prefer to read texts of science-fiction, horror stories, anime or manga, and comics.

Class 1: January 28th, 2021

The topic of the class: an interesting reading

The objective of the class: by the end of the lesson, students will be able to answer comprehension questions about the reading

For this class, the teacher chose two texts, the first about Naruto, and the other one about a horror story. These texts will engage students and will be attractive and interesting for them. These texts will be in a worksheet. The texts will be read in the online class by Meet, the teacher will ask students to read the texts, express what they know, share their ideas, and answer the comprehension questions.

First, students will express if they know the Naruto anime, and if they like it or not, then students will read the text, in each period (.), the student will change. After each period, students will comment on what they understood from the paragraph. When students finish the text, they will answer the short answer comprehension questions.

For the second text, called Look at me, students will follow the same dynamic, they will read, in each period a different student read, students will share what they understood from the paragraph, and then students will answer some true or false questions about the reading.

The strategy proposed for this class was the use of comprehension questions in order to evaluate what they comprehended from the texts read. The answers for the first text (Naruto) are short answers that are explicit in the text. Students can go back to the text and look for the answer. For the second text (Look at me) the questions are true or false, the sentences for these questions are implicit in the text, students can read again the paragraph where is this information and then answer.

The Naruto text will be in a worksheet (Appendix K), and below it will be the questions, the Look at me text is longer, the text is on a web page (Appendix L), so the link will be shared with the students, and its questions will be in the same file than the Naruto's. Both texts will be presented in the class, so all the students will follow the reading and will be paying attention (Appendix M).

Class 2: February 11th, 2021

The topic: Dua Lipa

The objective: by the end of the class, students will be able to answer questions about the text

The topic for this class was focused on the popular artists between teenagers. Not all the artists can be in the same class or the same text, so just one was chosen. The text is an article taken from the Speak Up magazine, but it will be pasted in a word file for quality (Appendix N). For this class, the comprehension questions will be applying in a Google Forms format, that allows students to answer the questionnaire without writing, and their answers are saved in Google Drive. The results from this platform are easier to count and easier to evaluate the students' answers.

As Dua Lipa is a popular artist, students will be interested in the text. It is important that students pay attention to the reading, because the information on it, is not very common or public. In order to evaluate the students' reading comprehension from this text, the comprehension questions to apply will be multiple choice type. The answers to these questions are information explicit in the text.

This online class will be by Meet. The text will be presented and the teacher will ask students their opinions about Dua Lipa and then, students will read the text during the class. The teacher will ask students to read the text making pauses in each paragraph to comment on what are they understanding. After the reading, the teacher will send the Google Forms link to students, so they could answer.

In the next weeks (February 15th – February 26th) the activities will be focused on other strategies. The texts to apply for 2nd “F” and 3rd “D” groups in the weeks out of practice are chosen by the teacher trainees. In the 3rd “D” group, the teacher trainee America will work with texts, but focusing on graphic organizers, so these weeks the activities will be based on it (Appendix O).

Class 3: March 4th, 2021

The topic: Can improvising monologues be fun?

The objective: by the end of the lesson, students will be able to revise and identify genres of monologues

This week is the first practice week for the 8th semester. For this practice period, the topics were taken from the Sunburst 2 book and based on the Aprendizajes Clave program. In order to contextualize students with this topic, it is important that they know the monologues and the genres that exist. This topic will be approached for two weeks. In the first week, students will know the monologues' characteristics and the genres that exist. In the second week, students will present a monologue, so a reading activity will be applying just in the first week.

For this first class, an audio and a book page will be used. Students will have to listen to the audio before the class and answer an activity from the book, in order to have previous knowledge for the online class.

During the online class, students will read two different texts, the first one is a script about a dramatic monologue, that is about a zombie apocalypse (Appendix P). The second text is a comedy monologue, about how a person lives the quarantine (Appendix Q). These two texts will be read by the students. The texts and the activity for the class (multiple choice comprehension questions) will be in a worksheet.

For this class, "strategy A" (skimming and scanning) will be applied. Before start reading, the teacher will ask students what do they know about monologues, and after students are familiarized with the topic, the teacher will ask them to read quickly the text (skimming), and then they will share the vocabulary they noticed, sentences, or ideas that they understood from the first text. After the comments, the teacher will ask students to read and to pause in each paragraph to comment on what students are understanding. The same process will be followed for the second text, students first will read quickly the text, they will share what they understood, then they will

read and pause in each paragraph, and after reading the two texts, students will answer the comprehension questions from the readings.

In order to answer the questions, students can go back to the texts and look for the specific information requested (scanning). The questions are about information from the texts, like the characters and the actions in the texts. Students will answer the questions, and then they will send the evidence for evaluation (Appendix R).

Class 4: March 18th, 2021

The topic: How do machines make our life easier?

The objective: by the end of the lesson, students will be able to read and understand information.

In the following two weeks, a new topic will be approached, this is the next unit in the book, and it is based on the Aprendizajes Clave program. For this unit, students will have to familiarize themselves with the technology and machines topic. They know how to use technology, but it is needed that they are aware of the importance, the impact, and the use of technology in daily life. To help students to contextualize about the topic, before the online class, they have to watch a YouTube video about the technology (Appendix S).

In this class, “strategy A” (skimming and scanning), and “strategy C” (the use of images) will be used to affect the students’ reading comprehension. The “skimming strategy”, will help students to get an idea about what is the text about based on vocabulary or sentences that students understand, and the images also will help them to think about it, this can activate their background knowledge and will help them to have a perception about the text.

The material for this class will be a worksheet with the text and the images (Appendix T), and a Google Forms questionnaire (Appendix U). In the Google Forms questionnaire, there will be multiple choice comprehension questions. Students will

answer these questions after reading the text, and they will answer them during class time. Their answers will be saved in Google drive, so they won't have to write the questionnaire.

To start the online class, students will watch the YouTube video again, and then they will share their comments and opinions about what do they think about the technology and machines topic. Once that students are contextualized in the topic, the teacher will present the text. Students will look at the pictures and comment on what do they think the text is about, guided by the images. After that, students will read quickly the text (skimming), and then they will comment on what words do they know and understand and what ideas they got.

In order to elicit the students' participation, the teacher will use an online roulette (Appendix V), where the names of the students who join the class will be written, the teacher will spin the roulette, and the name who appears will be the person who will participate. Students will read the text, and in each paragraph, they will pause and comment on what are they understanding from the text.

When students finish the reading, the teacher will ask them if their previous ideas from the images have a relation with the real content of the text and then, students will share their opinions. After the reading, the teacher will send the link for the Google Forms questionnaire, and students into class time will answer it (Appendix W).

Class 5: March 25th, 2021

The topic: How do machines make our life easier?

The objective: by the end of the lesson, students will be able to write information and edit texts

For the class of this week, the teacher will send to students a vocabulary chart ("strategy B") (Appendix X), this vocabulary is on the reading and students have to

look for it in order to comprehend better the text. The topic for this week is the same unit as the last one, but it is about how to stream videos on Netflix with your friends.

The text will be on a worksheet (Appendix Y), there are instructions to install a program that allows people to watch videos simultaneously on different streaming platforms. These instructions are not in the right sequential order, students have to read it first, and then write the number (1 – 5) to order the instructions. In order to contextualize students, a Kahoot! game about series will be played at the beginning of the online class (Appendix Z).

Before the reading, students have to look at the pictures (“strategy C”) in order to have an idea about the topic of the text. After this, students will read quickly the text (“strategy A”) in order to identify vocabulary and have more context about the topic of the reading. To elicit the students’ participation, the online roulette will be used (Appendix V). The names of the students that join the class will be on the roulette, it will spin, and the person that appears will read.

The text will be projected to students, and they will read the text. When students finish, they will discuss the order of the paragraphs, which is the 1, 2, 3, etc. after that, students will answer some short answer comprehension questions. In order to answer them, students can go back to the text and look for the specific information (scanning) asked. Students will print or copy on their notebooks the questions, answer them and send a picture for the evidence (Appendix AA).

Class 6: April 15th, 2021.

The topic: Human body systems

The objective: by the end of the lesson, students will be able to understand information from a text using the reading strategies.

This class is out of the practice period. The head teacher gave the permission to practice with the group in weeks out of the marked weeks. This class is after the

Easter break, so it will be important to retake the strategies and keep working with them. The teacher trainee America and the teacher trainee of this group chose the same topic for 3rd and 2nd grade. This topic is on the Aprendizajes Clave program, but for 1st graders.

Before the online class, the teacher will send to students a vocabulary chart (Appendix AB) related to the topic ("strategy B"), these words are on the text, so students have to look for the translation of it in order to comprehend better the text.

At the beginning of the online class, students will play a Kahoot game related to the human body systems (Appendix AC). This will help to contextualize and familiarize students with the topic.

In order to retake the strategies, the teacher will ask students what do we do when we have a text or when we will read, depending on the students' response, students will follow the strategies. In the reading (Appendix AD), there are images about the systems mentioned in the text. Before start reading, students will look at the images ("strategy C") and comment on what do they know about it and what do they think the text is about.

Before the reading, students will read quickly the text (skimming) and they have to identify vocabulary that they know or understand ideas from the text and comment on it. To start reading, the roulette (Appendix V) will be used, the name of the students that join the class will be there, and the person who appears will be the one that will participate. In the text, there will be blank spaces, there students will write the name of the system that corresponds.

Students will read the text, after each pause, they will comment on what are they understanding and what do they already know. When they finish reading, they will complete the blank spaces from the titles and say which system corresponds, then they will say which system corresponds to each image.

After the reading, the teacher will share with the students a link for a Google Forms questionnaire about the reading (Appendix AE). These comprehension questions are multiple choice questions, they are about the text and the information asked is explicit in the text. Students have to answer this questionnaire in class time, their answers will be saved into Google Drive, so they won't have to write. To end the class, students will play another game (Appendix AF) but simultaneously with their partners of 3rd grade. 3rd graders will join the class (same link) and their first activity will be the game, then they will continue with their class with teacher America (Appendix AG).

In these six classes, the three different strategies (A, B, C) were applied. The objective of these is to affect the students' reading comprehension process. These strategies were introduced to students, were applied and for the last class, the purpose was that students already know what to do, so they can do it without the teacher's guidance. Students can own these strategies and apply them in different subjects, but they know that is effective to use in reading activities.

3.1.4 What was 2nd "F" group reaction to intensive reading strategies for reading comprehension?

To give a response to this question, it will be described how were the classes, what happened, what students did, their reactions to the strategies, and the activities applied. Also, some images from the classes will be presented. All these six classes were focused on the 2nd "F" group, and were under the virtual context, using the Meet app to develop the classes, and using the What's App group to communicate with the students, sent them the material, and receive their evidence.

Class 1:

This class took place on January 28th, 2021. The time for the class was 50 minutes, so the class schedule was 11:00 – 11:50 am. The Meet link to join the online class was sent to students by the What's App group before the class started.

The topic for this class was the same for 3rd graders, but they had their class at 12 pm with teacher America.

In the online class, there were two texts presented. One about the anime Naruto and the other about a horror story called Look at me. When the students joined the class, the teacher presented the first text, which is the one about Naruto. There was an image so students can start to activate their previous knowledge. The teacher asked them if they know this anime and if they like it, some students showed interest and commented that they like this anime, the purpose of using the intensive reading and relate it with the students' like and interests were present in this class. The students were interested in the class and what they already know about the topic was useful for them.

The teacher asked students to read the text, some students offered to read, and the indication was to stop when the teacher indicated it. The text was a review of the anime, so it included information about the characters and the story. In each paragraph, students paused and share what they were understanding. The teacher asked different students to continue the reading. When the students finished the text, the teacher asked them the questions below (Appendix AH). The answers for these questions were implicit in the text, so students could go back to the text and answer, or answer according to what they understood from the text.

As the teacher was presenting the worksheet for all the class (sharing screen), she wrote in the file the answers that students gave. The teacher told students that they will have to write the answers for themselves and send the picture for evidence.

The other text was about a horror story posted in a blog. This text was called Look at me. This text also was presented for all the students (shared screen) and this text was longer than the first one. Students read the text following the teacher's guidance, and in each paragraph, students commented on what they understood. The students were not afraid for the story, and as they had their cameras off, their reactions could

not see. The teacher noticed that the time was running out, so she told them that they had to finish the reading by themselves, and answer the questions.

The activity for this text was eleven true or false comprehension questions (Appendix A1). The answers were explicit in the text, so students could go back to the text or read it again in order to find the specific information required.

The questions from these readings helped to evaluate the students' comprehension of the texts. There were two different texts and two different types of questions.

After this class and see that two texts took a long time for students to read them into the class time and to comment on them, it was considered just to apply one text in order to read it and to analyze it with the students into the class time and to have time to comment the activity for the text and students understand what they have to do. Also, having two different texts could confuse students and affect their comprehension reading process, and affect their results on the activity designed.

Class 2:

This class was developed on February 11th, 2021. In this class, a reading about Dua Lipa was applied to the 2nd "F" students. This text was taken from the Speak Up magazine; the reading was about how Dua's career started and some events that she lived before starting being famous. Some details as her birthday, her father's information, and what was her job before being a singer were included in the reading.

The class was at 11 am by the Meet app, it lasted 50 minutes, and the link was shared with the students by the What's App group. To start the class, the teacher asked students what they thought about Dua if they like her music, her style, etc. students shared their opinions, and after that, the teacher asked students to help her to read the text. After finish each paragraph, the teacher asked students what did

they have understood from the paragraph. Students were sharing their opinions and the teacher asked if everyone agreed and clarified some details.

After reading the text and after the class ended, the teacher sent a Google Forms link with the comprehension questions (Appendix AJ), there were true and false questions, and there were multiple choice questions about the reading, in total there were 10 questions. The answers were explicit in the text. To answer correctly the questions, students had to go back to the text –that was sent to students after the class –, read it again, or look for the specific information asked and answer.

The topic for this text was based on the students' likes and interests, and on the popular artists that students use to follow. After the activity, a student expressed that he did not like Dua Lipa, that he prefers other artists, but that even so, he paid attention to the text. The fact that the students' likes are taken into account for the classes is hard to manage, there can't be activities designed for each student, but it is sought that the activities cover the majority of the students' likes and preferences, but students' opinions are always welcome in order to adequate the next activities and to give a variety to the classes.

Class 3:

In the first week of March, the first practice period of the 8th semester started. The practices from this period were considered definitive in order to get results for this pedagogical essay. These classes and their results were focused on the strategies designed for the objective of the investigation, that is the reading comprehension, using intensive reading strategies.

The first class for this period was on March 4th, 2021, the same dynamic was followed with the 2nd F graders, at the beginning of the week, the teacher sent them a book page and audio to complete an activity. The virtual class was by the Meet app at 11 am, it lasted 50 minutes, the teacher sent them the link in the What's app group, and this class was recorded to watch it again and analyze the class.

The topic for this class was Can improvising monologues be fun? And it was taken from the Aprendizajes Clave program. The objective of the class was to identify the genres of monologues. To contextualize students, first, the Sunburst book page 73 was checked, they have to complete the information in a chart listening to the audio. When the teacher asked them if they have listened to the audio by themselves, some of them said yes, but they did not understand it very well the audio. The teacher tried to play the audio in the class, but because of some technical failures, it was not possible. After the technological failures, the teacher reminded them that the audio was in the What's app group chat, so they could listen to it again after the class.

After this activity, the teacher presented with the students (sharing screen) two monologue scripts. The first text was a dramatic monologue, and it was about a zombie apocalypse. The second text was a comedy monologue, and it was about the quarantine. The texts were in a worksheet, and on the other page were the questions.

Before start reading, students did the “skimming activity” (read quickly the text) with the zombies’ text, students started to participate expressing what they understood from the general idea of the reading, some started mentioning the topic of the text, some started to mention some details as the *virus* that caused the *apocalypse*, some others mentioned details from the type of text, that was a dramatic monologue, some other students shared that the text also was a science-fiction text because that thing doesn’t happen in the real life. After these opinions, students read the text in order to compare their previous ideas or what they understood previously from the text with the real information from the text.

During the while reading stage, students were commenting what they understood from the paragraphs and they started to notice more details, like the text was a phone call/conversation, while the group continued reading and participating, some students commented that the text had similarities with movies that they watched before. There was a student that was understanding the text, and he also was

expressing things related to his imagination. The teacher noticed that students relate some English words with a similar word in Spanish, and not always that translation or interpretation is right. An example was the *only* word when a student was participating sharing what he understood, he said something related to the online context, when he finished, the teacher corrects him and said that the only word did not mean online or something related, teacher, explained that this word means alone, just, or exclusively.

In the second text that was about a boy talking about his experience with the quarantine, students get a little confused because they thought that more than one person was involved in the story. The teacher reminds them that the texts were monologue examples, and one of the characteristics of monologues is that just one person speaks. After reading the text, the teacher asked students if they had any doubts about the text, and then the teacher continued with the activity.

The post reading activity was some comprehension questions about the text. In order to answer correctly the questions, students had to read the text again or look for specific information (scanning). Students had to answer in writing the questions in a worksheet. The comprehension questions were multiple choice questions. There were seven questions for the zombies' text (Appendix AK) and five questions for the quarantine text (Appendix AL). These questions were answered after the reading and at the time out of class. The answers for the zombies' text were explicit in the text, so students could go back to the text, and look for the information asked and answer. For the quarantine text, the answers were explicit in the text, students could read the text again and look for the answer. In both cases, students also could answer without reading the text again, but it involves another factor as their memory or their information retention capacity, which is not involved with comprehension.

The students' interaction and their reaction to the first text were good, they had background knowledge about the zombies' topic, and their comments while the reading helped them to comprehend the text. In the class, two texts were presented

but were short, and it helped to pace the time and to read and comment on both texts into the class time.

Class 4:

The virtual dynamic continued due to the Covid-19 pandemic. The communication with the groups was by What's App with 2nd graders. The online class was on March 18th, 2021 at 11 am by the Meet app, it lasted 50 minutes and it was recorded to watch it again and analyze it. On Monday, the teacher sent to the 2nd "F" group, a YouTube video about the topic for the week, the teacher asked students to watch the video in order to understand the activity for the week and in order to participate in the class sharing their ideas and opinions about it.

