



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

TITULO: The Use of reading strategies to improve language
comprehension

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SAN LUIS POTOSÍ, S.L.P,

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Dedicatoria

Todo lo que soy y lo que logrado ha sido por mi familia, a quien les debo tanto que las palabras no son suficientes. A todos por siempre estar al pendiente, cuidando y apoyándome en este proceso, tanto de mi salud física, como de mi bienestar. Que me hacen creer en mí y desde pequeña me han motivado a ser la mejor.

A mis papás, que a la distancia estuvieron apoyándome, un ejemplo de perseverancia y éxito, que aunque me faltarán físicamente, su presencia estuvo en mí. Gracias por confiar en mí. Sé que todo lo que hacen es para bienestar de mis hermanos y mío, y que deseo de todo corazón puedan dejarme experimentar y puedan seguir guiándome.

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“THE USE OF READING STRATEGIES TO IMPROVE LANGUAGE COMPREHENSION”

A mi Maestro Carlos Rostro, por motivarme y ayudarme en querer superarme, porque me hizo ver que puedo dar más de mí y ser mejor en lo que haga y me proponga, por su tiempo y dedicación, muchísimas gracias.

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INTRODUCTION

“Reading is a process of constructing meaning from written texts. It is a complex skill requiring the coordination of interrelated sources of information” (Stanley, 2007)

I. Introduction

The present pedagogical essay presents the obtained experience throughout the practice periods in the Secondary School Antonio Díaz Soto y Gama in a second-grade group, in which reading strategies were the main element to improve language comprehension. In order to facilitate the tasks that were asked to complete it was necessary to implement different strategies to enhance comprehension.

Firstly, reading comprehension is one of the basic skills that all students must have well developed upon reaching middle school and thus be able to directly access all subjects of the current curriculum of the educational system in accordance to NEPBE, cycle 4. An improvement in the different capacities that conform reading comprehension, are reflected not only in the best knowledge of the area of Language. In turn, it affects the improvement in access to other subjects that include written texts that students must understand to be able to study.

Reading is one of the most important and useful activities that the human being performs throughout life. In the first place, reading, such as other intellectual activities, is an exclusive activity of human beings, which are the only living beings that have been able to develop an advanced intellectual and rational system. This means that reading is one of those activities that defines us for what we are compared to the rest of living beings, an activity that usually begins to be acquired very slowly from an early age and remains for life, it does not get lost over time. On the other hand, the importance of reading also lies in the fact that it is through reading that the human being can begin to receive knowledge in a formal way and thus insert himself into the complex but useful process known as education. Reading always involves attention, concentration, commitment, and reflection, all elements that make a better performance and better results as a fundamental pillar in the process of educational and intellectual development.

“THE USE OF READING STRATEGIES TO IMPROVE LANGUAGE COMPREHENSION”

It is important to recognize that reading is not a simple skill but a necessary activity that is not always to be understood as pleasurable. In addition, the main source of knowledge, which helps to understand the world, to communicate with greater guarantees, to think critically and creatively. In short, it is one of the disadvantages that students have to progress in learning. When carrying out reading activities, Deshler (2001, pp.16) states that teachers find themselves with a quite evident reality: difficulties in the understanding of the students, lack of reader habit, the non-availability of a specific time for reading; the lack of a suitable place, the absence of an entertainment program for reading; the little involvement of the teaching staff. Additionally Ness (1996, pp.21) states that teachers are equally unlikely to utilize their instructional time to explain, model, and coach students through reading strategies. Unless avenues of teacher training and professional development convince teachers of the value of reading comprehension instruction, content coverage may trump the explicit strategy instruction which promotes students' understandings of text. So, in order to enhance reading comprehension, they were some strategies proposed.

Throughout this document six strategies have been applied and analyzed which were skimming, scanning, graphic organizers, predicting, inferring and use reading as a model. Most of the strategies for comprehension were applied with the PPP Methodology, mainly during presentation and practice stages were vocabulary and the topics were presented. According to Harmer (2001, pp. 66) “this stage the teacher presents the new language in a meaningful context. I find that building up stories on the board, using realia or flashcards and miming are fun ways to present the language”. The importance of presentation lies in communicate information in simple and interesting ways to keep students engaged and with a variety in content. Since then, Harmer proposed this methodology in order to improve the process of teaching and learning.

There are numerous activities which can be used for practice stage including gap fill exercises, substitution drills, sentence transformations, split sentences, picture dictations, and class questionnaires, reordering sentences and matching

sentences to pictures. These activities lie during practice stage, also called drilling, this phase is to fully reinforce the new language presented during presentation as controlled and semi controlled activities providing clues as help and modelling for the students.

The material that I used to present most of the time were readings and audios with their scripts with topics that the students found interesting or funny, as cartoons, fantasy literature passages and videos with subtitles from recent movies or songs. As result of the used of material during the stages mention before, students had a positive reaction, because they were attracted with the variety of topics and activities. Previous to the analysis of the reading strategies applied, I was able to say that they were more confident and comfortable with skimming, inferring and predicting instead of scanning and the use of reading as a model. This because, it is was easier for them to answer the exercises during practice stage, and they were able to thought and imagine possible scenarios and ending from the passages and videos, so I think it was funny and interesting for them. For scanning and the use of reading as a model was a little bit more difficult thus, they needed to be more concentrate and read deeply, so as they do not like read, they did not want to spend time doing it.

The following situations were the key for selecting the topic. First it all, the intensive stage of “Consejo Técnico Escolar” (CTE) has the intention with the route of improvement the reading comprehension, and the results of the diagnostic exam confirmed that it was a necessity for all the middle school. Previous to the CTE, during the observation period it was evident the characteristics of the students regarding to the English level were pointed out, such as difficulties in understanding written texts even in Spanish. This way, an area of improvement to work with was identified. The instruments that were used throughout this pedagogical essay were sources as observation, journal, surveys, interviews, register of students’ participation and work per units and products.