In this class two different Google Forms questionnaires were applied, one about the class activity, and the other about the English class and students' opinion (Appendix AM).

In the Meet class, the teacher started asking students what they understood from the video and what do they think about it, it helped to introduce students to the topic and to help them to start thinking about the technology around us and how it helps in our daily life. This also helped to activate their previous knowledge about the topic in order to participate in the class and share their opinions. The students commented what they thought about the technology and if they consider it as something indispensable. Some students expressed that they did not think that technology was so needed, but some others expressed that thanks to technology, we can do a lot of things in our lives.

The teacher presented a text about how does a blender work (sharing screen). First, she asked students to look at the pictures in the reading and say what do they think the text is about, some of them answered that the reading was related to cooking, or how to make a milkshake, or how technology helps to prevent tornadoes.

These images also helped students to notice that the images had different interpretations in a text.

After they shared their opinions, the teacher asked them to read the text quickly and to try to identify some words that help them to know what is the text about. Students started to mention details as the text was about a blender. After that, the teacher used a roulette to elicit the students' participation and to make it more fluent. Depending on the name that the roulette randomly launched, that student read a paragraph from the text. In every pause, students shared what they were understanding from the text.

When they finished, the teacher asked them if what they thought before reading made sense with the real text content, some of them realized that not all their ideas were exactly what the text said, but images and the "skimming activity", helped them to get a previous idea from the text. In this reflection part, students compare their previous ideas with what they read.

Also, the teacher helped students to reflect on the first pre reading activity, which was the strategy of using the images to get an idea from the text, the teacher explained to them that this strategy could be useful with other texts and that they could use it in other subjects or other texts in order to get a previous idea, this with the objective of making students own themselves the strategies. The students' responses went well, they got the idea from the text in the pre reading stage and they expressed their ideas, and in the post reading stage, they noticed the differences between their previous ideas and the new information they got after reading.

After the reading, the teacher explained the activity below, which consisted of answering four questions, what is the object that they can't live without, why, it functions, and how it works. They had to answer these questions by themselves for homework.

Before finishing the class, the teacher sent students by the Meet chat a link to a Google Forms questionnaire about the reading (Appendix AN), they answered it at that moment, and then the teacher solved some doubts about the class. After the class, the teacher sent to the What's App group another Google Forms link about the English class (Appendix AM) in order to know students' opinions and she sent the reading worksheet for students who didn't join the class.

Class 5:

This class was the second one for the topic How do machines make our life easier? And it was the week before Easter break. Before this class, the teacher sent to students by the What's App group a vocabulary chart, and the purpose of it was to let students familiarize themselves with the vocabulary on the text, so when they read, they would comprehend better.

The class was on March 25th, 2021 at 11 am, it lasted 50 minutes and. The teacher sent the link for the Meet class to students by the What's App group before the online class, and it was recorded in order to watch it later and analyze it. To start the class, and to contextualize students with the topic, the students who joined the class played a Kahoot! game about series (Appendix Z), according to some emoji, students had to guess the name of the series. The game helped to relax students and to create a better environment for their participation. After the game, the teacher wrote the names of the students who joined the class in the online roulette, this helped with the students' participation, the person who the roulette indicated, was the person who participated.

The teacher asked students about the topic of the game, students commented that was about series, and then the teacher asked about the popular platforms or the platforms they know to watch series.

The teacher presented the text to students (sharing screen) and she asked them to look at the images in the worksheet and comment on what do they think the text

was about, some students said that was about the different platforms that exist to watch series, they commented the platforms that they know. Then, the teacher asked them to read the text quickly and to share what do they understood or what words they understood. Some students commented that they understood that the text was about how to create a chat with your friends while you watch a movie or a series, someone else commented that there was an app available to watch content with your friends on a computer or a TV, that student mentioned that in the text there were steps to create the chat.

The teacher used the roulette to select the students that helped to read the text (Appendix V). These students read each paragraph, that was each step to create a Netflix party, but these steps were not in the right order. After each paragraph, students commented on what they understood. When students finished reading the steps, the teacher asked them to participate and say which step would be the instruction number 1, which one the number 2, and so on. Some students participated and the teacher asked if everybody agreed with that, and if not, what do they think was the correct answer.

After the reading, the teacher presented the activity for the class, which were some short answer comprehension questions (Appendix AO). These questions were on the worksheet, students answered them in the time class, but then they had to write them and send a picture for evidence of their activity. The answers for these questions were on the text, students had to read the text again, or look for the specific information (scanning) and answer it. Using the roulette, students were answering the questions and were commenting if they agreed or if they had doubts.

To finish the class, the teacher helped students to reflect on the strategies used for the reading. The teacher asked what they did before the reading and what happened with that strategy and how it would be useful for other different texts, students answered that they first looked at the pictures and then they quickly read the text in order to get an idea about what was the text. The fact that students know,

identify and perform the reading strategies is something to highlight, this would help them to analyze the text before reading in order to get a better previous idea that will help them to comprehend the text presented.

Class 6:

This class was the last one considered for this pedagogical essay because of the dates. This class was the first after the Easter break. The dynamic with the 2nd “F” group, that is the focus group was the same. The class was on April 15th, 2021 at 11 am, it lasted 50 minutes, the online class was on the Meet app, the class was recorded in order to watch it again and analyze it, and the link was shared with students by the What’s App group.

Before the class, the teacher sent to students by the What’s App group, a vocabulary chart related to the text. The topic for this class was human body systems, and it was chosen by teacher America and teacher Bertha. This topic was on the Aprendizajes Clave program but is a topic for 1st graders. As the class with 2nd “F” is at 11 am, and for 3rd “D” is at 12 pm, the teachers decided to put together the groups at 11:55 am in the online class to play the Kahoot game.

To start the online class, the teacher shared a link with students by the Meet app chat, this link was for an online game, in the game students had to label the parts of the respiratory system, the vocabulary was on the same page, but some students had difficulties to play the game on a cellphone, so the game changed for a word search online about the respiratory system. When the students finished the game, they had to send a screenshot of their results to the What’s App group.

After the game, the teacher presented a text (sharing screen) about some body systems. Before start reading, the teacher asked students if they remember which steps we follow to read a text, a student commented that first, they have to look at the pictures in the text, then they have to read quickly the text and look at the words that they identify, the words they know or the words that are interesting for them, and

finally, they have to read the text and compare their previous ideas with the real content of the text.

For the participation, the teacher used the online roulette, she wrote the name of the students who joined the class and the roulette indicated who will participate. The teacher asked students about the vocabulary that she sent, she asked them if they know the vocabulary or if it was foreign vocabulary, a student comments that he didn't know that vocabulary and it was new for him, other students said that they knew some of the words.

To start the reading activity, the teacher showed the pictures of the text and asked students what do they think the text was about based on the images, a student mentioned the muscular and the nervous system, another student mentioned the respiratory system, the circulatory system, the muscular system, and the sanguine system. After that, the teacher asked them to read quickly the text to identify words or ideas about the topic, a student identified that a title for each paragraph was missing, also he identified that in the text were the words from the vocabulary chart that the teacher previously sent, other student said that she understood from the first paragraph details as the center of that system was the heart and that is formed by the veins and arteries.

The teacher spun the roulette to know who will participate in reading the first paragraph. When students were reading, the teacher asked them what they understood from the paragraph and students were commenting on their ideas. As in the reading, there were some numbers, the teacher made a pause to explain how to say these numbers in English.

After the reading, the teacher asked students about the title for each paragraph, the students answered correctly, but there was only confusion with the sanguine system, the right name is the circulatory system.

The three different reading strategies were applied in this class, the students knew what to do and how to use these strategies. The vocabulary helped them to comprehend the text and the images helped to activate their background knowledge. The “skimming and scanning strategies” helped them in the pre-reading stage, and in the post-reading stage to answer the comprehension questions.

The post reading activity was a questionnaire in Google Forms about the text (Appendix AP). The teacher sent the link for the questionnaire in the chat of the class, students had to answer the multiple choice comprehension questions into the time class. The teacher told them that they had to answer it, but they had to continue being in the class because there was the last activity. When the majority of the students in the class finished the questionnaire, the teacher explained that they will play a Kahoot game with their 3rd grade partners.

In the Meet class teacher America was present and when it was time to play, she told her group to join the class with the same link. When the majority of the students from 3rd grade were in the class, teacher Bertha started the game, she explained how it works and the game started. There was 10 question about the body systems, and the winner won an extra point. After the game, the 2nd “F” students left the class and teacher America continued with her class, which was about the same topic.

The three different strategies designed to affect reading comprehension were applied in these six classes. At the end of this period of the investigation for this pedagogical essay, the students from the focus group, that is the 2nd “F” group, identified the strategies and worked with them in the English subject, but they are capable to use these strategies in different texts and subjects.

3.1.5 What results did the reading strategies have in 2nd “F” students?

This question will be show pieces of evidence and the results from the students of the focus group at the different activities in the six classes that were taken into account for the investigation for this pedagogical essay.

Class 1:

On January 28th, 2021, 2nd “F” students worked on two activities related to two different texts. These texts were chosen based on a survey previously applied to students. The purpose of this survey was to know the students’ interests in reading and their preferences about it (Appendix J). in order to motivate students to participate and to read the texts with a good attitude, their answers were taken into account. The genres chosen for this activity were anime and horror. In order to cover the majority of the students’ interest, and to catch their attention.

In the meet class 12, students attended, for this class 9 students handed in the evidence of the activity (Appendix AQ). The answers for Naruto’s text were in the text, as the reading and the questions were on the same page, students could read the text again and copy the answer (the questions from the Naruto (Appendix AR) and Look at me texts (Appendix AS)). A common mistake in the answers for this activity was that students answered 3 October 2002, instead of October 3rd, 2002. For the Look at me text, the link for the text was shared with the students, so they could read it when they need it, and answer the true or false questions. Students failed mostly two questions, His parents came back at 11 am, the answer for this question was explicit in the text and it said that the parents got back at 11 pm, for the question His mother was angry, the answer was implicit in the text, it said that her expression changed.

Class 2:

The activity for this class was the Google Forms questionnaire about Dua Lipa. The Google Forms platform automatically saves the students' answers and makes an analysis of the results. The results of this activity were that 18 students answered the questionnaire, their answers varied (Appendix T), and the average punctuation was 6/10 (Appendix AU).

Google Forms automatically gives the option to check the statistic of the questionnaire, and according to it (Appendix AV) there were three questions that students frequently failed, the answers for these questions were explicit in the text. This activity had a better hand in level, as students didn't have to write the questions and the answers, and they had the link in the class time, was easier for them to answer the activity. 19 students attended this class (Appendix AW).

As the questions were three true or false questions, students just had to answer according to the information they read, and in the other seven multiple choice questions, there were three or four options and just one was the right one, in the options there was a distractor and two wrong answers. In the questions that students failed most, they answered the distractor option.

Students were paying attention to the reading because it was an attractive topic for them, even that not all students like this artist, they were interested in the activity and participating commenting on what they understood and their opinions.

Class 3:

With this class, the first practice period from the 8th semester started. The topic was taken from the Sunburst book 2 and was based on the Aprendizajes Clave program. In the meet class, 15 students assisted, but just 8 handed in the activity (Appendix AX) (picture of the worksheet sent by the What's App group as evidence).

For this class, two texts were read, the first one was about a zombie apocalypse, and the second one was about how to deal with the quarantine. Students read the texts during the class and the questions were answered by themselves. The

evidence for this activity was pictures of the answered worksheet handed in by the What's App group (Appendix AY). The texts were sent to students, so they could read the text again, and the students who didn't join the class could complete the activity.

After checking the students' evidence, the results of the students were that the average punctuation for the zombies' question was 5 points, the higher punctuation was 7/7, and the lowest was 3/7. For the quarantine text, the average punctuation was 3, and the higher punctuation was 5/5, and the lowest was 2/5 (Appendix AZ).

After checking the evidence from the students' activities, the average of their answers was above the medium punctuation in both texts. Students had better results in the questionnaire from the first text that was about zombies, and in the quarantine texts, their answers varied. There was a question that students tend to fail more that was What is he doing during the quarantine? the answer for this question was implicit, and the answer was related to vocabulary meaning.

The students interacted more with the first text, they were sharing comments about the zombies' topic and they had background knowledge about it because of movies that they watched. They understood that the situation from the zombies' text was a phone call.

Class 4:

The topic for this class changed, it was about How do machines make our life easier? It was a unit from the Sunburst 2 book and it was based on the Aprendizajes Clave program. This topic was related to technology and how it is useful in our daily life.

The reading strategies applied for this activity were the use of images and skimming and scanning. The previous video watched and the images helped to give students context about the text and activated their background knowledge. The

opinions that students shared in the class also was useful to create a context about the topic. The skimming was a pre-reading activity, and it was focused on the words and sentences that students could understand from the text. With all this previous knowledge, students had information to read the text and relate it with the new information.

The questions for this activity were on a Google Forms questionnaire, 15 students attended this class, and 17 students answered the questionnaire (Appendix BA). As was an online activity, students didn't have to write the questions and the answers, they just had to enter the link shared into the class time, answer the multiple choice comprehension questions, and send their answers.

There were 7 questions, the average punctuation was 3/7, the major punctuation was 6/7, and the lowest punctuation was 2/7 (Appendix BB). Some of the answers to these questions were explicit in the text, and some others were implicit. The questions that students failed most were What is the first step to making a blender works? The answer to this question was explicit in the text, and students just needed to read it again and look for the specific information asked. The other question was What helps to mix the ingredients more quickly? The answer to this question was explicit in the text. These two questions have in common that students used their background knowledge about a blender to answer, and not the text information.

In this class, a second questionnaire was applied, it was about the students' comments about the English class. It was sent to students after the class by the What's app group, it was a Google Forms questionnaire, the questions for the students were in Spanish and the questions were focused on their opinions about the class. Just 8 students answered the questionnaire. The questions were: did you joined the online class on March 18th? Why? Be honest. (¿Te conectaste a la clase del 18 de marzo? ¿por qué? Se honesto) The majority of the answers were related about that was the students' obligation and because it is important to learn English. The following question was Mention one of the most important things that you learn

today: (Menciona una de las cosas más importantes que hayas aprendido hoy en clase:) some of the students' answers were "Como funciona una licuadora y las maquinas que usamos diariamente", "Que gracias a la tecnología podemos hacer muchas cosas", "Que la tecnología ayuda en la vida cotidiana", "Los tornados". This last answer was influenced by the images in the text, not by the text information.

The next question was Do you think you had enough preparation for today's class? Please state why. (¿Crees que tenías la suficiente preparación para la clase de hoy? Indica por qué) And some of the students' answers were "Si porque vi el video que mandaron antes de la clase", "Si porque ya sabía cómo se utiliza una licuadora", "Un poco porque soy malo para el inglés", "No, se me dificulta el inglés", "No casi no se hablar inglés".

The next question was What do you like about today's class? (¿Qué te gustó de la clase de hoy?) And some of the students' answers were "Me gusto que la maestra utilizara la ruleta con nuestros nombres, ya que así todos podemos participar", "El tema de la tecnología", "Si mucho por leer (aunque no sé muy bien)". The next question was related with it, What didn't you like about today's class? (¿Qué no te gustó de la clase de hoy?) And some students' answers were "Que hubo alumnos que no dejaron contestar a otros", "Que no haya tantas participaciones", "Nada todo estuvo bien".

The last question was How do you think today's class could be improved? (¿Cómo crees que se podría mejorar la clase de hoy?) And some of the students' answers were "En que cada quien diga solo un dato interesante y no mucho para dejar que los demás hablen", "Jugando el juego de Kahoot", "Estudiando un poco sobre el tema que va a venir", "Con más participaciones".

The answers for these questions were taken into account to let students notice that their opinions about the class are important and to know what can be improved

in order to catch the students' attention and know how to improve some activities to make the class and the context better for the students.

Class 5:

The topic for this class was a continuation of the same topic How do machines make our life easier. This time the text was about how to create a streaming party with your friends to watch Netflix or other platforms. In the text, there were steps to follow but were not in the right order.

For this class the three different strategies were applied, the topic was common and known by the students, so they had a piece of previous knowledge. The pre-reading activities as the vocabulary, the images, and the "skimming" helped students to increase their background knowledge and the context from the topic. The vocabulary was on the text and that helped students to comprehend better, the images and the "skimming" helped students to get better and specific ideas from the text before reading it.

The activity for this class was short answer comprehension questions. The answers to these questions were explicit in the text read. The students answered these questions during class time with the teacher. In order to answer them, they had to look back at the text and look for the specific information asked. Even that the students had the previous vocabulary, they didn't know the meaning of some words as browser or toolbar, but they asked and then answer the questions.

First, students ordered the steps in the right order to understand the process to follow to install the program for the Netflix party. They had to write the answers for the short answer questions and then send the evidence of their activity (Appendix BC). To answer the questions, students didn't need to have a plenty vocabulary, they just needed to copy the right information from the text.

14 students attended this class, and 8 students handed in the evidence of the activity (Appendix BD). This class was before the Easter break, so it could have influenced their attendance and their delivery level.

Class 6:

This was the last class considered for the investigation for this pedagogical essay. It was a class right after the Easter break, the head teacher of the group gave the opportunity to practice with the group being out of the practice weeks, this helped to get a greater number of evidence and opportunities to apply the reading strategies.

The topic for this class was chosen by teacher America (who was practicing with 3rd graders) and by teacher Bertha, and the topic was Human systems. This topic was interesting for students and the advantage was the previous and background knowledge that students had. For this class students from both groups got together to play a Kahoot game related with the topic.

In order to help students to have a better comprehension of the text, a previous vocabulary chart was sent, this vocabulary was on the text, so knowing the meaning of this vocabulary students will comprehend better the reading. The first game played helped to start to contextualize and familiarize students to the topic.

Students from 2nd grade, before reading the text commented what are the strategies that we were using reading texts, after that students looked at the pictures from the text, and that helped to activate their background and previous knowledge, they identified the systems showed and they mentioned them (in Spanish) and the teacher helped them with the right name of each system.

Using the pre-reading strategy “skimming”, students also identified words from the previous vocabulary, sentences that they understood, and ideas from the different systems presented. All these pre-reading activities, helped students to

connect their background knowledge with what they were learning and comprehending.