A highly important instrument was the diagnostic exam (APPENDIX A) adapted from a Preliminary English Test (PET) Mock Exam from Cambridge, since it was one of the reasons which I chose to implement reading comprehension

strategies because the exam provided evidence of their necessity. After the application of the diagnostic test, it was possible to detect the problem, besides it would be a challenge throughout the school year, since the students consider boring reading or as something that does not benefit them, so it was one of the main problems. The way I tried to solve it was to present short readings, with images and topics of interest such as cartoons, which were one of my main tools to make them flashy. Initially, because it was detected that it was a necessity in the group, I decided to start from the topic. On the other hand, I consider that it is one of the skills as a strength, as well as listening for what I found interesting the reading process not only in the students, but in what way I would also improve and develop new skills.

Since I started reading, at the age of 6 years it was very enjoyable, since my parents bought me a book every month. Initially they did it to improve my fluency and spelling, but eventually it became a habit in me, where I read at least one book per month. During primary and secondary I did not have any problem with reading, since as I mentioned it before, it was normal for me and I also liked it, so History and Spanish were always my favorite's subjects. It was even in high school where I found Literature and the analysis of poetry and Greek mythology very interesting, so at the end of my high school I considered studying History or Literature by the fact of reading. In the same way, during the major the subjects that most enjoyed were those that involved reading as Literature and History of education in Mexico. Eventually, during my training as a teacher I was learning about the reading process and strategies to improve their understanding, because it was also a reason why I developed as a theme during this last year with my students.

The Graduate Profile of Basic Education mentions three main aspects regarding to the reading, and those are:

1. Uses maternal language (oral and written) to communicate clearly and fluently and interact in different social and cultural contexts; besides having the structures to communicate through the English language.
2. Search, select, analyze, evaluate and use information from various sources.

3. Take advantage of the technological resources at their range, as means to communicate, obtain information and build knowledge.

Lastly, and in accordance with the Cycle 4 purpose of the National English Program in Basic Education (NEPBE) it is expected that students “get the general idea and some details from a variety of short texts by making use of their background knowledge, understand and use information from diverse textual sources, and implement different reading strategies to interpret written texts.

Thus, the pedagogical essay topic is “The use of reading strategies to improve language comprehension in a second-grade group in a secondary school” in which through the experiences obtained during the teaching practice period are analyzed in order to reflect upon the development of the topic. Therefore, the following purposes were established:

- Enhance the importance of the reading comprehension in learning process during the middle school
- The designing and implementation of reading strategies to improve the comprehension
- Description of the implementation of the activities from two different perspectives: the teaching experience and students’ reaction
- Determining whether they accomplish the purpose of language comprehension

This document is organized in two main chapters, explains the nucleus and topic line, and both description of the case. Moreover, three questions this pedagogical essay addresses are included. Six classes that were carried out using diverse reading strategies in order to reflect on my personal teaching practice will be explained in detail. In order to carry out my objective, it was necessary to do a research to back up the activities that I planned to develop, previous reading facilitated this process.

II. CHAPTER I

II. TOPIC OF STUDY

In the following pages the subject of study will be made known, as well as the strategies that were worked during the school year, form of work, evaluation and the bibliography that supports this pedagogic essay. In addition, the context in which this work was developed and how various factors affected the development of it.

2.1 Nucleus and Topic Line

It is relevant to state that this study will be based on a second-grade group of a Middle school. The reason for this investigation is that after developing a PET mock exam, also known as Preliminary which stands for Preliminary English Test, is designed for students with intermediate English according to Cambridge, (APPENDIX A) with group 2”C”, they had results of an A1 level that in accordance to CEFR standard (Common European Framework of Reference for Languages) students states as beginners and some characteristics of that level are: (Beginner)

Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.

Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Chart 1.1 CEFR: Beginner: <https://www.cambridgeenglish.org/exams-and-tests/cefr/>

In their reading skill and complemented with an analysis of a survey that was carried out, it is noticeable that there was no interest in reading in English and even to Spanish subject considering the results of the diagnostic exam, “Evaluación Nacional de Logros Académicos en Centros Escolares” (ENLACE) that is an exam that was intended to be carried out each year in Mexico by the SEP to all public and

private elementary schools, including upper secondary education, to know the level of performance in Spanish subjects and Plan Nacional para la Evaluación de los Aprendizajes (PLANEA) 2017. Therefore, an evident need was detected in order to improve the general linguistic competence in the students of 2nd grade group “C”. According to the survey conducted provided by the school only 3 out of the 34 (9 %) of the students in group “C” answered that they preferred working with reading activities during class, where the question was: “What is the most important thing to learn during an English class?”. This could be due to many factors as the complexity of the topic of the readings or even the approach used in previous English classes. (APPENDIX B)

There are three topic lines in “Taller de Diseño de Propuestas Didácticas y Análisis Del Trabajo Docente” (2013) which are the following ones: The adolescents, the didactic competence in teaching the specialty and the school and adolescent context. The selected topic belongs to the nucleus “The Didactic Competence in Teaching the Specialty” and the topic line on which this essay lies is in the “Analysis of the teaching practice”. The topic of study is “The use of reading strategies to improve language comprehension”. The objective is to improve their language comprehension through a variety of reading activities and the implementation of strategies.

The following situations were key for selecting the topic. Firstly, during the intensive stage of “Consejo Técnico Escolar” (CTE) and the observation period at the beginning of the school year 2018. As result of these actions, some usual characteristics regarding student’s level of English were pointed out. Subsequently, it was confirmed that students did not understand what they read in English and even in Spanish as they had problems with the instructions and with the tasks applied by the head teacher.

In accordance with the Cycle 4 purposes of the National English Program in Basic Education (NEPBE), it is expected that students “get the general idea and some details from a variety of short texts by making use of their background, knowledge, understand and use information from diverse textual sources and

implementing different reading activities to interpret written texts. The social practices of the language are patterns or ways of interaction, which, in addition to the production and interpretation of spoken and written texts, include several activities linked to them. The importance of mention them lies in the reading comprehension. The specific competencies are conceived as complex and articulated configurations of the doing with, knowing about, and being through language, whose purpose is to preserve the formal aspects and functions of the language within social life.

These competencies comprise three types of components of a different nature, which define the curricular contents related to reading comprehension:

- a) “Doing” with the language. This content corresponds to the communicative actions carried out in concrete interactive situations which, besides the production and interpretation of oral and written texts, are necessary to accomplish the communicative aim associated with participating in specific competencies. “Will learn by doing”; they learn to listen by listening, to speak by speaking, to read by reading, and to write by writing in real communicative situations and with different purposes.
- b) “Knowing” with the language the purpose of learning more about grammar, increasing vocabulary, getting acquainted with writing conventions is to improve the students’ skills for reading, writing, speaking, and listening”. Therefore, it is fundamental to introduce students to a challenge of oral or written interaction in a real communicative situation such as creating a product, reaching a goal or solving a problem.
- c) “Being” through the language. These contents refer to aspects related to the role of intercultural education in general and to language diversity as well as the multiple functions they carry out and the attitudes and values underlying oral and written interaction. Their goal, on one hand, is to increase the opportunities for students to share their knowledge and experiences with the English language through socializing the different

products obtained during the work through tasks in and out of school of the various products obtained.

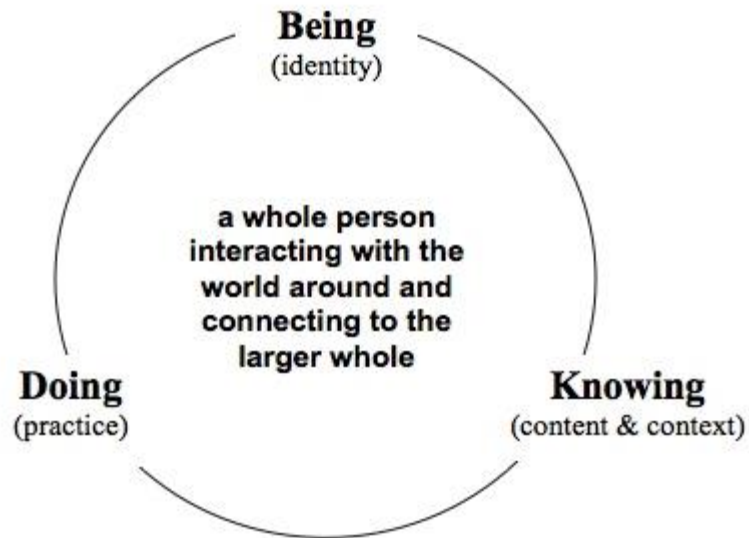


Chart 1.2: Schema of Learning: Learning is an interactive and interconnected process involving being, doing and knowing. <http://www.greedymouse.ca/numeracy/schema.htm>

2.2 School Context and Geographical Location

In order to understand the nature of any situation, it is fundamental to identify the characteristics of the context. The context is defined by the set of circumstances or facts that surround a particular place, event or situation. It shapes the meaning of everything, and leads to understand why specific actions occur. (Casanova, 2006). It is necessary to talk about the context of the school, to begin with, it is important consider the place where the school is located in order to observe the different factors that are involved in each aspect. Analyzing how these factors affect student's development in the class and how this affects the classes' development itself.

The topic to develop during the next school year takes place in the Escuela Secundaria Antonio Díaz Soto y Gama located in street Padre Kino, Number 6,

Fovissste, code 78150, San Luis Potosí, San Luis Potosí. This is a public school that is incorporated to the “Sistema Educativo Estatal Regular” (SEER). (APPENDIX C)

The school is surrounded by condominiums belonging to the FOVISSSTE Housing Unit, stationery stores and grocery stores as well as the elementary school Francisco González Bocanegra on the left. Behind the high school there is a green area and bus stops on routes 1, 4, 21 and 26, which go to the center of the city. Near the school on Muñoz Avenue there are supermarkets and food stores and department stores. The educational center is located within the urban area, and most of the students live in the area. Being a busy place and being surrounded by locals, there is a lot of activity during the school day.



Picture 1.2: Entrance to the school

2.2.1 Current Physical Condition of the School (Classroom and facilities)

The building consists of 14 classrooms out of which five are first grade and five to second grade being letters A-E and four classrooms are for third grade being A-D because that groups are reduced by the school. This means that at the end of

the second year the number of students is reduced, so by school decision the number of groups is affected being four from A to D.

The school has electricity, telephone, internet and water services. Within the facilities, there are 14 classrooms which have computer equipment and projector, but they are not enabled for use. In addition to having rooms previously used in workshops and currently in clubs. Next to the Principals' office, you can find the library, which is used for the reading and writing club. In the building on the right side are the 2nd and 3rd grades, the science laboratory which also is the office of the Teacher Claudia del Rocío Loreda Castillo and the computer room. In front of it are the halls of the remaining groups of 3rd and 1st year. There are enough restrooms for the students and for the teachers, in addition to the teachers' room, most of them have a locker to keep their material and school supplies.

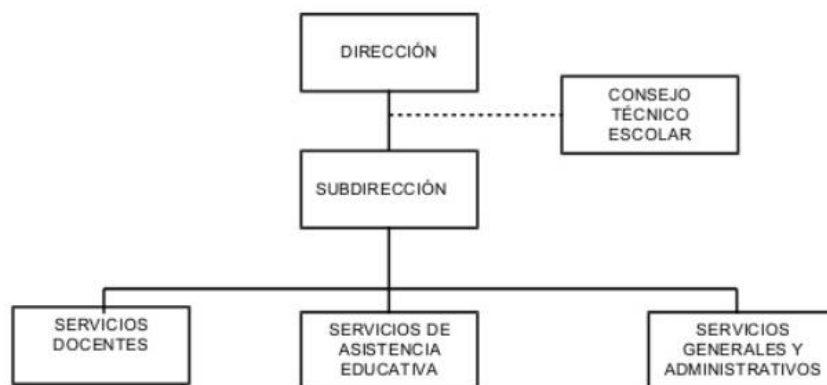
The use of water and electricity is very controlled by the principal, because by his order, after 11 am it is disconnected and the use of projectors or any electronic device is avoided to save the cost of light, as well as the students do not use the restrooms for the remainder of the school day. Even if the school has library and laboratory spaces and a media classroom, permission to access is controlled. These are allowed by the administrative staff, maintenance and teachers in charge of the areas.