Some of the vocabularies from the text were similar to words in Spanish, so this also helped students to comprehend the text. When students were commenting on their ideas and what they were understanding from the text they mentioned details from the information that helped to know which system was that paragraph about.

After the reading, the activity applied to evaluate what students understood was a Google Questionnaire. This questionnaire had two sections, one about the English class and students' opinion about it (in Spanish) (Appendix BE), and the other about the text. This questionnaire was sent to students during class time, so the students who attended the class will answer the questionnaire.

The comprehension questions applied for this class were multiple choice questions. The answers for these questions were explicit in the text, so students could read it again or look for the specific information asked and answer correctly. Their answers were saved into Google drive, so they didn't have to write.

There were 10 multiple questions, the average punctuation was 6/10. The highest punctuation was 9/10, and the lowest punctuation was 1/10 (Appendix BF). The total number of students who answered the questionnaire was 20, and 15 students attended the class (Appendix BG). The most failed question was What are the vessels? The answer for this question was explicit in the text, but as one of the characteristics of multiple choice questions is to have a right answer, a wrong answer, and a distractor, the three answers looked similar but just one was correct. Another question failed was Which organ doesn't belong to the respiratory system? The answers for this question were related to vocabulary, and that could be a reason to fail the answer or the fact of the use of the *doesn't belong* statement in the question. Another question was Which system controls our movements? The answer to this question was explicit in the text.

The students' answers for the questions related to their opinion about the class were useful to improve aspects for the next classes, some of their answers were, for the first question was What did you like from today's class? (¿Qué te gustó de la clase de hoy?) Some of their answers were "Que aprendimos cosas nuevas de los sistemas", "Que se trató del cuerpo humano".

The next question was What did you not like from today's class? (¿Qué no te gustó de la clase de hoy?) And their answers were "Que mi micrófono no sirvió", "Que a veces no le entiendo", "Que muchos no participaron", "Que no pude participar en la lectura".

The next question was How did you feel participating in the class? (¿Cómo te sentiste al participar en la clase? And their answers were "Bien muy seguro", "Cuando participo en las clases me siento inteligente", "Muy motivado", "Nervioso", "Bien porque puse mucha atención".

The next question was You consider the steps we follow before reading a text: (Los pasos que seguimos antes de leer un texto los consideras:) 17 students said "Muy útiles" and 4 students said "Medianamente útiles". The next question is related with this; it was Have the steps we followed before the readings helped you understand better? Yes / No and why (Los pasos que hemos seguido antes de las lecturas, ¿te han servido para comprender mejor? Si/No y por qué), some of their answers were "Si porque así comprendo mejor la lectura", "Si porque ya no me confundo", "A veces porque es en inglés y a veces se me dificulta", "Si porque me hace aclarar dudas".

The next question was What other step / activity do you consider or would you like to apply for the readings? (Qué otro paso/actividad consideras o te gustaría aplicar para las lecturas?) And their answers were "Si es que hay preguntas analizarlas a detalle antes de la lectura para saber qué es lo más importante del

texto”, “Como se pronuncian las letras en inglés”, “Que en cada punto lea otra persona”, “Preguntar las palabras que sean clave”.

The next question was Do you like activities with texts? (¿Te gustan las actividades con lecturas/textos?) 19 students answered “Sí”, and 2 students answered “No”.

The next question was What activities that we have done throughout all the classes (since October) have you liked the most? (¿Qué actividades que hemos hecho a lo largo de todas las clases (desde octubre) te han gustado más?) And the students’ answers were “Kahoot”, “Las películas de los monólogos”, “De completar e investigar”, “La vez que dijo que hiciéramos un TikTok”, “Sobre el anime”.

The next question was What is your favorite part of the class or the one that motivates you the most? (¿Cuál es tu parte favorita de la clase o la que más te motiva?) And the students’ answers were “Los juegos”, “Participar”, “Cuando nos saludamos”, “Los juegos y la ruleta”, “Cuando nos invitan a participar”.

And the last question was What activity do you propose for the following classes? (¿Qué actividad propones para las siguientes clases?) And the students’ answers were “Actividades de sopa de letras”, “Dinámicas en grupo”, “Hacer dibujos”, “Como se pronuncian las letras en inglés”, “Aprender palabras necesarias para desarrollar un dialogo”.

The results for the Kahoot game were different in 2nd grade and 3rd grade. This game was the closing activity for 2nd graders, they already know about the topic and vocabulary about the systems because of the class, so it helped them to answer correctly, for 3rd graders was the opening activity, they didn’t have enough previous knowledge from the topic, they could use their background knowledge, but they didn’t make the activities from the class, so the vocabulary was difficult for them. After this game 3rd graders continued with their class with teacher America.

This was the last class analyzed and taken into account for this pedagogical essay. The students' results varied in each class, their participation, and their delivery level also varied, but all their pieces of evidences helped to build this essay and to apply the strategies designed.

4. CONCLUSION

The phenomenon selected to affect during this investigation was the students' reading comprehension. As a result of this investigation, the reading skill is considered important as the rest of the skills that are speaking, writing, and listening. It was observed that students had contact with the language but sometimes they didn't notice it, but it is there, and in order to help them to understand and to learn it better, it was important to include inputs and outputs in their process.

The investigation for this pedagogical essay and the actions that helped to develop it were carried out in a different context for students and teachers. Due to the pandemic situation caused by the Covid-19, which started in March 2020, the schools, teachers, and students had to adequate their activities and adapt to the new normality that began. It was a different context for education, it was a challenge for everyone, but this helped us to discover new ways to work and to learn.

It was needed to consider the different scenarios that teachers and students faced during this situation, taking into account the students' learning needs, their learning process, the facilities that they have, and the possible problems that would be faced. Despite this, and thanks to the technology, the classes were possible, there were variants and flexibilities, it has advantages and some disadvantages, but it happened.

Due to this situation, the different language skills were developed in a different way than they could be in a face-to-face context. The virtual situation could favor students in certain skills, but it also could be the opposite. In order to be available for the majority of the students, the skill selected to focus in the investigation for this pedagogical essay was reading.

The general objective for this investigation was to affect the students' reading comprehension using intensive reading. The use of intensive reading was related to texts chosen by the teacher, and in order to catch the students' attention, their interests and likes were incorporated. At the same time, in the case of using students' interests, their background and previous knowledge could be useful for them to comprehend and to perform the activities.

After the process of investigating the theory, apply surveys to know the students' interests, design reading strategies, select and create material for the classes, evaluate the activities, and analyze the results obtained, it was deduced, that the use of intensive reading including the students' likes and interests, helped students to engage to the texts presented.

Derived from the use of the reading strategies designed that included the use of vocabulary, the use of images, and the skimming and scanning, and based on some students' opinions, these strategies applied before the reading, helped students to comprehend the texts presented. The result of these strategies also was that students learned to apply them at the moment of reading a text.

The instrument used to evaluate students' reading comprehension was the comprehension questions and these were related to the reading strategies. The different types of questions applied in the different activities developed during this investigation helped to evaluate what students understood from the texts. The results obtained were not the best, but allow us to identify what are students still needing to practice and learning.

These strategies were used for and in a virtual context, with no contact and a major interaction with the students, with not all the students present, but with a different material than the one that could be used in a face-to-face context. One aspect that could be considered for future investigations around the reading skill is

that if these strategies are useful for extensive reading, if they are useful in a face-to-face context, and what kind of material can be used.

It is important to recognize that this investigation can open paths to future investigations that look to affect the students' reading comprehension or that focus on reading activities. These strategies could be applied in a different context, and they could have different results. The results could be different depending also on the students' grade, their English level, the material applied, and the possible modifications and adaptations of the strategies.

An aspect that could be continued for this investigation, is that if students are able to use by themselves these strategies, in different subjects and with different material, what could be their reaction and their results, and how can students increase their participation and their role in the reading process and the class. It is important to give students the confidence to interact with the language and to discover what are they able to do by themselves. As a personal opinion, teacher guidance and teacher-student interaction will always be important, but the student-student interaction also can be useful in the learning and the reading process. Establish an objective to investigate and determine a phenomenon to affect will be structure to develop a future investigation, also how could you affect the phenomena could be something to focus on.

During this investigation, as a teacher were occasions when I had doubts about the groups I choose to develop and to focus on the investigation. The first sessions with the different four groups helped to identify them, to know them, and to identify their group characteristics. Also, their participation was the principal aspect that helped to choose the focus group. There were occasions when the groups for 1st grade participated more than 2nd and 3rd graders, other times 2nd graders participated more than 1st and 3rd graders, and there were times when 3rd graders were the most participative. During the second practice period of the 7th semester, I choose the 2nd

“F” group as my focus group to develop the investigation and apply the activities for this pedagogical essay.

When the pandemic situation started in March 2020, the practice periods scheduled for the 6th semester were postponed, at that time the schools, the teachers, and the students were not ready for a virtual context, so the practices from the 6th semester were not possible to carry out. That lapse of time meant losing the opportunity to practice, improving teaching strategies, and discover opportunity areas.

When the 7th semester started and when the groups were assigned, a different context was going to be faced. The fact that the interaction was not going to be the same as it was commonly created a challenge for teachers and students. Not having the face-to-face contact intervened in the teacher-student interaction, the confidence, and in the learning environment, it was something different for everybody.

During the lesson plan process and the material creation, it was noticed that something positive and advantageous was the flexibility that existed to use virtual or interactive material. As a result of previous practices, it was observed that when the classes were face-to-face, it was difficult to present YouTube videos, online games, use the internet or virtual material. The advantage of this context was the possibility to apply virtual material and to send it to students by the different virtual platforms that exist. Also, there were disadvantages to this, like that, not all the students had the possibility to use devices to join the classes, that some students share the same device with more than one person, and the internet connection, that affected not just the students also the teachers. In all of this context, from a personal point of view, it was needed that the teacher was patient and considerate of all the possible situations that could be faced and could affect the education process.

As a teacher during this process, there were positive things done, there were a couple of occasions where students by the What's App group commented that they enjoyed the class, during the classes it was always sought to motivate students to try to read, try to participate, try to answer, try the things again, try to turn on their cameras and microphones and to create a confidential environment. Something that I enjoyed was creating the material for the classes, especially the animated YouTube videos, it was something that could not be used in the face-to-face context, but this virtual modality helped to develop and apply this skill.

Nevertheless, also there were things that could be improved. There were occasions when the students were difficult to participate, so the teacher took the word and the teacher's talking time exceed the students' talking time. At the moment to watch and analyze the videos from the different classes recorded, it was noticed that this happened constantly. An opportunity area is to try to reduce the teacher talking time, help students to increase the students' talking time, the interaction between them, and give them the tools for participate in English, that was another factor noticed during the self-evaluation. All the processes followed to develop this investigation helped me to learn things, to learn from students, and to define my teaching style.

This investigation could be useful for teacher trainees who are interested in affecting the students' reading comprehension, the use of intensive reading, or work with the reading skill. It is important to know and consider that always there are new things to learn, new things to teach, and different ways to do it and to reach the objective or the goal established.

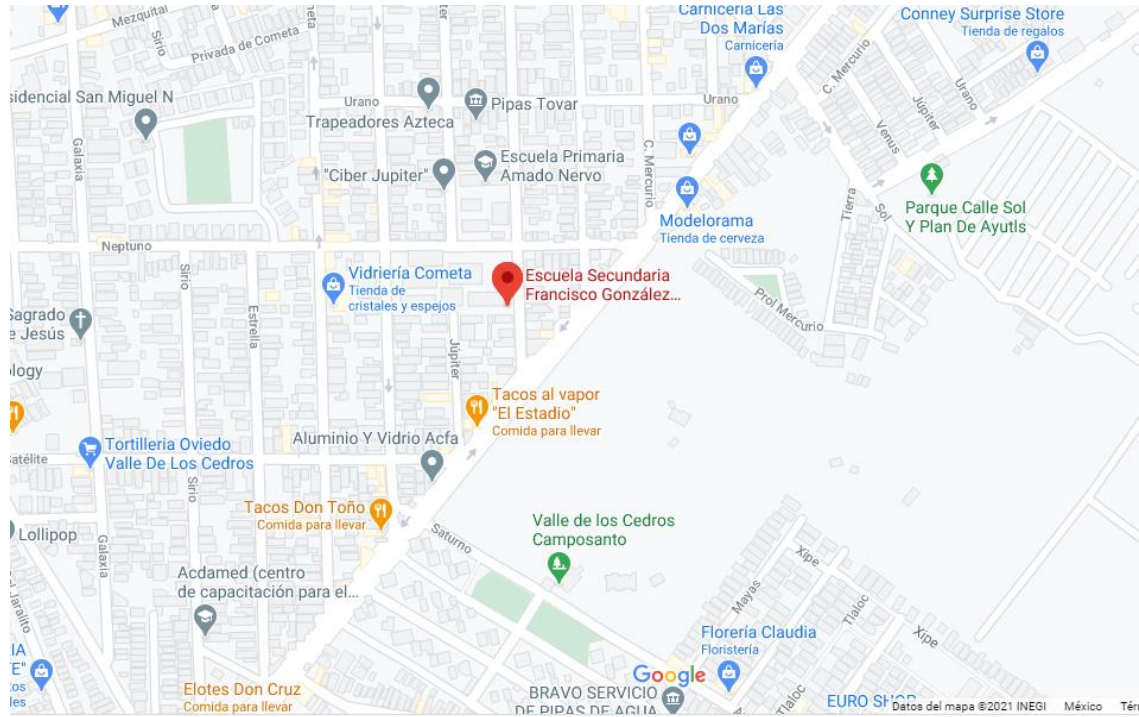
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Appendix A. School location



School location. Source: Google Maps, 2021

Appendix B. Diagnostic exam


EXAMEN DIAGNOSTICO 2do

Descripción del formulario

Name


Texto de respuesta corta

ANSWER TRUE OR FALSE DEPENDING ON THE IMAGE. Will Fred trick or treat on Halloween? *



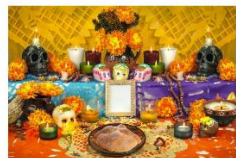
☐ TRUE

ANSWER TRUE OR FALSE DEPENDING ON THE IMAGE. Will Anna dress up as a pirate? *



☐ TRUE
☐ FALSE

ANSWER TRUE OR FALSE DEPENDING ON THE IMAGE. Will Pedro put photos on his altar? *



☐ TRUE
☐ FALSE

Read the text and answer the question. 1. Where did the girl go in the morning? *

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

- ☐ she went to a party
☐ she went to the mall
☐ she stay at home

Read the text and answer the question. Who did she go with? *

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

☐ with her mom
☐ with her dad
☐ with her parents

Read the text and answer the question. What did she do in the afternoon? *

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

☐ she had a party
☐ she rode her bicycle
☐ she was dancing

Read the text and answer the question. What did she eat? *

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

☐ she ate cake
☐ she ate chocolate cake
☐ she ate chocolate cake with nine candles

Read the text and answer the question. What did she drink? *

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

☐ she drank punch
☐ she drank soda
☐ she drank juice

People in the USA celebrate Independence Day July 4th. When do we celebrate Independence Day in Mexico? *

- ☐ November 20th
- ☐ February 5th
- ☐ September 16th

People in the USA celebrate Easter during Spring. What do we celebrate in Mexico during the Spring? *

- ☐ Children's day
- ☐ Christmas day
- ☐ Columbus day

People in the USA celebrate Thanksgiving in November. What do we celebrate in Mexico in November? *

- ☐ Independence Day
- ☐ Revolution Day
- ☐ Mother's day

Everything happened today. *

Read the sentences and select the correct option.

Answer TRUE OR FALSE

Last night I was on my bed; the lights were off then I heard a noise. It was soft but clear noise. I was a little scared but I tried to listen again. Two minutes later I heard it again, something came closer... and there was my little sister who wanted to frighten me.

- ☐ TRUE
- ☐ FALSE

The child heard a loud noise. *

Read the sentences and select the correct option.

Answer TRUE OR FALSE

Last night I was on my bed; the lights were off then I heard a noise. It was soft but clear noise. I was a little scared but I tried to listen again. Two minutes later I heard it again, something came closer... and there was my little sister who wanted to frighten me.

- ☐ TRUE
- ☐ FALSE

The child is brave. *

Read the sentences and select the correct option.

Answer TRUE OR FALSE

Last night I was on my bed; the lights were off then I heard a noise. It was soft but clear noise. I was a little scared but I tried to listen again. Two minutes later I heard it again, something came closer... and there was my little sister who wanted to frighten me.

- ☐ TRUE
- ☐ FALSE

There is nothing to be afraid of. *

Read the sentences and select the correct option.

Answer TRUE OR FALSE

Last night I was on my bed; the lights were off then I heard a noise. It was soft but clear noise. I was a little scared but I tried to listen again. Two minutes later I heard it again, something came closer... and there was my little sister who wanted to frighten me.

- ☐ TRUE
- ☐ FALSE

Are you German? *

- ☐ No, my are Mexican
- ☐ No, I is Mexican
- ☐ No, I am Mexican

Do you like music? *

- ☐ Yes, I does
- ☐ Yes, I am
- ☐ Yes, I do

Do you practice sports? *

- ☐ Yes, I does
- ☐ Yes, I do
- ☐ Yes, I am

Is it a ghost? *

- ☐ No, it was not
- ☐ No, it are not
- ☐ No, it is not

Are the kids in the kitchen? *

- ☐ No, they was not
- ☐ No, they are not
- ☐ No, they is not

Diagnostic exam. Source: Google Forms, created by Bertha Irene Martinez Perez (2020)

Appendix C. Socioeconomic questions

normalmente, ¿qué dispositivo(s) usas para conectarte a tus clases? *

☐ computadora

☐ tablet

☐ celular

☐ Otra...

normalmente, ¿dónde tomas tus clases? *

☐ mi casa

☐ ciber

☐ Otra...

¿el dispositivo con el que te conectas a clases, es propio? *

☐ si, es propio

☐ si, es propio pero lo comparto

☐ no es propio

☐ Otra...

¿llevastе clases de inglés en la primaria? *

☐ si

☐ no

☐ Otra...

Socioeconomic questions. Source: Google Forms, created by Bertha Irene Martinez Perez (2020).