These administrative dispositions directly affected my classes because I had to consider that if my sessions were after a specific time I would not have access to electricity. This resulted in the incorporation of more traditional material in my lessons such as posters and flashcard. The laboratory was solely used for different clubs and was of limits to regular classes. The lessons of the selected group of study were all after eleven o'clock, therefore it greatly determined the selection of my material.

2.2.2 School Personal

In accordance to the “Manual de Organización de la Escuela de Educación Secundaria” (SEP, 1982), the objective is to provide a descriptive framework of the organizational and functional structure of the secondary school to promote its better functioning, by granting organizational support, which facilitates an adequate delimitation of functions and responsibilities. It is necessary to define the functions that the staff carries out to understand the role within the educational center.

ESCUELA DE EDUCACIÓN SECUNDARIA
DIAGRAMA DE ORGANIZACIÓN
Septiembre de 1981



Conceptual map 1.4: Organizational diagram in a General Middle School, (SEP, 1981)

The school has a total number of 46 people, including Principal, Vice Principal, administrative staff, teaching staff and maintenance staff. Also, there is a Social Work Office that works as Nursing, physiology department and its function is to make the students' justifications, follow up with students with disabilities, attitudinal and school problems currently besides prefecture, there are teachers in charge of tutoring and counseling for each group of the school, which are in contact

with the Parents Association. The functions of the school staff are described below through a comparative table.

School Personal	Functions
Principal	Plan, organize, direct and evaluate academic activities, educational assistance, administrative and campus intendancies, in accordance with the objectives, laws, standards, regulations and manuals established for secondary education
Vice-Principal	Collaborate with the management in the planning, programming, organization, implementation and evaluation of school activities.
Consejo Técnico Escolar (CTE)	Assist the school management in the planning, programming, implementation and evaluation of educational activities that take place during the school year.
Educational Services	Teaching secondary education according to the objectives of the same, the plan and study programs, as well as the laws, rules, regulations and educational provisions in force.
Educational Assistance Services	Providing in an integrated manner the services of educational guidance, school medicine, social work and prefecture, in accordance with the objectives of secondary education, and standards, and provisions issued.

General and administrative services	Perform the registration and control of the human, material and financial resources available to the school, in accordance with the rules and procedures established as well as the instructions and the provisions of the corresponding authorities
-------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Escuela de Educación Secundaria, Diagrama de Organización. (SEP, 1981)

Within the school my immediate authority was my head teacher, to whom I resorted in the first instance for any situation of indiscipline or problem with the students, depending on the seriousness, then requested the support of the teachers in charge of counseling, tutoring and then resorting to social work with the person in charge of reporting or making citation with parents and finally sub-direction and the principal.

2.2.3 English Academy

In accordance to the University of Delaware, an English Academy entails training students, usually in a higher education setting, to use language appropriately for study. It is one of the most common forms of English for Specific Purposes (ESP). Academic study skills addressed include: test taking and note taking skills, academic vocabulary usage, critical reading and writing, comprehending academic lectures, research and library skills, formal composition forms and development, including research papers.

Teacher Claudia del Rocio Loredo Castillo is in charge of the English Academy, who is in charge of third graders and 2^o “E”, Teacher Karla Lucía Morales Rodríguez in charge of 2^o “A”, “B”, “C” and 1^o “C” and Teacher Alexandra Sukei Delgado Alemán in charge of the they first graders remainings are assigned on occasion to organize the mural newspaper, and Honors to the flag.

According to the questionnaire (APPENDIX D) answered by the Teacher Claudia Del Rocio Loredo Castillo the main aim of the English program is improve the ability to communicate. The material that she usually use in classes are flashcards, audios, textbook, worksheets and magazines with the use of other resources in school as the HDT Room besides the material and resources she also mentions that she does not follow any particular approach or methodology that must be followed in the school, additionally any particular practice to follow too.

The way of the learning is evaluated is with test, continue evaluation, oral participation, attendance and projects created at the end of each unit as final products. According to the NEPBE to record the level of progress attained in everyday school work, as well as the changes or adaptations required from any component of the teaching practice.

Finally, in accordance with Teacher Claudia and her experience with the learners their some of the interests of the students are the use of games and technology as computer and cellphone and she consider that their learning strengths are constant contact with the language, creativity, leadership, enthusiasm and humor, by the other hand their learning weaknesses are that they are shy, easily bored and sometimes passive.

2.2.4 Number of Students and Groups

The number of students in a classroom defines the environment during the class. The importance of this aspect and the information of the school will be mentioned below.

Classroom environment is one of the most important factors affecting student learning. Simply put, students learn better when they view the learning environment as positive and supportive. A positive environment is one in which students feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions. Such an environment provides relevant content, clear learning goals and feedback, opportunities to build social skills, and strategies to help students succeed (Weimer, 2009). Some of the benefits are:

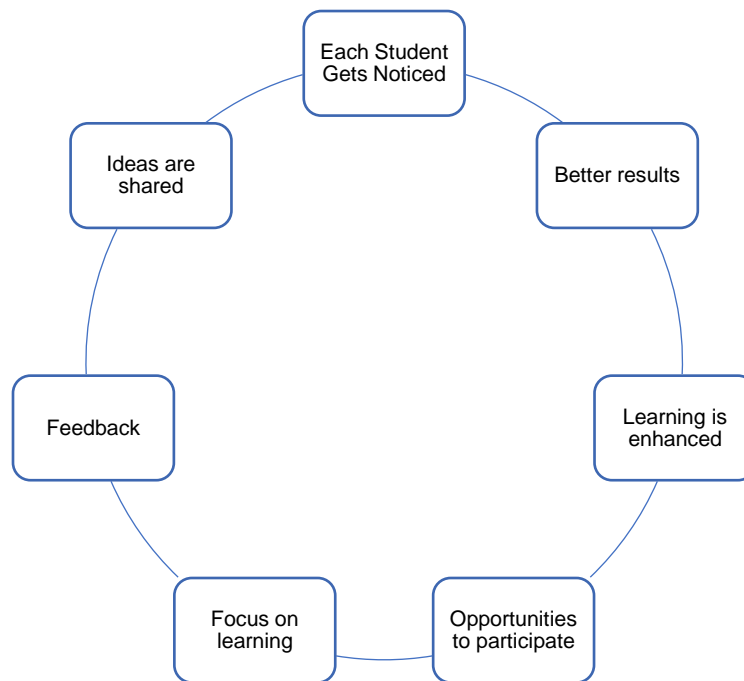


Chart 1.5: Benefits of having small groups in accordance to Weimer, 2009.

There are five groups (A, B, C, D, E) per 1° and 2° grade with approximately 30-40 students and four groups for 3° grade with 40 students in each group. The total of students in the school is 557. Since at the request of my teacher, the material used is textbook, notebook and dictionary, if there were complementary activities these worksheets were made and provided by me for all students.

The space of the second grade classrooms are very small so I did not have the opportunity to be walking between rows, but it also benefited me since it was easy to detect any problem of behavior and indiscipline. Similarly, if you had material such as posters, PowerPoint presentations there was no problem for visibility.

For the space of the classrooms, it was not possible to work in another form of arrangement since there was no possibility of changing it.

2.3 Relevant Social and Academic characteristics

During this year, I will be working with 2^o grade, groups A, B, C, E, with approximately 34 students in each group with a total of 129 students. The group that I have chosen is 2^o “C”. There are 34 students, mixed. 17 girls and 17 boys. According to the diagnostic test provided by the English Academy and applied during the second week of work, 30 students (88%) are level A1 Pre-Starters. According to Cambridge, “Pre-A1 Starters, formerly known as Cambridge English: Starters (YLE Starters), is one of our Cambridge English Qualifications. It is the start of a child’s language learning journey” and the average of the group of 5.7, it is the groups with the highest grade of the seconds graders.

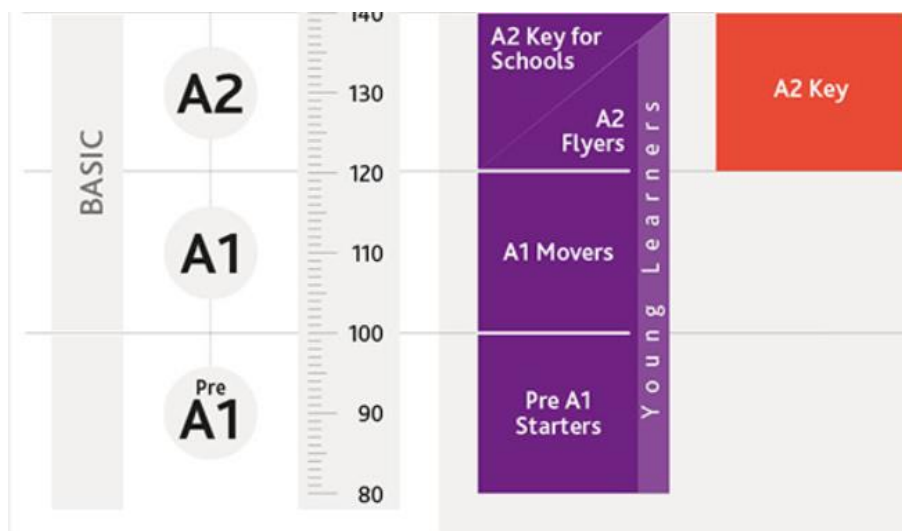


Chart 1.6 the diagram below shows English exams on the CEFR.

<https://www.cambridgeenglish.org/exams-and-tests/cefr/>

The skills that were examined were reading, writing and listening and according to the results, the listening area was the highest with a 77% that who answered the 5 questions correctly, while that of reading comprehension was the lowest with a 85% of the students who only got a correct answer from the 5

questions. While writing, the results they were almost like reading comprehension with almost 80% with failing grades.

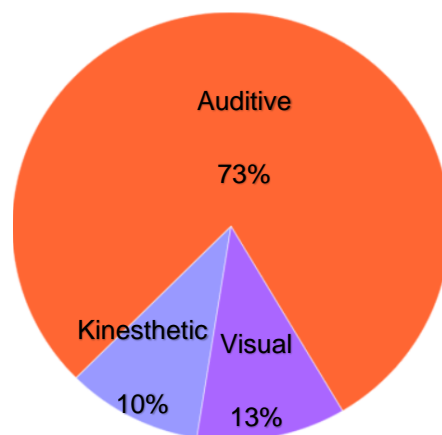
With speaking skills it was not possible to carry out a diagnostic evaluation due to time, since only one day was granted for the application of the diagnostic exam and with a duration of 50 minutes. In addition, according to the Head Teacher Claudia del Rocío Loredo Castillo, it was decided to only evaluate the aforementioned skills. The general average of the diagnostic test was 5.7 and according to the test carried out for the receptive preferences (APPENDIX F) .

Programación Neurolingüística Test (PNL Test) which is a communication model made up of a series of techniques, whose learning and practice are focused on human development. It argues that ultimately all human behavior develops on a "structure" learned, which can be detected to be modeled by other people and thus obtain similar results and according to Dilts (2013)

"It is a model of how our mind works, how language affects this and how to use this knowledge to program ourselves in the sense of making our life and the things we do easy and efficient at the same time". (p.137.)

It was found with greater quantity were auditive with a 73% of the students.

Learning preferences results:



Graphic 1.6: Results of learning preferences in 2°C

According to a questionnaire applied to know the students (APPENDIX G), the majority answered that their only interest in English is passing the subject, since they do not find it useful. The way they have learned something from the language is through music and video games and cartoons

From the socio-economic study (APPENDIX H) conducted, which was provided by the school, of the 34 students, 27 (79%) mentioned that they come from families with divorced parents, who depend mainly on their mothers and grandparents. It is important to consider this factor because socioeconomic status (SES) encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class. Socioeconomic status can encompass quality of life attributes as well as the opportunities and privileges afforded to people within society. The reason why this group was chosen was because of their great need to improve the area of English and Spanish in the area of reading and writing according to the diagnostic tests of both subjects and the results of the ENLACE and PLANEA test. 2017.

2.4 What is known about the topic: Reading and Comprehension

This section provides theoretical background in reference to what was researched in order to provide bibliographic support of the reading strategies that were implemented as well as the reading sub-skills that were focused on. In addition to defining key concepts that are necessary to know in order to improve reading skills.