Appendix D. Survey applied

Please rank (1-6) the following in order of interest:

listen music	1
watch series	2
watch movies	3
read	4
cook	5
travel	6

Please rank (1-6) the following in order of interest:



	Clasificación media	1	2	3	4	5	6
listen music	1.6						
watch series	2.27						
watch movies	2.6						
read	3.86						
travel	4.88						
cook	5.0						

Which genre do you like most in reading?



Desarrollado por AI

Pregunta	Conteo	Puntuación	1	2	3	4	5
Horror	12	4.33					
Drama	12	3.67					
Romance	13	3.15					
Cience-Fiction	12	3.92					
Autobiographies	12	2.42					
Novels	12	2.58					
Media		3.34					

Survey applied. Source: created by Bertha Irene Martinez Perez (2021)

Appendix E. Diagnostic exam


EXAMEN DIAGNOSTICO 1er año

Descripción del formulario

Name

Texto de respuesta corta


ANSWER TRUE OR FALSE DEPENDING ON THE IMAGE. Will Fred trick or treat on Halloween? *



☐ TRUE

☐ FALSE


ANSWER TRUE OR FALSE DEPENDING ON THE IMAGE. Will Anna dress up as a pirate? *



☐ TRUE

☐ FALSE

ANSWER TRUE OR FALSE DEPENDING ON THE IMAGE. Will Pedro put photos on his altar? *



☐ TRUE

☐ FALSE

Read the text and answer the question. 1. Where did the girl go in the morning? *

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

☐ she went to a party

☐ she went to the mall

☐ she stay at home

Read the text and answer the question. Who did she go with? *

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

☐ with her mom

☐ with her dad

☐ with her parents

Read the text and answer the question. What did she do in the afternoon? *

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

☐ she had a party

☐ she rode her bicycle

☐ she was dancing

Read the text and answer the question. What did she eat? *

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

☐ she ate cake

☐ she ate chocolate cake

☐ she ate chocolate cake with nine candles

Read the text and answer the question. What did she drink? *

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

☐ she drank punch

☐ she drank soda

☐ she drank juice

111

Read the text and answer the question. Throckit is enormous *

Read and answer TRUE or FALSE

Throckit is a monster. He is an enormous monster. He is very, very tall and he is very, very fat. Throckit has long, blue fur. He has big feet. He can run very quickly. He has an immense mouth and he can roar very loudly.

Answer the questions.

/

112

Read the text and answer the question. He is fat *

Read and answer TRUE or FALSE

Throckit is a monster. He is an enormous monster. He is very, very tall and he is very, very fat. Throckit has long, blue fur. He has big feet. He can run very quickly. He has an immense mouth and he can roar very loudly.

Answer the questions.

/

Read the text and answer the question. He has long, white fur *

Read and answer TRUE or FALSE

Throckit is a monster. He is an enormous monster. He is very, very tall and he is very, very fat. Throckit has long, blue fur. He has big feet. He can run very quickly. He has an immense mouth and he can roar very loudly.

Answer the questions.

/

Read the text and answer the question. He has small, feet *

Read and answer TRUE or FALSE

Throckit is a monster. He is an enormous monster. He is very, very tall and he is very, very fat. Throckit has long, blue fur. He has big feet. He can run very quickly. He has an immense mouth and he can roar very loudly.

Answer the questions.

/

☐ TRUE

☐ FALSE

Read the text and answer the question. He can run very quickly *

Read and answer TRUE or FALSE

Throckit is a monster. He is an enormous monster. He is very, very tall and he is very, very fat. Throckit has long, blue fur. He has big feet. He can run very quickly. He has an immense mouth and he can roar very loudly.

Answer the questions.

/

Read the text and answer the question. Throckit can roar loudly *

Read and answer TRUE or FALSE

Throckit is a monster. He is an enormous monster. He is very, very tall and he is very, very fat. Throckit has long, blue fur. He has big feet. He can run very quickly. He has an immense mouth and he can roar very loudly.

Answer the questions.

/

People in the USA celebrate Independence Day July 4th. When do we celebrate Independence Day in Mexico? *

☐ November 20th

☐ February 5th

☐ September 16th

People in the USA celebrate Easter during Spring. What do we celebrate in Mexico during the Spring? *

☐ Children's day

☐ Christmas day

☐ Columbus day

Are you German? *

☐ No, my are Mexican

☐ No, I is Mexican

☐ No, I am Mexican

Do you like music? *

☐ Yes, I does

☐ Yes, I am

☐ Yes, I do

Diagnostic exam. Source: Google Forms, created by Bertha Irene Martinez Perez (2020)

Appendix F. Diagnostic exam


EXAMEN DIAGNOSTICO 3er año

Descripción del formulario


Name

Texto de respuesta corta

ANSWER TRUE OR FALSE DEPENDING ON THE IMAGE. Will Fred trick or treat on




ANSWER TRUE OR FALSE DEPENDING ON THE IMAGE. Will Anna dress up as a



TRUE

FALSE

ANSWER TRUE OR FALSE DEPENDING ON THE IMAGE. Will Pedro put photos on his



TRUE

FALSE

Read the text and answer the question. 1. Where did the girl go in the morning?

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

she went to a party

she went to the mall

she stay at home

Read the text and answer the question. Who did she go with?

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

with her mom

with her dad

with her parents

Read the text and answer the question. What did she do in the afternoon?

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

she had a party

she rode her bicycle

she was dancing

Read the text and answer the question. What did she eat?

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

she ate cake

she ate chocolate cake

she ate chocolate cake with nine candles

Read the text and answer the question. What did she drink?

I woke up early. I went to the mall with my mom and dad. They gave me a new bicycle! In the afternoon, I had a party. I wore my favorite dress. We ate an enormous chocolate cake with nine candles. We drank lots of soda. All my friends came. I had a great time.

Answer the questions.

she drank punch

she drank soda

she drank juice

107

People celebrate Halloween on October 30th *

Read the text and select the correct option.

Answer TRUE OR FALSE

Every year on October 31st children (and some adults) dress up in costumes to celebrate Halloween. Houses are decorated with Jack-o-Lanterns, artificial spiders and cobwebs, pretend witches and ghosts and other frightening objects that symbolize this special day. On the evening of Halloween, in North America and many other countries around the world, groups of children can be seen walking the streets wearing costumes and visiting their neighbors' houses to receive candy. Typical festive Halloween activities include Trick-or-Treating (going house to house to receive sweets or food), attending costume parties, decorating, carving pumpkins into jack-o'-lanterns, lighting bonfires, apple bobbing, visiting haunted houses, telling scary stories, and watching horror films.

Children wear costumes and ask for candies *

Read the text and select the correct option.

Answer TRUE OR FALSE

Every year on October 31st children (and some adults) dress up in costumes to celebrate Halloween. Houses are decorated with Jack-o-Lanterns, artificial spiders and cobwebs, pretend witches and ghosts and other frightening objects that symbolize this special day. On the evening of Halloween, in North America and many other countries around the world, groups of children can be seen walking the streets wearing costumes and visiting their neighbors' houses to receive candy. Typical festive Halloween activities include Trick-or-Treating (going house to house to receive sweets or food), attending costume parties, decorating, carving pumpkins into jack-o'-lanterns, lighting bonfires, apple bobbing, visiting haunted houses, telling scary stories, and watching horror films.

Children say Trick-or-treat when they want to receive candies *

Read the text and select the correct option.

Answer TRUE OR FALSE

Every year on October 31st children (and some adults) dress up in costumes to celebrate Halloween. Houses are decorated with Jack-o-Lanterns, artificial spiders and cobwebs, pretend witches and ghosts and other frightening objects that symbolize this special day. On the evening of Halloween, in North America and many other countries around the world, groups of children can be seen walking the streets wearing costumes and visiting their neighbors' houses to receive candy. Typical festive Halloween activities include Trick-or-Treating (going house to house to receive sweets or food), attending costume parties, decorating, carving pumpkins into jack-o'-lanterns, lighting bonfires, apple bobbing, visiting haunted houses, telling scary stories, and watching horror films.

TRUE

FALSE

The houses are decorated with adorable things on Halloween *

Read the text and select the correct option.

Answer TRUE OR FALSE

Every year on October 31st children (and some adults) dress up in costumes to celebrate Halloween. Houses are decorated with Jack-o-Lanterns, artificial spiders and cobwebs, pretend witches and ghosts and other frightening objects that symbolize this special day. On the evening of Halloween, in North America and many other countries around the world, groups of children can be seen walking the streets wearing costumes and visiting their neighbors' houses to receive candy. Typical festive Halloween activities include Trick-or-Treating (going house to house to receive sweets or food), attending costume parties, decorating, carving pumpkins into jack-o'-lanterns, lighting bonfires, apple bobbing, visiting haunted houses, telling scary stories, and watching horror films.

TRUE

FALSE

People in the USA, celebrate Independence Day July 4th. When do we celebrate Independence Day in Mexico? *

☐ November 20th

☐ February 5th

☐ September 16th

People in the USA celebrate Easter during Spring. What do we celebrate in Mexico during the Spring? *

☐ Children's day

☐ Christmas day

☐ Columbus day

SELECT THE CORRECT OPTION. (VERB TO BE) My sister _____ 20 years *

☐ are

☐ was

☐ is

SELECT THE CORRECT OPTION. (VERB TO BE) It _____ my *

☐ are

☐ is

☐ were

SELECT THE CORRECT OPTION. (VERB TO BE) Jenny and Carlos _____ in the *

☐ is

☐ was

☐ are

SELECT THE CORRECT OPTION. (VERB TO BE) I _____ in the square *

☐ are

☐ is

☐ am

SELECT THE CORRECT OPTION. (VERB TO BE) You _____ very *

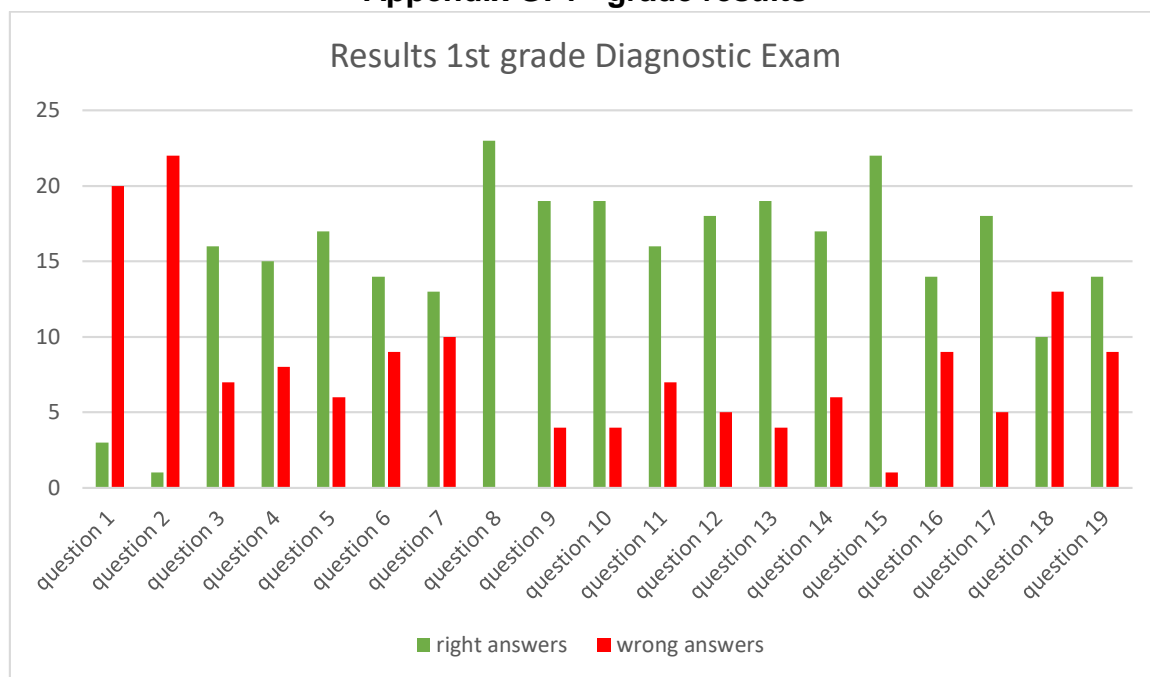
☐ am

☐ is

☐ are

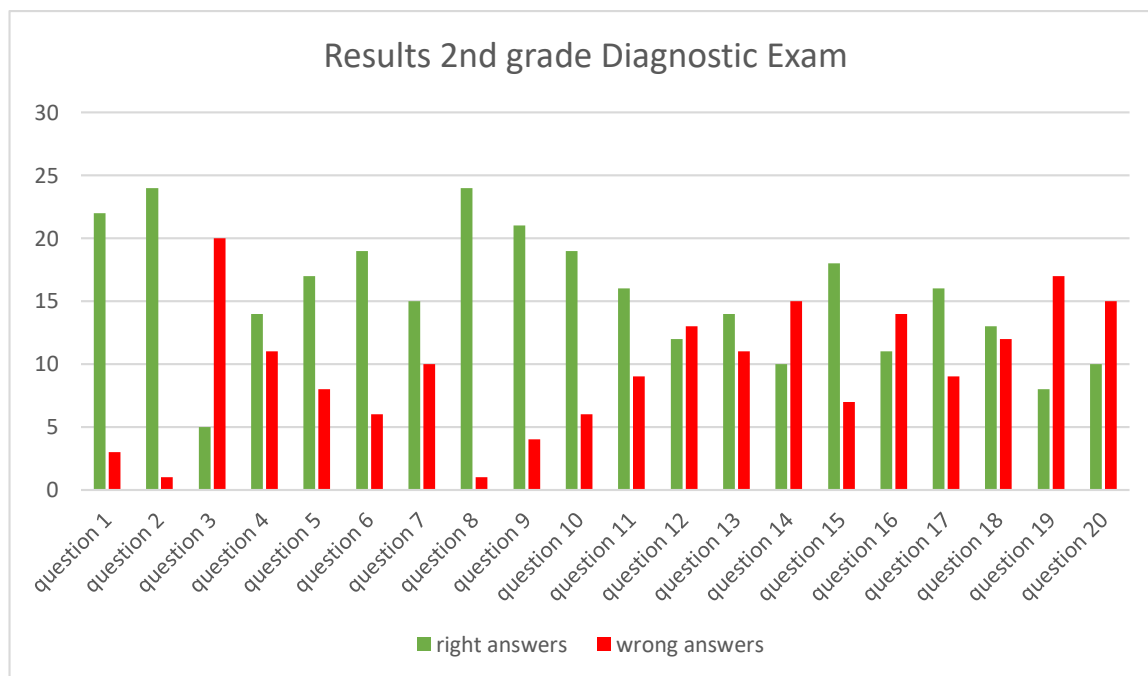
Diagnostic exam. Source: Google Forms, created by Bertha Irene Martinez Perez (2020)

Appendix G. 1st grade results



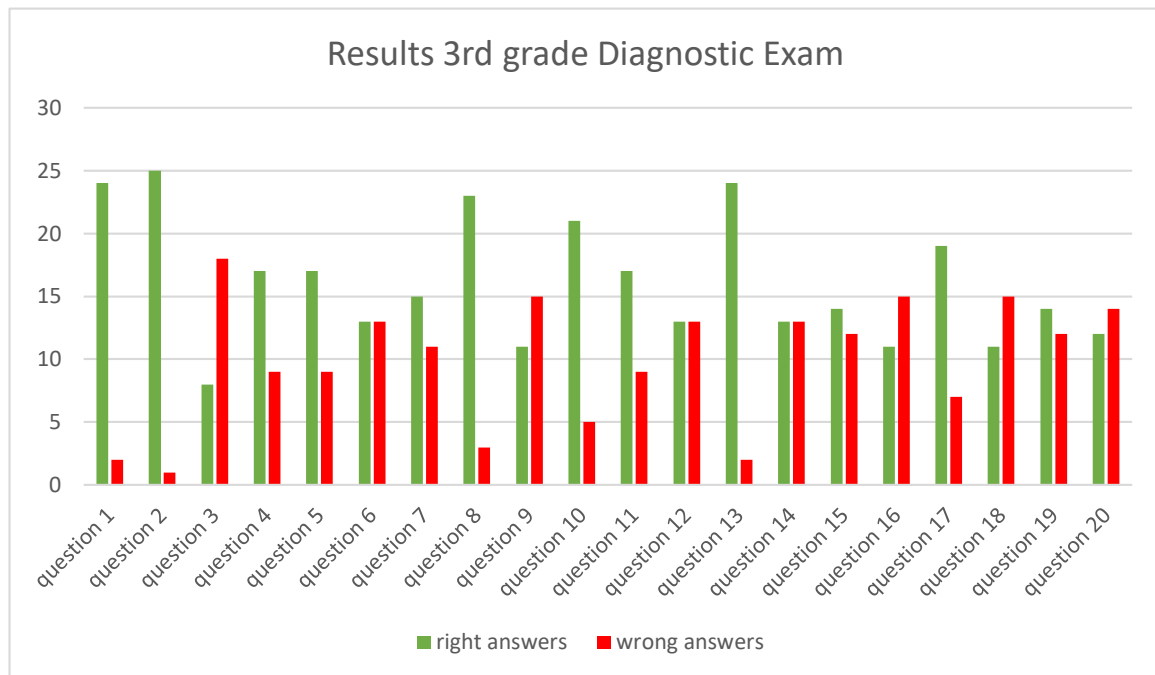
1st grade results. Source: created by Bertha Irene Martinez Perez (2020)

Appendix H. 2nd grade results



2nd grade results. Source: created by Bertha Irene Martinez Perez (202)

Appendix I. 3rd grade results

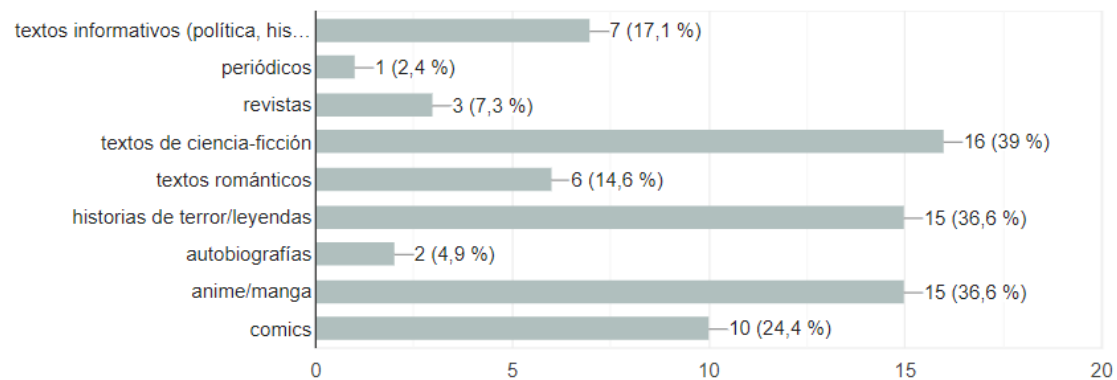


3rd grade results. Source: created by Bertha Irene Martinez Perez (2020)

Appendix J. Survey

¿Qué prefieres leer?

41 respuestas



Survey. Source: Google Forms, created by Bertha Irene Martinez Perez (2021)

Appendix K. Naruto reading



Directed by Hayato Date and produced by Pierrot Studios, together with TV Tokyo, the anime adaptation of Naruto premiered in Japan on October 3, 2002. With a total of 220 episodes, the first part ended its transmissions on February 8, 2007. The first 135 episodes (with some exceptions such as episodes 101 to 106) were adapted from the first 27 volumes of the manga, while the rest (85 episodes) are filler stories that use unpublished elements that do not appear in the manga. In turn, this part of the anime tells the adventures of Naruto Uzumaki along with Sakura Haruno, Sasuke Uchiha and his sensei Kakashi Hatake (known as Team 7), while they fulfill certain ninja missions and serve Konohagakure, until the moment when Sasuke is convinced by Orochimaru to avenge his clan, which was disintegrated by his brother Itachi Uchiha, so he abandons his native village in an act of betrayal. For this reason, Naruto leaves the village along with Jiraiya to train and try to bring Sasuke back home.

Naruto reading. Source: information taken from https://naruto.fandom.com/es/wiki/Naruto_Uzumaki , text compiled and translated by America R..(2021)

Appendix L. Look at me reading

Look at Me

scary for kids 📅 October 9, 2019 💬 21 comments ⌚ 4 min read

Look at Me is a scary true story about a teenage boy who has a creepy encounter one

One evening, when I was in my junior year of high school, my mom and dad went out, leaving me home alone. I had a lot of homework to do, so I spent the whole evening sitting at the desk in my bedroom.

My parents left the house around 6 PM. While I was doing my homework, I put on my headphones and listened to loud music. There was a big storm that night and my desk was facing the window, so I could see the rain and the lightning outside.

Confused, I ran downstairs. My mom was standing in the hallway with a furious look on her face. She pointed at the floor and yelled, "Was this you!?"

I looked down and saw that the carpet was covered in muddy footprints.

"I have no idea how those got there," I said. "I spent the whole night at my desk, doing my homework."

I watched as the look on her face changed from anger to confusion, and then to fear. We both realized it at the same time. Someone else must have been in the house.

We followed the trail of footprints, trying to make sense of the whole situation. They started at the back door, which we usually left unlocked. Then we noticed something else. The footprints started at the backdoor, but there was no trail of footprints leaving through the back door.

All of a sudden, we hear something a loud, pounding noise that echoed throughout house. Then, the sound of the front door being wrenched open and slammed shut again. WHAM!

We all ran into the garage and locked the door behind us. My mom took out her cell phone and called the police.

"Please come quickly!" she shouted. "Someone's in our house!"

After what seemed like hours, a patrol car arrived with two police officers, a male and a female. One officer stayed with us in the garage while his partner went through the house, searching it room by room. When she came back, the female officer told us that there was no one in the house and it was safe to go back in.

As we were all breathing a sigh of relief, she asked, "Whose bedroom is upstairs on the left?"

My parents looked at me.

"It's mine," I told the officer.

8:47 I see you

8:53 You forgot to lock the back door

8:59 You seem focused

9:24 Turn around

9:47 Look at me

10:15 Look at me

10:37 Look at me

10:49 Look at me

For more than two hours, someone had been standing in my doorway, watching me. To this day, I still shudder to think what would have happened if I had turned around...

Look at me reading. Source: text taken from
<https://www.scaryforkids.com/look-at-me/> (2021)

Appendix M. Lesson plan 1

ESL/EFL Lesson Plan

Lesson Number: 1

Topic: Interesting reading

Objective/Aim: by the end of the lesson, students will be able to answer comprehension questions about the reading

Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Start	Before the Meet class, the teacher will send to students by the What's app group the link to join the class.			Have communication with the group	Problem: not all the students join to the class Solution: remind them that is important their attendance and participation
Development 50 minutes	Meet class Presentation: Before start the reading, the teacher will ask students if they know the Naruto anime, if they like it and what do they know about it. Practice: In the class, two texts will be presented, first the one about Naruto, then the one about a horror story. Students will read each text, they will participate and the teacher will mark the pace of the reading. After each paragraph, students will comment what do they understood from the reading and discuss with their classmates. Production: After reading the texts, students will answer some questions about the reading to evaluate what they comprehended from the reading.	Reading Writing	Appendix 1.1 Nartuto's text Appendix 1.2 Naruto's questions Appendix 1.3 Horror story text Appendix 1.4 Horror story questions	The texts used for this class are based on the students' interests to catch their attention. The questions from each text will help to evaluate students' reading comprehension.	Problem: the students don't want to participate Solution: select directly one student to help reading the texts
Close	The activities will be accepted until Friday. The evidences will be send by the What's app group.		Students' evidence	Register the students' evidences.	Problem: not all the students joined the class and handed in their activities Solution: send the activities in the What's app for the students that did not join

Lesson plan 1. Source: created by Bertha Irene Martinez Perez (2021)

Appendix N. Dua Lipa reading



Believe it or not, there are people in this world with names **as cool as** Dua Lipa. It sounds like a **stage name** – like Bruno Mars, born Peter Gene Hernandez, or Elvis Costello, whose real name is Declan Patrick McManus – but it is not! Of course, a cool name is not enough to **succeed** as a pop superstar.

LOVE FOR LONDON

From an early age, Dua Lipa was **determined to** be a singer. Her father was a member of a rock band, and this must have influenced his daughter. Dua was born in London in August 1995. She is of Kosovar-Albanian **descent**, and in Albanian, her name means 'love'. At age nine, she **enrolled** in the prestigious Sylvia Young Theatre School. But **a couple of years on**, her parents decided to return to live in Kosovo's capital, Pristina. It was not easy for the young Dua to leave London, so aged just fifteen she asked them for permission to return **on her own**. And she got it!



YOUTUBE START

Back in the UK, Dua Lipa **waited tables** at restaurants and served drinks at nightclubs, devoting the little **spare time** she had to **uploading covers of famous songs onto YouTube**. One of these songs **caught the eye** of a talent scout, and as soon as she was of **legal age to do so**, Dua Lipa signed her first music contract.

THE DARK ART OF POP

When asked in an interview to say which artists, **dead or alive**, she would choose to form her own supergroup, Dua answered: "Madonna, Jean-Michel Basquiat, Keith Haring, Prince and Michael Jackson." It is a curious choice, **given that** two of them are painters! But it is appropriate for her musical style, which she defines as "**dark pop**."

EMPOWERED

At first, Dua combined her musical career with modelling jobs, until she decided she "liked pizza too much." This attitude can be found in her music and videos. Dua does not like to conform to what others **expect** of her, be it the canon of beauty or the role of the nice **girl next door**! As the title of some of her hit songs make clear, she's ready to **set New Rules** (No.1 in the UK singles chart), and if you don't like it, her reply would be something like *IDGAF* (an acronym for '**I don't give a f**k**').

Dua Lipa reading. Source: information taken from <http://www.speakuponline.it/articolo/dua-lipa>, compiled by Bertha Irene Martinez Perez (2021)

Appendix O. Lesson plan 2

ESL/EFL Lesson Plan

Lesson Number: 2

Topic: Dua Lipa

Objective/Aim: by the end of the class, students will be able to answer questions about the text

Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Start	Before the Meet class, the teacher will send to students by the What's app group the link to join the class.			Have communication with the group	Problem: not all the students join to the class Solution: remind them that is important their attendance and participation
Development 50 minutes	Meet class Presentation: To start the class, the teacher will present the text (sharing screen) to students and she will ask students what do they know about Dua Lipa, if they like her and her music. Practice: The teacher will ask students to help her to read the text. In each paragraph students will comment what are they understanding from the text. Production: After reading the text, students will answer some questions about the information in the text. These questions will be in a google forms format.	Reading	Appendix 2.1 Dua Lipa text Appendix 2.2 Dua Lipa questionnaire	In order to get the students attention, the popular artists information would be used. In order to use online tools and to facilitate the revision of the answers, a google forms format will be used	Problem: not all the students want to participate in the reading Solution: remind them that their participation is important for the class and their grades
Close	The link to answer the questions and the Dua Lipa text will be sent to students in the What's app group. The questionnaire should be answered until Friday.		Appendix 2.2 Dua Lipa questionnaire	Register the students results on the questionnaire	Problem: the students who did not joined the class won't do the activity Solution: send the text and the link for the questionnaire to students in the What's app group

Source: created by Bertha Irene Martinez Perez (2021)

Appendix P. Zombies' monologue text

MONOLOGUES

1. Read the texts and then answer the questions below

Title: "Zombies"

By: Naia Thethy, Age 11, Washington D.C., USA

Description: A person calls a government agency and admits to starting a zombie apocalypse.

Genre: Dramatic

Hello? Have I reached the pandemic response team? Oh good. My name is Chris Johnson and I have something **important** to tell you. I know **who** started the zombie virus (pause) it's me. But I can explain everything. I work in DiCor Labs, I had been working on a **medication** to cure bad skin. Now, I believe I **accidentally** added some of the other **substances** that we had been mixing. One was a mild antibiotic that was shown to reduce the **effects** of aging. I don't think that was it, though. The other one was a chemical that has been shown to bring people **back to life**. (pause) Yes, you heard that correctly. That's why I'm calling. Our test subjects are the ones who first turned into zombies. I came back from my break, and everyone was missing, and I saw on the news that they were zombies. It started in our lab. Now, I think I know the cure. It's as simple as mixing part A and part B, and in theory, it should **work**. But if it doesn't, I can add in some of the **confidential** ingredients. (pause) No, don't hang up. I'm serious. (pause) **Arrest** me? No, you don't understand. You can't lock me away; I alone can **cure** this. I know I made a huge mistake that could cost hundreds of lives, but if I can fix it, then it's not the end of the world. Look, I have loads of promising **chemicals** in my lab and I'm even willing to test them on myself. (pause) Okay, yes. Send someone over. Your scientists will want to work with me on this. I'm the only one who knows the formula. (pause) Okay. Bye. (hears someone at the door-maybe a loud crash) That was **quick**! (moves toward the door and offstage and starts screaming) Noooooo! **Zombies!**

Zombies' monologue text. Source: text taken from

<https://www.dramanotebook.com/monologues-kids-teenagers/> and compiled by Bertha Irene

Martinez Perez (2021)

Appendix Q. Quarantine monologue text

Title: "Quarantine

Diary"

By: Christopher Parker, Age 13, South Carolina USA

Description: A teen explains the craziness of quarantine to a friend online.

Genre: Comedic

I was just thinking about the first day of **quarantine**. I thought it was kind of like a **drill**, you know, like it would only last 1 or 2 days, and it would be **over**. Well this is **NOT** a drill. I've also discovered the **stages** to complete **craziness**. I've been craving just to get **outside**, play, or just get out and do something...**ANYTHING**. I mean, who wants to sit **inside** and do nothing, am I right? So, the stages go like this: Sit and **stare at the wall**, eat and get bigger, and binge **watch** my favorite shows on Netflix. I started to binge **video games**, which is when I discovered that the pandemic is kind of like a game of **Among Us**, right? Covid/19 is the **imposter**, and the **spaceship** is the quarantined area. This pandemic is crazy! Man...I just **can't wait** to hang out in real life again. Waiting for this to **end** is like watching a pecan tree grow. You could call my life with your phone and it would say something like, "you're on hold." Is it just me, or **do you feel this way too?**

Quarantine monologue text. Source: text taken from

<https://www.dramanotebook.com/monologues-kids-teenagers/> and compiled by

Bertha Irene Martinez Perez (2021)

Appendix R. Lesson plan 3

ESL/EFL Lesson Plan

Lesson Number: 1/4

Topic: Can improvising monologues be fun?

Objective/Aim: by the end of the lesson students will be able to revise and identify genres of monologues

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Start	On Monday, worksheet, the book page, and audio will be sent to students. They have to listen the audio several times before the class, so they could participate answering the graphic organizer.	Listening	Appendix 1.1 Audio from the book	Students start to identify the different monologues genres by listening	Problem: students don't understand the audio Solution: help them with the book and share what they understood
Development 50 min	Meet class Presentation: To start the class and introduce students to the topic, we are going to fill the graphic organizer with the information they understood. Then, we are going to watch 3 short extracts from movies/series to classify it in the chart on page 73. Practice: Some written extracts from monologues will be presented and students have to classify it into the corresponding genre, based on what they understood from the texts. Production: Students have to answer a questionnaire in the worksheet about the written extracts	Listening Writing Reading	Appendix 1.1 Audio from the book Appendix 1.2 Sunburst book page 73 Appendix 1.3 Written monologues	Students identify the monologue's genres by listening and writing	Problem: students don't understand what a monologue is Solution: show them examples from TV shows
Close	Activities will be accepted until Friday. The possible doubts will be solved in the Meet class.		Appendix 1.2 Sunburst book page 73 Appendix 1.3 Written monologues	Register the evidences	Problem: not all the students join the online class Solution: sent them the activity in the What's app group

Lesson plan 3. Source: created by Bertha Irene Martinez Perez (2021)

Appendix S. Machines video



Machines video. Source: video made by Bertha Irene Martinez Perez, uploaded and available in <https://www.youtube.com/watch?v=CQ2vtek4BS0> (2021)

Appendix T. Blender text

HOW DOES A BLENDER WORK?

Technology is very useful for us and it helps us to make our lives easier. We use technology in our daily life and it is something very common that we don't realize how these machines work and what happens inside it to help us to get the result that we want.



The other day, I woke up at 8am, I went downstairs to make a milkshake and I thought, if I didn't have a blender, how could I make my milkshake? I can't use a *molcajete*, it would be disgusting! Then I realized how important and useful is technology in our lives, but more important... how does a blender work? So I used another friendly technology, the internet to look for this information.

1. Let's see how it works. Suppose you drop a strawberry in the blender. You push a button to start the blender, and the motor begins to turn the blades. The circular whirling motion creates a vortex or a spiral movement in the fluid. In the blender, the fluid includes both liquid ingredients and air. The vortex causes a vacuum at the center of the jar, which pulls the strawberry toward the middle, much as a tornado does.



2. As the strawberry combines with the other ingredients and begins to liquefy, the liquid follows the blade in a whirling motion around the container, forming a well near its center. The well in the center of a blender's vortex is shallow, so it displaces the contents as they're drawn toward the axis at the center of the blade.

3. The whirling motion and lack of space below the blades forces the liquefied strawberry up and on the sides. This circular pattern continues, whipping air into the contents, which helps mix the ingredients more quickly, until you stop the blender. The final result is a frothy strawberry smoothie with a homogenized blend of ingredients and a consistent texture.



Blender text. Source: text made by Bertha Irene Martinez Perez (2021)

Appendix U. Worksheet questions

I can't live without: _____

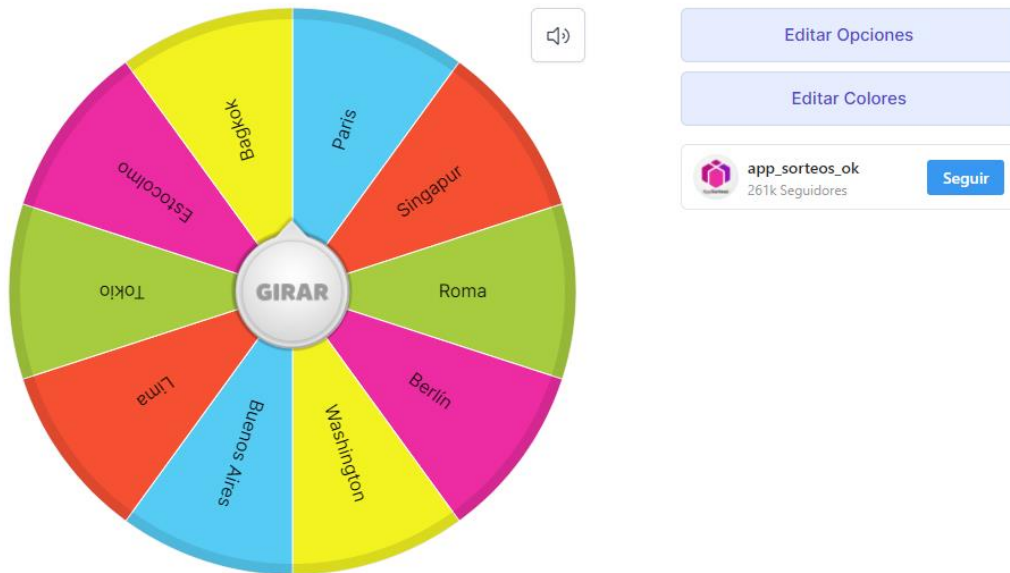
Because _____

It functions are:

It works

Worksheet questions. Source: questions made by Bertha Irene Martinez Perez (2021)

Appendix V. Online roulette



Online roulette. Source: <https://app-sorteos.com/es/apps/la-ruleta-decide>
link to use the online roulette (2021)

Appendix W. Lesson plan 4

ESL/EFL Lesson Plan

Lesson Number: 3/4

Topic: How do machines make our life easier?