Reading in English is one of the four main skills to master the English language. However, understanding a text while you read involves more than the ability to recognize words, phrases, and sentences. According to Grellet (2004) reading comprehension is the process of extracting and constructing meaning as efficiently from a text as possible. He also says that we use different reading strategies depending on the purpose of the activity of reading.

Comprehension is the conscious construction of the representation of the overall meaning of a text which results from the integration of textual information with reader's prior knowledge. Pardo (2004) states that comprehension is the transaction that occurs when the reader interacts with the text. In this process, readers explore the text and combine their previous knowledge and experience to engage with it. Readers make inferences and search for coherence during the process. (p.272.)

This leads them to the understanding of the text described comprehension as a highly complex process where the interaction between the reader and the text is important. Readers need to activate their previous knowledge and use strategies that help them promote their interest and understanding. The comprehension process begins before readers start to read the text. According to Pardo (2004) reading instruction should be divided into pre-reading, during reading and post reading activities and indicated in their research that in those stages, readers set their goals, check and activate their previous knowledge, make connections and provide conclusions. (P, 280.)

Brown (2007) highlights the importance of these strategies that offer a starting place for teachers who teach reading comprehension through modelling and guided practice, in the search of promoting effective readers, who understand what they read and overcome difficulties using strategies. Since the main purpose of this project is to increase student's level of reading comprehension, it is paramount to implement some reading strategies to accomplish this objective.

Intensive and Extensive Reading

The terms extensive and intensive are used in listening and reading. According to Harmer (2007a, p. 273), “Intensive reading tends to be more concentrated, less relaxed, and often dedicated not so much to pleasure as to the achievement of a study goal”. Based on that statement, intensive reading is a kind of reading that do not come as readers' internal motivation, we read because somebody ask us to read, but in intensive reading we get guidance from expert (language teacher) to develop our reading skills later which are very useful in Extensive reading, too.

Furthermore, Harmer (2007a, p.273) also states that extensive reading frequently take place when students are on their own, whereas intensive reading or listening is often done with help and/or intervention of the teacher. Extensive reading as reading that is coming as readers’ internal motivation; readers read because they want to and teachers also take part in encouraging them to read extensively. As what have been explaining that there are two kinds of reading. They are extensive reading, and intensive reading.

It is a common when we hear term reading for pleasure. Many people claimed that the best reading is the extensive one read for pleasure; reading because we want to read; no one force us to do it We believe that we are good in doing everything we like. The highest place is internal motivation. Everything we do because of our own willing will produce a maximum product. This statement highly supported by Harmer (2007a, p.273):

What these commentators and others are claiming is that extensive reading is the best possible way for students to develop automaticity that is the automatic recognition of words when they see them. It is by far the best way to improve their English reading overall. Even the best is extensive reading, because it comes from internal motivation, it does not mean intensive reading cannot be worth. That is language teacher whom being their helper; by providing good material and guiding them during reading session. At the very first time, teacher needs to grab students’ attention; letting them know that reading is a nice thing.

As Harmer (2007a, p.283) states that “... a teacher encourages students to choose for themselves what they read and to do so for pleasure...” When students fall in love in their reading materials and fell curious to read it, it means that we win their heart. The love reading students will be easy to be guided to develop their specific receptive skills (reading for gist: skimming, reading for specific information: scanning, or even reading for detailed comprehension/ inference) after that; they change their kind of reading to intensive reading.

Receptive Skills

Firstly, it is important to define the receptive skills in order to follow the reading process. The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills. They can be contrasted with the productive or active skills of speaking and writing. Receptive skills and productive skills feed off each other in a number of ways. What we say or write is heavily influenced by what we hear or and we see. Our most important information about language comes from the input.

Input refers to the exposure learners have to authentic language in use. This can be from various sources, including the teacher, other learners, and the environment around the learners. Input can be compared to intake, which is input then taken in and internalized by the learner so it can be applied. The more we see and listen to comprehensible input, the more English we acquire, notice or learn. This input takes many forms as teachers provide massive language input as variety of reading texts that students are exposed to. Students may read extensively and supposed to interact with other English speakers both inside and outside the classroom. Ellis (1993) says that “what is learned is controlled by the learner and not the teacher, not the text books, and not the syllabus.”

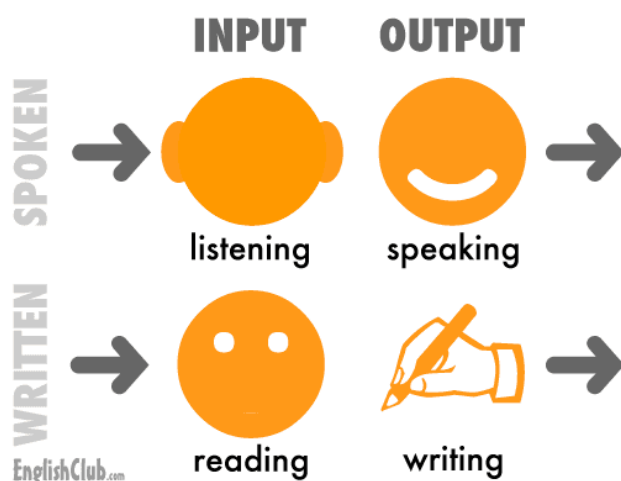


Chart 1.7: Productive and Receptive Skills and Active and Passive Learning by Matthew Fast:

<https://www.ulc.com.sg/productive-and-receptive-skills-and-active-and-passive-learning/>

In accordance with “Aprendizajes Clave para la Educación Integral” The Foreign Language subject. English, unlike the rest of the subjects, It consists of two stages: one aimed at the initial degrees of education basic, whose purpose is to promote familiarization and contact among students with English as a foreign language; and the other, destined to the rest of the degrees that make up this educational level, which aims at competition and the basic domain in this language.