Objective/Aim: by the end of the lesson students will be able to read and understand information

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Start	On Monday, the video and the worksheet will be sent to students by the What's App group. Students have to watch the video before the class in order to understand and to participate in class.	Reading	Appendix 3.1 Machines video Appendix 3.2 Machines worksheet and Blender text Appendix 3.3 Google forms questions	Students start to familiarize with the machines topic	Problem: students don't understand the video Solution: at the beginning of the class, students have to share they understood
Development 50 min	Meet class Presentation: To start the class, we will share what we understood from the video. Then, we will read a text about how a blender works. Practice: In a google forms format, students will answer questions about what they understood from the text. Production: Students will write about a machine they can't live without, why and what functions it have	Reading Writing	Appendix 3.1 Machines video Appendix 3.2 Machines worksheet Appendix 3.3 Google forms questions	Students identify the importance of machines in our lives and identify which is more needed for them	Problem: students don't know how to describe the machine they can't live without Solution: in the worksheet, give them a guide to write about it
Close	Activities will be accepted until Friday. The possible doubts will be solved during the Meet class.		Appendix 3.2 Machines worksheet Appendix 3.3 Google forms questions	Register the evidences	Problem: not all the students join the online class Solution: sent them the material in the What's app group

Lesson plan 4. Source: created by Bertha Irene Martinez Perez (2021)

Appendix X. Class vocabulary

Class vocabulary			
Together	Synchronizes	Host	Streaming
below	URL	Address bar	Start off
installing	puzzle	toolbar	share



Class vocabulary. Source: created by Bertha Irene Martinez Perez (2021)

Appendix Y. Netflix worksheet

Netflix party

1. Read the text. The paragraphs are not in correct order, put the number to order them. The number 1 is the first instruction, number 2 the second one and so on.

A new way to watch TV together

Teleparty (formerly Netflix Party) is a new way to watch TV with your friends online. Teleparty synchronizes video playback and adds group chat to Netflix, Disney, Hulu and HBO.

Join over 10 million people and use Teleparty to link up with friends and host long distance movie nights and TV watch parties today!

How it works.



Open a video

Go to a streaming site and open a video. For example, go to Netflix and choose any show you would like to watch and start playing the video.

Select a following service below to learn more:



Join a Teleparty

To join a party, click on the party URL, which will redirect to Netflix's website. Then click on the "NP" button next to the address bar, and you should automatically join the party.




Install Teleparty

To install Teleparty, start off by clicking the "Install Teleparty" button on this page. Once you are redirected to the Chrome Web Store, click "Add to Chrome" to finish installing Teleparty.



Pin Teleparty to Chrome Toolbar

After installing Teleparty, you should see the "Tp" button next to your address bar.

If you do not see the "NP" button, click on the  puzzle icon located next to the address bar and pin the "Tp" button to your Chrome toolbar.



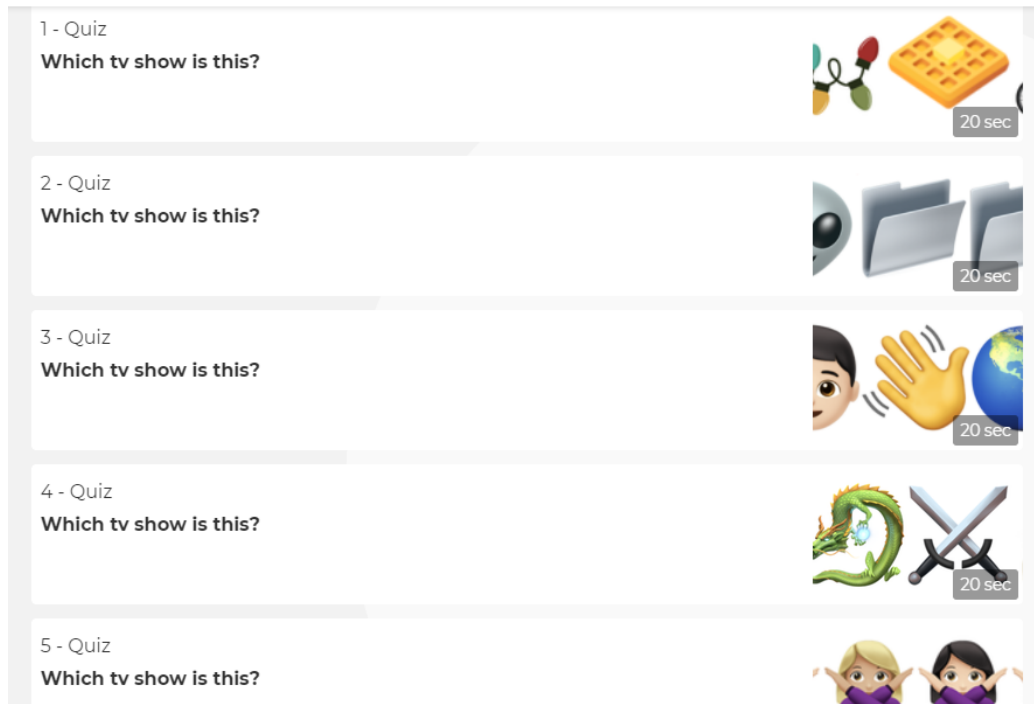
Create a Teleparty

To create your party, click on the red "NP" icon located next to the address bar. Then click "Start Party" to get the party started, and share the party URL to invite friends.

Source: created by Bertha Irene Martinez Perez

Netflix worksheet. Source: created by Bertha Irene Martinez Perez (2021)

Appendix Z. Kahoot game



Kahoot game. Source: Kahoot game taken from <https://create.kahoot.it/details/9031f29a-89a9-4d05-b36b-cfe91d1f3011> (2021)

Appendix AA. Lesson plan 5

ESL/EFL Lesson Plan

Lesson Number: 4/4

Topic: How do machines make our life easier?

Objective/Aim: by the end of the lesson students will be able to write information and edit texts

Stage & Timing	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Start	On Monday, the worksheet will be sent to students by the What's App group. In order to know how to organize texts, students have to watch the video before the class.	Reading Writing	Appendix 4.1 Text about Netflix party Appendix 4.2 Worksheet with questions	Students start to know how to use sequence words	Problem: students get confused with the words Solution: exemplify it with numbers
Development 50 min	Meet class: Presentation: To start the class, we will read about how to use Teleparty and how to create a party to watch series and movies with friends online Practice: After reading the text, students will order the text using numbers to give a sequence to the whole text. Production: Students will answer some short answer questions about the information from the text and some personal questions.	Reading Writing	Appendix 4.1 Text about machine Appendix 4.2 Worksheet with questions	Students comprehend information from the text and use connectors to edit the text	Problem: students don't know how to use the connectors Solution: show them examples
Close	Activities will be accepted until Friday. The possible doubts will be solved during the Meet class.		Appendix 4.2 Worksheet with questions	Register the evidences	Problem: not all the students join the online classes Solution: sent them the material in the What's app group

Lesson plan. Source: created by Bertha Irene Martinez Perez (2021)

Appendix AB. Vocabulary for the class

Vocabulary for the Class


ENGLISH	SPANISH
body	
pumps	
beat	
blood	
lungs	
vessels	
towards	
bones	
soft	
skull	
brain	
ribs	
under	
skin	
tissues	
airways	
attached	

Vocabulary for the class. Source: created by Bertha Irene Martinez Perez (2021)

Appendix AC. Body systems kahoot

1 - Quiz


What body system helps break down food?



20 sec

2 - Quiz


What body system carries nutrients, oxygen, carbon dioxide and waste from ...



20 sec

3 - Quiz

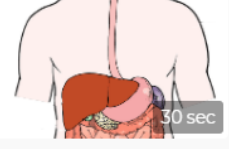
What body system takes oxygen into the body and gives off carbon dioxide?



20 sec

4 - Quiz

The digestive system is made up of which of the following organs?



30 sec

Body systems kahoot. Source: Kahoot game taken from <https://create.kahoot.it/details/e12b33f8-45b6-4be3-897c-765b756472fb> (2021)

Appendix AD. Body systems worksheet

After reading, write the name of the body system according to the paragraph.

BODY SYSTEMS

Do you know the body systems? Let's read information about some of them to know more about our body...

Circulatory System

The center of this system is your heart. It has a big job to do because it pumps blood to every cell in your body. Your heart never stops beating. First, the heart pumps blood to the lungs to get oxygen. This system is made up of blood vessels that carry blood away from and towards the heart. Arteries carry blood away from the heart and veins carry blood back to the heart.

Skeletal System

We have 206 bones in our body. Each bone has a function. Some bones offer protection to softer more fragile parts of the body. For example, the skull protects the brain and the rib cage protects our heart and lungs. Other bones, like bones in our legs and arms, help us to move around by providing support for our muscles. The system also includes tendons, ligaments, and cartilage.

Muscular System

Muscles are how we move and live. All movement in the body is controlled by muscles. There are over 650 muscles in the human body. They are under our skin and cover our bones. Muscles often work together to help us move.

Respiratory System

Now, you know how our body works with these four systems. Can you imagine if some system does not exist?

What image corresponds to each system?



Body systems worksheet. Source: created by America N. and Bertha Irene Martinez Perez (2021)

Appendix AE. Body systems questionnaire

Based on the images, the text is about *

- ☐ Medicine
- ☐ The body systems
- ☐ The human body parts

Which human body systems are mentioned in the text? *

What organ is the center of the circulatory system? *

- ☐ The vessels
- ☐ The brain
- ☐ The heart

What are the vessels? *

- ☐ The ones who carry blood away from the heart
- ☐ The ones who carry blood away from and towards the heart
- ☐ The ones who carry blood back to the heart

Which bone protects our brain? *

- ☐ The head
- ☐ The skull
- ☐ The ribs

How many bones are in the human body? *

Which organ doesn't belong to the respiratory system? *

- ☐ The heart
- ☐ The lungs
- ☐ The airways

Which system controls our movements? *

- ☐ Skeletal system
- ☐ Nervous system
- ☐ Muscular system

Which parts belong to the muscular system? (There are 3 correct options) *

- ☐ Lungs
- ☐ Bones
- ☐ Veins
- ☐ Ligaments
- ☐ Blood
- ☐ Heart
- ☐ Cartilage

How many muscles are in the human body? *

- ☐ 206
- ☐ 560
- ☐ 650

Body systems questionnaire. Source: Google Forms, created by Bertha Irene Martinez Perez (2021)

Appendix AF. Body systems game

SYSTEM RESPIRATORY

Time: 3'49"

Show word

D G U Ñ O B L G A

W H F J M R A O L

M O U T H O R X V

D N K X S N Y T E

M K O G R C N W O

I M N S T H X G L

V U Z N E I Y K I

L W I N D P I P E

O P H A R Y N X W

Body systems game. Source: <https://happylearning.tv/en/word-search-respiratory-system/> link for the game (2021)

Appendix AG. Lesson plan 6

Lesson Number: 1/2		Topic: Human body systems			
Objective/Aim: by the end of the lesson, students will be able to understand information from a text using the reading strategies					
Stage	Activity/Procedure	Skill	Material, Equipment or Aids	Purpose	Possible Problems and Solutions
Start	Before the class, the teacher will send a vocabulary page for the class by the What's App group and students should look for the translation in order to familiarize themselves with the topic's vocabulary.		Appendix 1.1 vocabulary page	Help students with vocabulary in order to improve their comprehension	Problem: students won't check the vocabulary Solution: tell them that it will be useful for the class
Development 50 minutes	<p>In the Meet class</p> <p>Presentation: Students will play a Kahoot! Game before starting the lesson.</p> <p>Before the reading, the teacher will ask students about the steps that they were following before reading a text like in the last lessons and then they will do it with the text presented.</p> <p>Practice: After that, students will read the text about the human body systems, and using the roulette students will participate. In each paragraph they will share what they understood.</p> <p>Production: After the reading, students will answer a questionnaire about the text in a Google Forms format into the time class. It will be multiple choice questions, and these will help to evaluate what students comprehend from the text.</p> <p>At the end of the class, teacher will invite students to play another game with their 3rd grade classmates.</p>	Reading	Appendix 1.2 Kahoot! Game Appendix 1.3 Human body systems text Appendix 1.4 Google Forms questionnaire Appendix 1.5 Game 2	Let students use the reading strategies to have a previous idea from the text and after the reading, answer questions to evaluate what they comprehended.	Problem: students don't know how to answer the questions Solution: tell them that they can look for the information asked in the text and they can read the text again
Close	The answers for the questionnaire will be accepted until Friday at night.		Appendix 1.4 Google Forms questionnaire	Have the results in the same way/format/place, make the register easier and improve the hand in level	Problem: not all the students join the class, and not all the students in the class answer the questionnaire Solution: sent the text to students and sent the link for the google forms questionnaire

Lesson plan 6. Source: created by Bertha Irene Martinez Perez (2021)

Appendix AH. Naruto questions

Answer the following questions:

1. When was the anime premiered?
2. Who are the characters?
3. Who decided to avenge the clan?
4. Who does Jiraiya train with?
5. How many volumes are there?
6. From where is this anime?

Naruto questions. Source: created by America N (2021)

Appendix AI. Look at me questions

LOOK AT ME

1. First, you have to read the text "Look at me"
2. After reading, you are going to answer the following questions using TRUE or FALSE

a. There were 2 boys in the story	TRUE	FALSE
b. The kid was watching TV	TRUE	FALSE
c. There was a big storm	TRUE	FALSE
d. His parents came back at 11 AM	TRUE	FALSE
e. His mother was angry	TRUE	FALSE
f. It was his dog's footprints	TRUE	FALSE
g. The backdoor was locked	TRUE	FALSE
h. There was a noisy sound	TRUE	FALSE
i. Just one police stayed with them in the garage	TRUE	FALSE
j. The message was written in black marker	TRUE	FALSE
k. The boy turned around	TRUE	FALSE

Look at me questions. Source: created by Bertha Irene Martinez Perez (2021)

Appendix AJ. Dua Lipa questionnaire

1. Dua Lipa is her real name

- ☐ True
- ☐ False

2. Her dad was a baker

- ☐ True
- ☐ False

3. She is from London

- ☐ True
- ☐ False

4. Her parents decided to _____ to live in Kosovo's capital

- ☐ stay
- ☐ return
- ☐ never go back

5. At what age she returned to London?

- ☐ nine years old
- ☐ eleven years old

6. In UK she worked at

- ☐ a musem
- ☐ a library
- ☐ a bar
- ☐ a restaurant

7. She uploaded _____ on YouTube

- ☐ recipes
- ☐ covers of famous songs
- ☐ documentaries
- ☐ her original songs

8. What happened so she could sign a music contract?

- ☐ she had to work
- ☐ she had to move to London
- ☐ she needed to be legal age
- ☐ she had to upload music videos on YouTube

9. What happened when she decided she "liked pizza too much"?

- ☐ she became famous
- ☐ she signed her first music contract
- ☐ she moved from London
- ☐ she stopped modeling

10. How old is her now (2021)?

- ☐ 26
- ☐ 16
- ☐ 27
- ☐ 25

Dua Lipa questionnaire. Source: took from Google Forms created by Bertha Irene Martinez Perez (2021)

Appendix AK. Zombies' questionnaire

Text 1 Zombies

1. Who caused the zombie apocalypse?
 - a. Naia Thethy
 - b. Chris Johnson
 - c. Christopher Parker
 2. The responsible of the apocalypse added the substance:
 - a. Intentionally
 - b. he didn't realize
 - c. by accident
 3. One of the substances:
 - a. Makes the skin green
 - b. keeps you alive
 - c. revives the dead
 4. Who were the first zombies?
 - a. The doctors
 - b. the test subjects
 - c. the person who called
 5. How the responsible knew the news?
 - a. By the news
 - b. by Facebook
 - c. he saw it
 6. The zombie apocalypse would be the end of the world?
 - a. Yes
 - b. no
 - c. it doesn't say
 7. Who knows the formula to stop the apocalypse?
 - a. The zombies
 - b. the doctors
 - c. Chris Johnson
-

Zombies' questionnaire. Source: crated by Bertha Irene Martinez Perez (2021)

Appendix AL. Quarantine questionnaire

Text 2 Quarantine

1. He thought that quarantine was:
 - a. Serious
 - b. a simulation
 - c. an exaggeration
2. He found the stages to:
 - a. Cure Covid-19
 - b. stay calm
 - c. run mad
3. What is he doing during the quarantine?
 - a. Nothing
 - b. he hangs out with friends
 - c. he is working
4. What are the stages he mentions?
 - a. Sit and stare at the wall
 - b. watch Netflix
 - c. stare at the wall
 - Eat and get bigger
 - play video games
 - eat and get bigger
 - Hang out
 - eat and get bigger
 - watch shows on Netflix
5. In the Among us' metaphor, who is the impostor?
 - a. The quarantined area
 - b. Covid-19
 - c. his family

Quarantine questionnaire. Source: crated by Bertha Irene Martinez Perez (2021)

Appendix AM. Survey

Meet classes



Responde estas preguntas, en caso de que las respuestas sean no, termina la encuesta, en caso de que sean si, continua a la siguiente seccion.

¿Te conectaste a la clase del día 18 de marzo? *

☐ Sí

☐ No

¿Por qué? *se honesto(a), no habrá repercusiones* *

Texto de respuesta larga

Clase 18 de marzo

Descripción (opcional)

Menciona una de las cosas más importantes que hayas aprendido hoy en clase.

Texto de respuesta larga

¿Crees que tenías la suficiente preparación para la clase de hoy? Indica por qué.

Texto de respuesta larga

¿Qué te gusto de la clase de hoy?

Texto de respuesta larga

¿Qué no te gusto de la clase de hoy?

Texto de respuesta larga

¿Cómo crees que se podría mejorar la clase de hoy?

Texto de respuesta larga

Survey. Source: took from Google Forms created by Bertha Irene Martinez Perez (2021)

Appendix AN. Machines questionnaire

What is the text about? *

- ☐ about how to make a milshake
- ☐ about a strawberry
- ☐ about a blender

What does the author think is important?

- ☐ to know how to make a milkshake
- ☐ the use of technology
- ☐ to prevent tornadoes

What is the first step to make a blender works?

- ☐ add water
- ☐ push the start button
- ☐ push the stop button

What is used in the example? *

- ☐ water
- ☐ milk
- ☐ a strawberry

What movement the blades make? *

- ☐ liquid
- ☐ circular
- ☐ eolian

Where does the content is displaced? *

- ☐ to the edges
- ☐ at the botton
- ☐ to the center

What helps to mix the ingredients more quickly? *

- ☐ the air
- ☐ water
- ☐ the motor

What is the thing you can't live without? *

Texto de respuesta corta

What object you would like to know how it works? *

Texto de respuesta corta

Machines questionnaire. Source: took from Google Forms created by Bertha Irene Martinez Perez (2021)

Appendix AO. Netflix questionnaire.

2. Answer the following questions according to the text:

With which apps can you use *Teleparty*? _____

Which browser do you need? _____

Where is supposed to appear the "Tp" button? _____

What do you have to do to start streaming? _____

How can you start the party? _____

If you are invited to a party, what do you have to do? _____

3. In your personal opinion, answer the following questions

Which movie or series would you like to watch in a *Teleparty*? _____

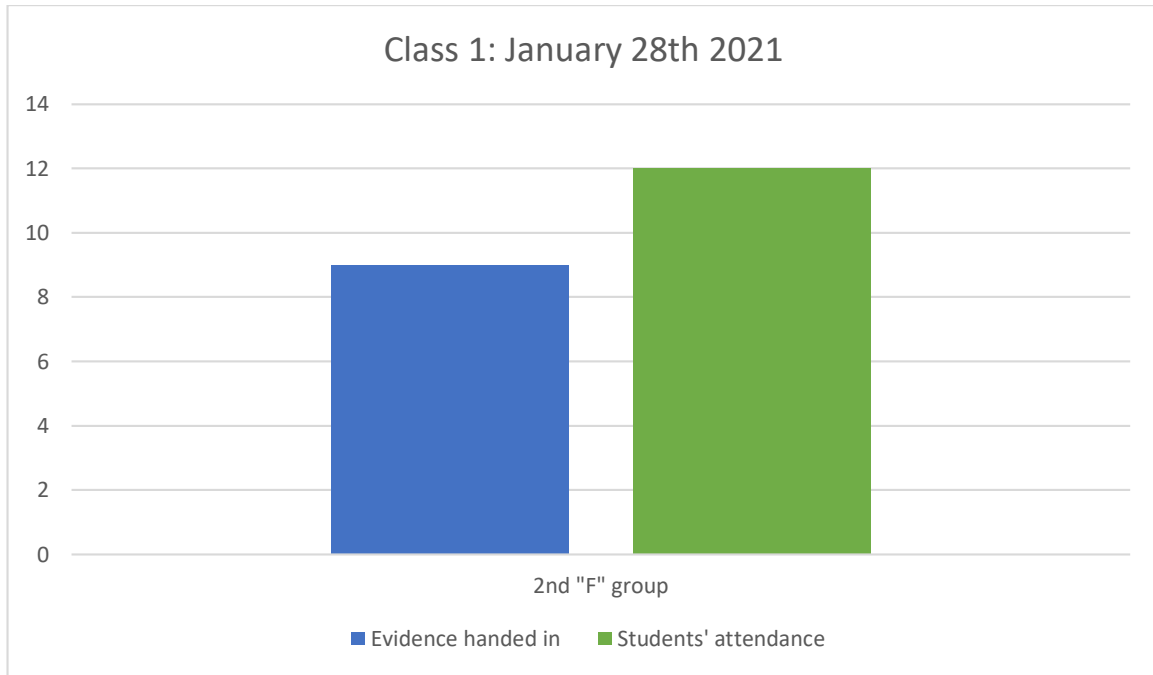
Do you think this is useful in these times? _____

What would you prefer, watch movies in a cinema or in a *Teleparty*, and why?

Would you like to chat with your friends while you watch a series, and why?

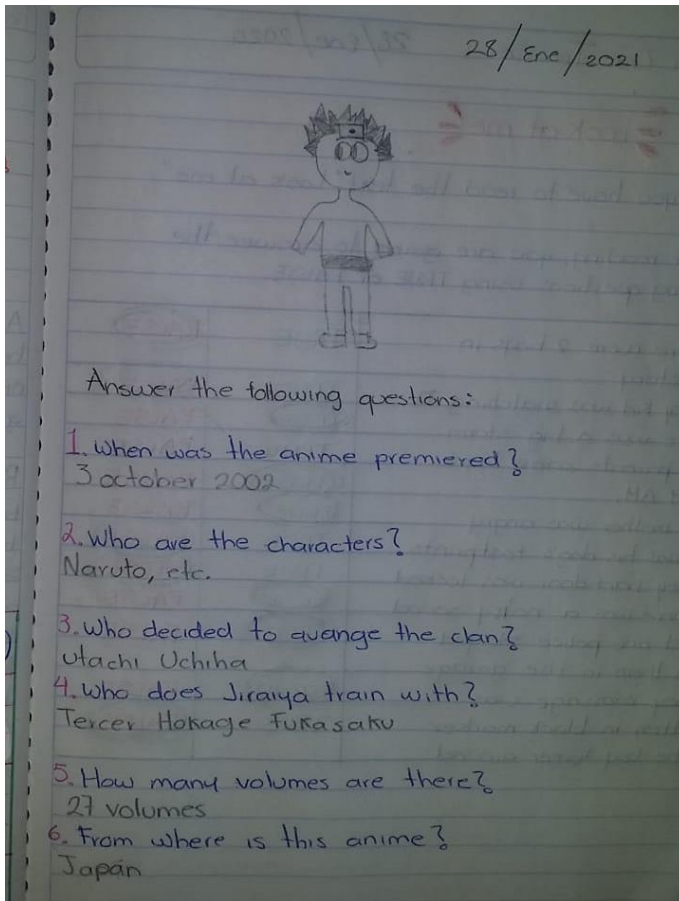
Netflix questionnaire. Source: created by Bertha Irene Martinez Perez (2021)

Appendix AP. Class 1 graphic



Class 1 graphic. Source: created by Bertha Irene Martinez Perez (2021)

Appendix AQ. Class 1 evidence



Class 1 evidence. Source: evidence taken from the What's App 2nd "F" group chat (2021)

Appendix AR. Class 1 evidence

look at me

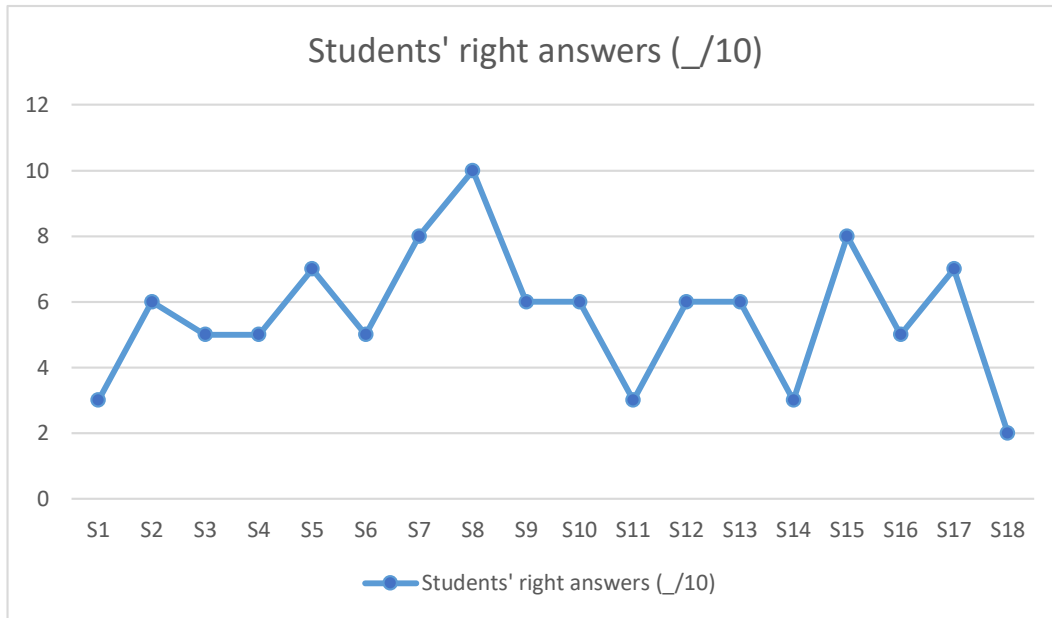
1. First, you have to read the text look at him

2. After he reads you are going to answer the following question saying true or false

a. There were 2 boys in the story	TRUE	<u>FALSE</u>
b. The kid was watching TV	TRUE	<u>FALSE</u>
c. There was a big storm	<u>TRUE</u>	FALSE
d. His parents came back at 11 AM	<u>TRUE</u>	FALSE
e. His mother was angry	<u>TRUE</u>	FALSE
f. It was his dog's footprints	TRUE	<u>FALSE</u>
g. The backdoor was locked	TRUE	<u>FALSE</u>
h. There was a noisy sound	<u>TRUE</u>	FALSE
i. Just one police stayed with them in the garage	<u>TRUE</u>	FALSE
j. The message was written in black marker	<u>TRUE</u>	FALSE
k. The boy turned around	TRUE	<u>FALSE</u>

Class 1 evidence. Source: evidence taken from the What's App 2nd "F" group chat (2021)

Appendix AS. Students' right answers



Students right answers. Source: created by Bertha Irene Martinez Perez. The total of questions was 10. The students' right answers are showed (18 students) (2021)

Appendix AT. Students results

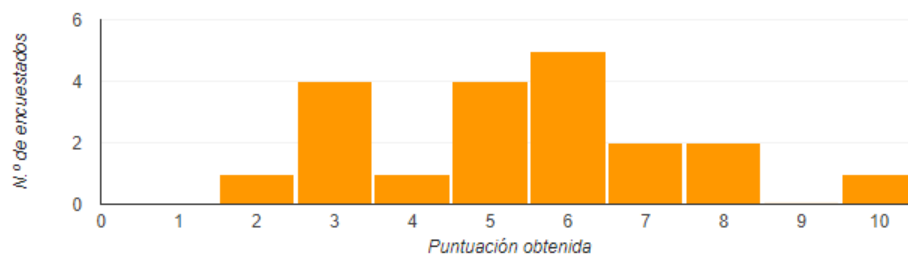
Estadísticas

Normal
5,4/10 puntos

Valor medio
5/10 puntos

Intervalo
2-10 puntos

Distribución de las puntuaciones totales



Students results. Source: took from Google Forms, created by Bertha Irene Martinez Perez (2021)

Appendix AU. Students' failed questions

Preguntas en las que se suele fallar con frecuencia ?

Pregunta

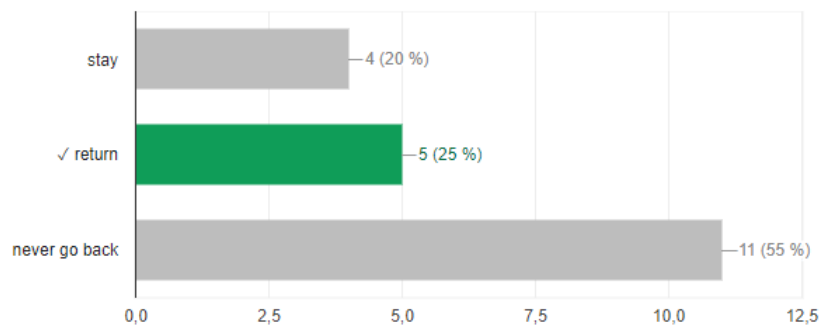
Respuestas correctas

4. Her parents decided to _____ to live in Kosovo's capital

5/20

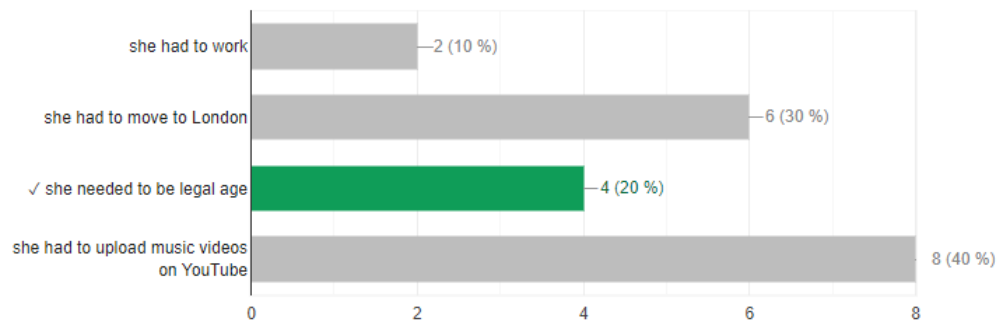
4. Her parents decided to _____ to live in Kosovo's capital

5 de 20 respuestas correctas



8. What happened so she could sign a music contract?

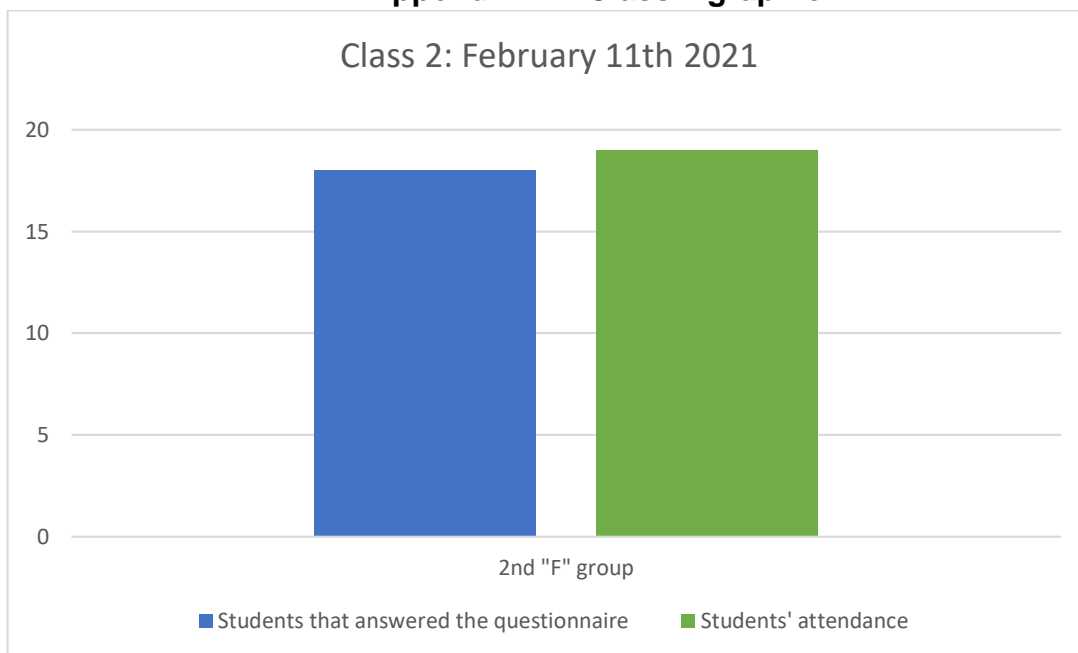
4 de 20 respuestas correctas





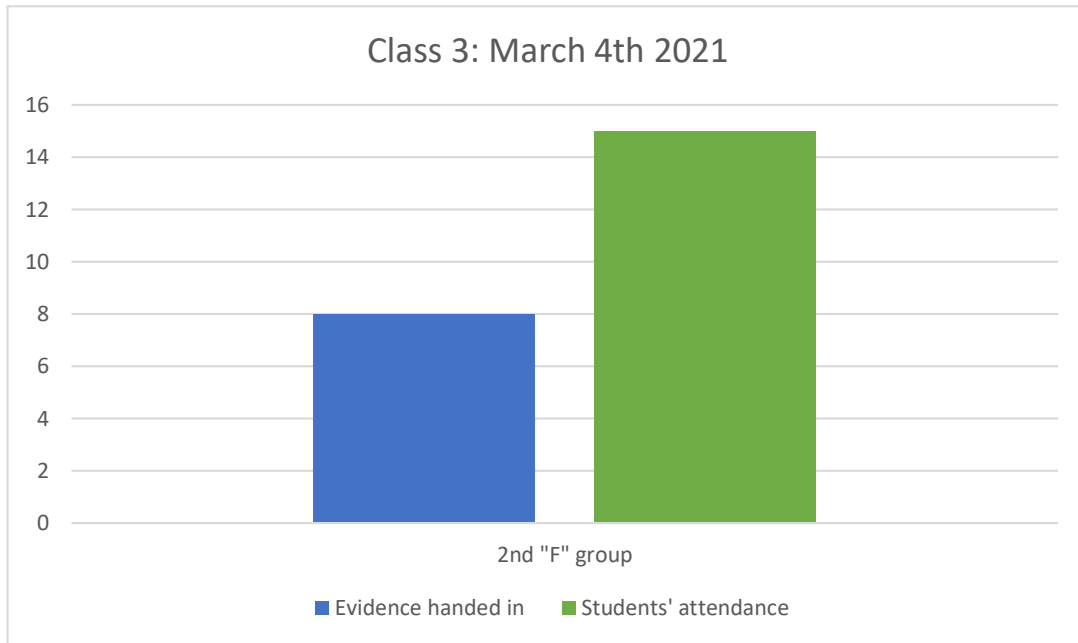
Students' failed questions. Source: took from Google Forms, created by Bertha Irene Martinez Perez (2021)

Appendix AV. Class 2 graphic



Class 2 graphic. Source: created by Bertha Irene Martinez Perez (2021)