The didactic orientations emphasize the communicative actions which involve texts, activities, uses of language and linguistic resources according to the social context in which the communicative action takes place. At the same time, they offer points and examples directed on the one hand, to unravel the authentic mechanisms of use of the language in situations of contextualized interaction and in a constructive process of learning; and on the other, to offer opportunities to learn English by using it in real communicative (or close to reality) and meaningful situations, in which students participate as users of this language and are interested in learning how communication is carried out when interacting with others.(Aprendizajes clave, 2019, p.149)

The plans and programs "Aprendizajes Clave" in cycle 4 for secondary school in second grade proposes in consolidate understands and uses English to interact with oral and written texts in different contexts.

According with the second year of middle school, they supposed to have an English level B1 that in accordance of Common reference: CEFR B1 (B1.2):

B1

Understand and exchange opinions on the general meaning and main ideas of various oral texts and short, clear and standard language texts when dealing with known issues (work, study, free time, etc.) and current issues

Knowing how to develop in a basic way in several of the situations that happen in the community and in those that may arise during a trip through areas where the language is used.

It describes and justifies in a basic and brief way some experiences, events, desires and aspirations, understands and expresses indications, and briefly explains their plans. Contrast cultural aspects through playful and literary activities.

Chart 1.8: Common European Framework of Reference for Languages: learning, teaching, assessment.

<https://www.eui.eu/documents/servicesadmin/languagecentre/cef.pdf>

The social environment of learning in which this topic develops has greater focus is which ludic and literary where it is proposed as a communicative activity the literary and playful expression and the understanding of the self and the others through reading of plays, monologues on topic of interest and literary essays brief to contrast cultural aspects.

The first keyword is interactive. This keyword refers to two different conceptions: the interaction that occurs between the reader and the text, whereby the reader constructs meaning based partly on the knowledge drawn from the text and partly from the existing knowledge that the reader has; and the interactivity occurring simultaneously among the many component skills that results in comprehension. The interactive reading processes involve “both an array of low-

level rapid, automatic identification skills and an array of higher-level comprehension/interpretation skills” (Grabe, 1991, p. 383).

Another keyword is processes. A number of processes are at work when people read. (Grabe, 2009, p. 21). identifies “lower-level processes, including word recognition, syntactic parsing and meaning encoding as propositions” and “higher-level processing, including text-model formation (what the text is about), situation-model building (how we decide to interpret the text), inferencing, executive-control processing in how we direct our attention, and strategic processing”. Also critical is knowledge. Actually, perhaps knowledge would be more accurate. This includes knowledge of the language for example the writing system, grammar, vocabulary, knowledge of the topic of the text, knowledge of the author, knowledge of the genre as editorial in a newspaper, a romance novel, and knowledge of the world, including experiences, values, and beliefs. People use all of this knowledge to build, to create, and to construct meaning.

In order to replicate the natural processes of skill-mixing, it makes sense to integrate different skills. The use of texts as preparation and stimulus as a reading strategy because much language production work grows out of texts that students see or hear. A controversial reading passage may be the springboard for discussion or for a written riposte in letter form.

A typical procedure for getting student to read a written text or listen to a recording involves a basic methodological model for teaching receptive skills with two types of tasks. Type 1 tasks are those where we get the students to read or listen for some general understanding rather than asking them to pick out details or get involved in a refined search of the text. Type 2 tasks, on the other hand, are those where we get the students to look at the text in considerably more detail, maybe for specific information or for language points.

To get maximum benefit from reading, students need to be involved in two different types of reading: extensive and intensive reading. There are designed to enable students to develop specific receptive skills such as reading for gist or general understanding often called skimming, reading for specific information often

called scanning, reading for detailed comprehension or reading for inference (what is “behind” the words) and attitude.

What is a Reading Strategy?

In order to improve reading skills it is recommended to implement strategies in order to get students’ attention and reach the goal. According to Adler Comprehension strategies are conscious plans and sets of steps that good readers use to make sense of text. Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension, so I will be implemented the next strategies in order to improve the language comprehension.

Firstly, the main objective was to design and implement reading comprehension tasks that foster the use of reading comprehension strategies. to implement the use of reading comprehension strategies by using a Top-down reading model. (Scrivener, 2005, pgs. 265). By the other hand, It is important explain what is reading for detailed information When students extracted specific information from a specific context, they start to read carefully for extra information in the text. Careful reading is the way readers select examples of language use. In this skill, they read every word, and work to learn from the text. It starts at the beginning of the passage and proceeds to the end. Once the concept of reading strategies is understood, it is important to explore another of the elements involved in this process such as reading comprehension models.

Reading Comprehension Models

Reading is a complex process that is developed with conscious and unconscious strategies to solve their problem of constructing meaning from texts. It is important to consider the study of the three important models of reading (Bottom-up, Top-down, and interactive model). They facilitate reading comprehension and

help readers to face difficulties while reading (Scrivener, 2005, pp 266). I will be describe each model as follows:

Bottom-Up: Model This model is based on the linear way that learners use to construct meaning from context (letters - words - sentences). Each learner decodes letters, then words, and finally sentences to understand the meaning. However, this model has been criticized for being mechanical and 10 makes readers translate piece-by-piece mental information (Grabe, 2002, p. 32) Decoding word-by-word, makes the process slow and takes a lot of time and effort in the reading comprehension process. Readers tend to forget what they read because they often use the memory in their scheme of comprehension.

Top-Down Route map. This model is mainly supported by learners' background knowledge, prior experience and expectations. In this model, it is not necessary to read all the vocabulary and sentences to read the context. The reader only uses certain keywords and sentences to construct meaning quickly.

Reading strategies are skills involved in decision-making during the process of reading (in the planning, implementation, monitoring and evaluation) to construct meaning through the interrelationship between the reader and the text in each context. These strategies can be applied during three stages: Pre-reading, during reading and post reading. Those strategies can be classified into two main categories: cognitive and metacognitive strategies. Cognitive strategies are mental activities (not always conscious) that readers execute to process the information with the intention of making it more significant.

These strategies are operations and procedures that readers use to acquire and retain different types of knowledge. When readers are introduced to cognitive strategies they acquire procedures that facilitate them to learn. Cognition involves expressing, gathering, organizing and using knowledge. The result of cognitive processes is the construction of a structure that integrates decoding of text elements and prior knowledge. Thus, the reader combines new knowledge with prior knowledge. Metacognitive strategies allow the reader to select, use, monitor, and evaluate the use of reading strategies.