Appendix AW. Class 3 graphic



Class 3 graphic. Source: created by Bertha Irene Martinez Perez

Appendix AX. Class 3 evidence

2. Read carefully the questions and circle the correct option

Text 1 Zombies

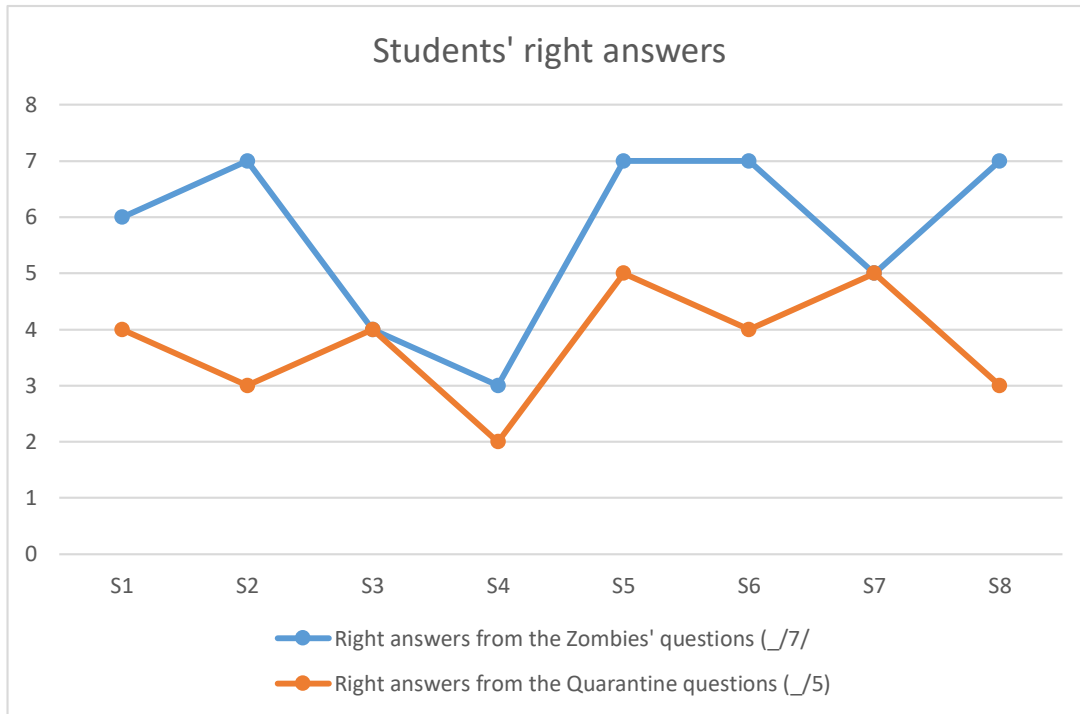
1. Who caused the zombie apocalypse?
 - a. Naia Thethy
 - b. Chris Johnson
 - c. Christopher Parker
2. The responsible of the apocalypse added the substance:
 - a. Intentionally
 - b. he didn't realize
 - c. by accident
3. One of the substances:
 - a. Makes the skin green
 - b. keeps you alive
 - c. revives the dead
4. Who were the first zombies?
 - a. The doctors
 - b. the test subjects
 - c. the person who called
5. How the responsible knew the news?
 - a. By the news
 - b. by Facebook
 - c. he saw it
6. The zombie apocalypse would be the end of the world?
 - a. Yes
 - b. no
 - c. it doesn't say
7. Who knows the formula to stop the apocalypse?
 - a. The zombies
 - b. the doctors
 - c. Chris Johnson

Text 2 Quarantine

1. He thought that quarantine was:
 - a. Serious
 - b. a simulation
 - c. an exaggeration
2. He found the stages to:
 - a. Cure Covid-19
 - b. stay calm
 - c. run mad
3. What is he doing during the quarantine?
 - a. Nothing
 - b. he hangs out with friends
 - c. he is working
4. What are the stages he mentions?
 - a. Sit and stare at the wall
Eat and get bigger
Hang out
 - b. watch Netflix
play video games
eat and get bigger
 - c. stare at the wall
eat and get bigger
watch shows on Netflix
5. In the Among us' metaphor, who is the impostor?
 - a. The quarantined area
 - b. Covid-19
 - c. his family

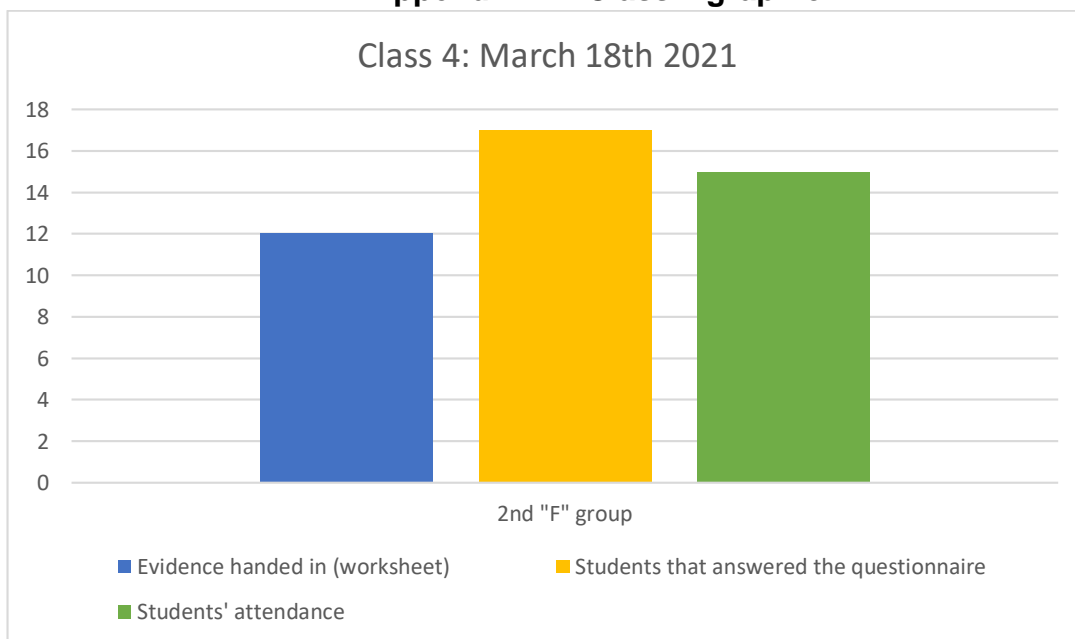
Class 3 evidence. Source: evidence taken from the What's App 2nd "F" group chat (2021)

Appendix AY. Students' right answers



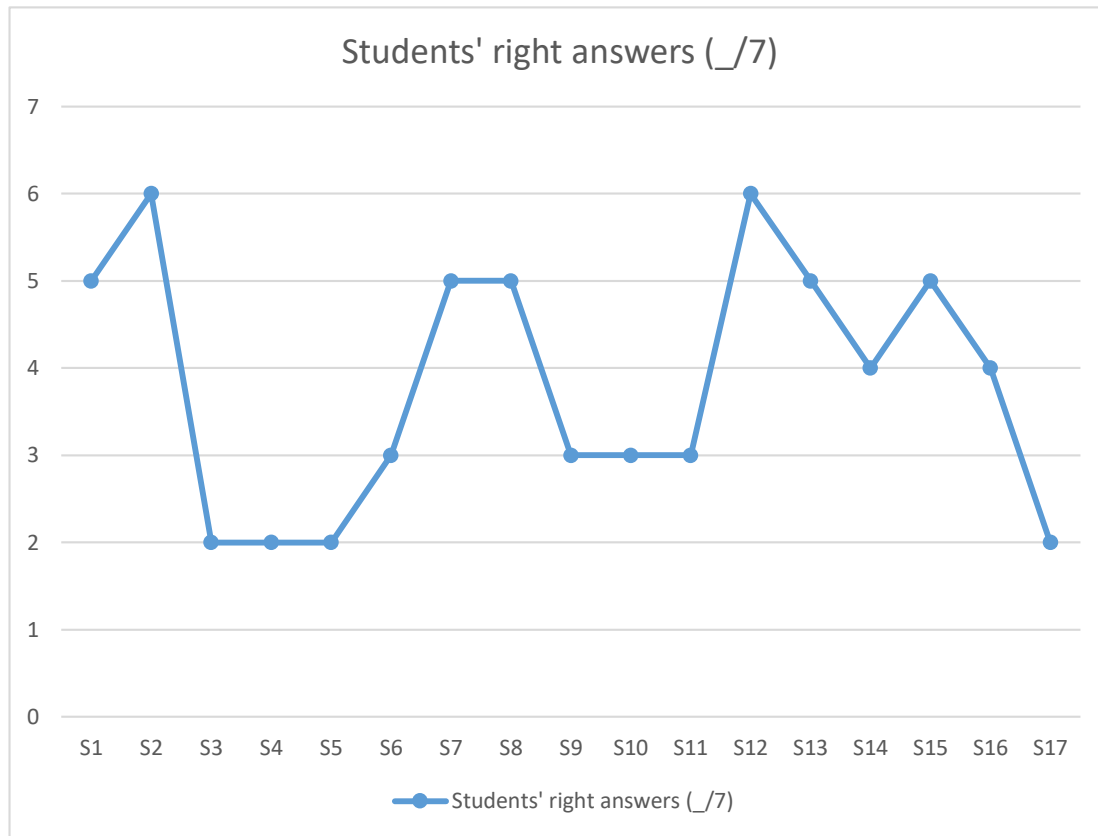
Students' right answers. Source: created by Bertha Irene Martinez Perez. The total of questions for the zombies' text was 7. The total of questions for the quarantine text was 5. The students' right answers are showed (8 students) (2021)

Appendix AZ. Class 4 graphic



Class 4 graphic. Source: created by Bertha Irene Martinez Perez (2021)

Appendix BA. Students' right answers



Students' right answers. Source: created by Bertha Irene Martinez Perez. The total of questions was 7. The students' right answers are showed (17 students) (2021).

Appendix BB. Class 4 evidence

③ Open a video

Go to a streaming site and open a video. For example, go to Netflix and choose any show you would like to watch and start playing the video. Select a following service below to learn more: **Netflix, Disney+, Hulu, HBO**

⑤ Join a Teleparty

To join a party, click on the party URL, which will redirect to Netflix's website. Then click on the "NP" button next to the address bar, and you should automatically join the party.

① Install Teleparty

To install Teleparty, start off by clicking the "Install Teleparty" button on this page. Once you are redirected to the Chrome Web Store, click "Add to Chrome" to finish installing Teleparty.

② Pin Teleparty to Chrome Toolbar

After installing Teleparty, you should see the "Tp" button next to your address bar. If you do not see the "NP" button, click on the puzzle icon located next to the address bar and pin the "TP" button to your Chrome toolbar.

④ Create a Teleparty

To create your party, click on the red "NP" icon located next to the address bar. Then click "start party" to get the party started, and share the party URL to invite friends.

2. Answer the following questions according to the text:

- With which apps can you see Teleparty?
Netflix, HBO, hulu, disney plus.
- Which browser do you need? Chrome
- Where is supposed to appear the "Tp" button?
next to the address bar
- What do you have to do start streaming?
Share the link and choose the video you want
- How can you start the party?
click on the red icon "NP" and then on "start party"
- If you are invited to a party, what do you have to do?
find the URL and copy the link

3. In your personal opinion, answer the following questions.

which movie or series would you like to watch in a Teleparty?

The walking dead, stranger things, and dark.

Do you think this is useful in these times?

yes, to relax a little

What would you prefer, watch movies in a cinema or in a Teleparty, and why?

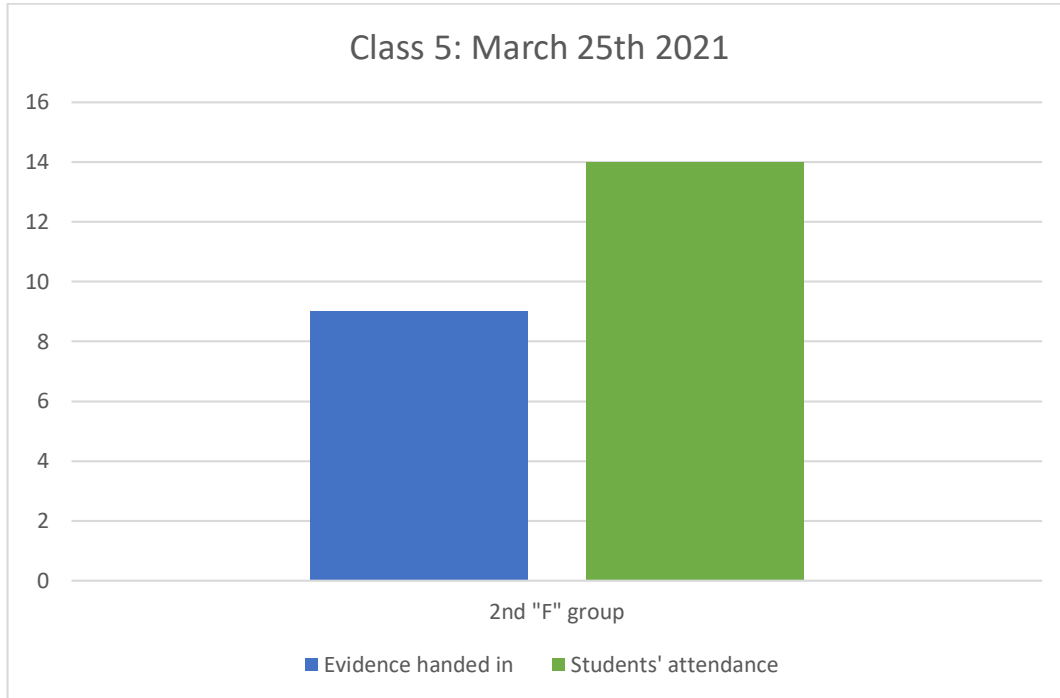
in Teleparty, to live with my friends

would you like to chat with your friends while you watch a series, and why?

Yes, to talk about how good the movie is

Class 4 evidence. Source: evidence taken from the What's App 2nd "F" group chat (2021)

Appendix BC. Class 5 graphic



Class 5 graphic. Source: created by Bertha Irene Martinez Perez

Appendix BD. Survey

About the class

Descripción (opcional)

¿Qué te gustó de la clase de hoy? *

Texto de respuesta larga

¿Qué no te gustó de la clase de hoy? (se honesta) *

Texto de respuesta larga

¿Cómo te sentiste al participar en la clase? *

Texto de respuesta corta

Los pasos que seguimos antes de leer un texto los consideras: *

- ☐ Muy útiles
- ☐ Medianamente útiles
- ☐ Nada útiles

¿Los pasos que hemos seguido antes de las lecturas te han servido para comprender mejor? Si/No y por qué

Texto de respuesta larga

¿Te gustan las actividades con lecturas/textos? *

- ☐ Sí
- ☐ No

¿Qué actividades que hemos hecho a lo largo de todas las clases (desde octubre) te han gustado mas? *

Texto de respuesta larga

¿Cuál es tu parte favorita de la clase o la que más te motiva? *

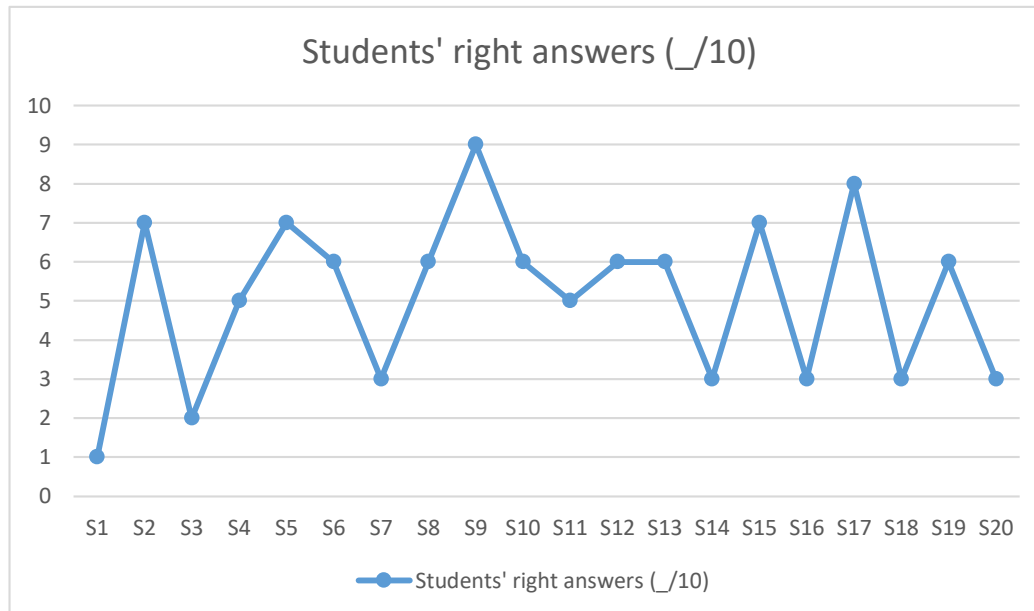
Texto de respuesta corta

¿Qué actividad propones para las siguientes clases? *

Texto de respuesta corta

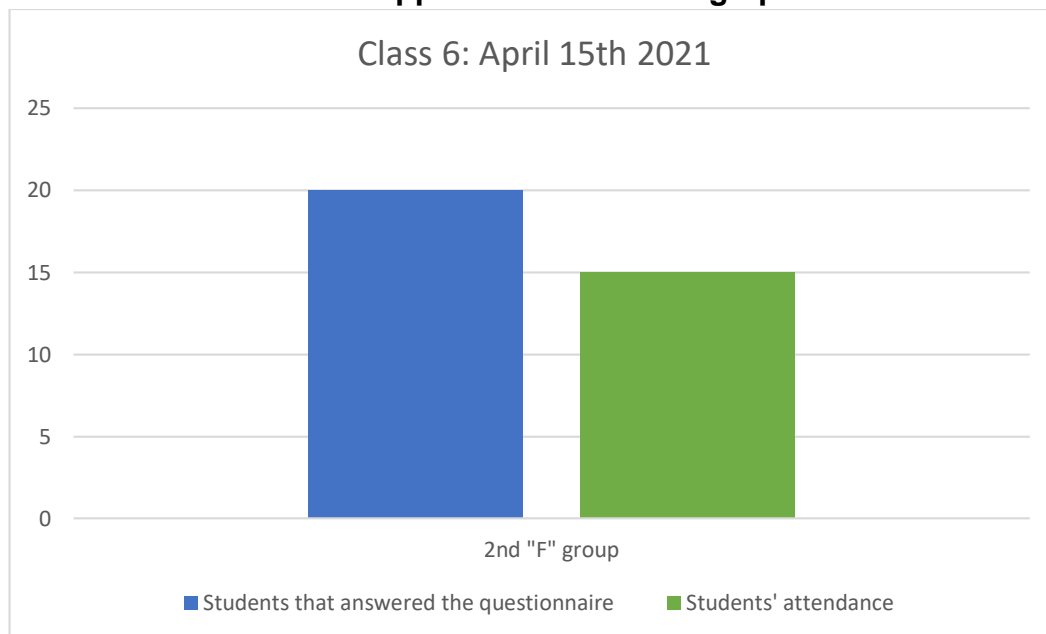
Survey. Source: took from Google Forms, created by Bertha Irene Martinez Perez (2021)

Appendix BE. Students' right answers.



Students' right answers. Source: created by Bertha Irene Martinez Perez. The total of questions was 10. The students' right answers are showed (20 students) (2021)

Appendix BF. Class 6 graphic



Class 6 graphic. Source: created by Bertha Irene Martinez Perez (2021)