Readers preview the general information in the text and the structure. Readers get involved with predictions and elicitations about the text to be prepared to read. Monitoring strategies occur during reading. These strategies involve the reader in exploring new vocabulary, self-questioning, summarizing, and inferring main ideas on each 7 paragraph. Readers identify key information and keywords that allow them to know what information is relevant or not for their purpose of reading, (Hudson, 2007, pp. 233.)

2.4.1 Reading Strategies Proposed

In this part, I will be describing the proposed reading strategies to improve students' understanding of the language after analyzing the area of improvement and the characteristics of the group where they will be applying.

Scanning: After learners extract general information from the text, they are ready to look for specific information or scan the text. Scanning is a reading strategy that helps the search for specific information (dates, names, cities, specific concepts, etc.). In this strategy, there is no need to read the text completely to find such information (Brown, 2007, pp 195.) This strategy involves searching for specific information by moving the eyes quickly in each paragraph in search of that specific information. During the implementation of this strategy the stage that I will be emphasizing is practice.

Skimming: After students made their predictions and activated their previous knowledge, they get ready to look for general information or main ideas in the text. In this way, they start to skim. Skimming involves looking over the text to get a general idea of the topic. Readers activate their prior knowledge on a given topic that provide the connections between their inferences and new information provided by the text. The reader moves his eyes quickly over sentences to understand main ideas through pictures, titles, subtitles, headings, subheadings, etc. Harmer (2007) highlights the importance of skimming as a strategy when states that it builds reader's confidence and understanding without reading every word in the text.

Scrivener (2005) identified some difficulties found in second language readers: limited vocabulary, the need of a dictionary and the slow process to understand a few sentences (pp.214.) He proposed that it was not necessary to understand every word to understand the context. For this, he highlighted the importance of using Prediction, Skimming, and Scanning to make selective readers that move their eyes looking for general or specific information. I intend to explain the three stages contained in his model as follows:

The first stage is called Pre-text. This stage is divided in two activities (Introduction and lead-in, and First task). The first activity is Introduction and Lead in, where participants get interested in the topic, discuss about specific information elicited by the teacher, and connect the topics to their lives and personal experiences. Finally, participants are introduced to a specific new vocabulary relevant for the text. The second activity is First task, where readers predicts information from images, titles, subtitles, and read only the questions about the text. The second stage is called Text. This stage is divided in four activities (Skimming, Scanning, meaning focused tasks and tasks of individual language item) the first activity is Skimming where readers contrast their predicted previous information against what they found after skimmed the text.

The second activity is scanning that allows readers to find specific information after searching keywords or key phrases relevant to solve their doubts. The third activity is Meaning focused tasks which is divided into two (General and Specific). In here, readers find general or specific pieces of information that allow them to solve their questions. The fourth activity is tasks of individual language item, where readers extract meaning from the text and can show why they select their responses after highlighting or underlining specific information. The third stage is called Post-text. This stage is divided into two activities, (Follow on task and closing) the first activity is follow on task where readers solve the questions, appropriate what they have learned and contrast to their lives.

Prediction: is the ability to develop hypotheses about the information found in a text. It is performed before reading and is based on data provided in titles,

illustrations, headings, etc. Readers use their linguistic and cultural knowledge to anticipate what will happen. Duke and Pearson (2002) states in their research article “Effective Practices for Developing Reading Comprehension” that “it is the first strategy”, where readers interact with three main activities that involve activating prior knowledge, previewing and overviewing. Those activities encourage readers to understand new ideas. Then, using their existing previous knowledge they anticipate what could be the possible aim of the proposed reading.

Graphic organizers: illustrate concepts and relationships between concepts in a text or using diagrams, also are known by different names, such as maps, webs, graphs, charts, frames, or clusters. Regardless of the label, graphic organizers can help readers focus on concepts and how they are related to other concepts. They help students read and understand textbooks and picture books and they can help students focus on text structure “differences between fiction and nonfiction” as they read, provide students with tools they can use to examine and show relationships in a text and help students write well-organized summaries of a text. Summarizing requires students to determine what is important in what they are reading and to put it into their own words. Instruction in summarizing helps students to identify or generate main ideas, connect the main or central ideas, eliminate unnecessary information and remember what they read. Graphic and semantic organizers, which allow the reader to represent graphically (write or draw) the meanings and relationships of the ideas in the text. (Ness, M, 2016, p.4)

Inferring is a skill we do all day long, similar to “reading” people or “reading” a situation. Inferring is not only about reading expressions, tones and body language, it is about “reading” text, often said as, “reading between the lines” where the answers are not explicitly stated. Inferences are more open-ended and often uncheckable meaning that the reader is unable to truly know if an inference is correct. When students use the strategy of inferring, they are making meaning of the text. They are adding pieces that are not explicitly there, often sharing personal opinions and forming interpretations

Choral reading that involves students reading in unison with a fluent reader. Choral reading is an instructional technique for incorporating fluency training into the general education setting. Teachers have the freedom of choosing materials which are part of their reading series to assist students that need additional fluency practice. These texts could be poetry selections or literature which are of interest to the students. It might also be text from the content area, or text written by the student. Choral reading provides a model of fluent reading for students as they listen to sound, stress, duration, and pitch from the fluent reader. This technique is cost-effective and easy to implement in any classroom.

2.4.2 PPP Method

During the school year, the approach with which was used in class was PPP: Presentation, practice and production (PPP). According to Jeremy Harmer (2007, pp. 66), the PPP is a method that is widely used in teaching simple language at lower levels. A deductive approach often fits into a lesson structure known. The teacher presents the target language and then gives students the opportunity to practice it through very controlled activities. The final stage of the lesson gives the students the opportunity to practice the target language in freer activities which bring in other language elements. In a 60-minute lesson each stage lasts approximately 20 minutes.

This model works well as it can be used for most isolated grammatical items. It also allows the teacher to time each stage of the lesson fairly accurately and to anticipate and be prepared for the problems students may encounter. It is less workable at higher levels when students need to compare and contrast several grammatical items at the same time and when their linguistic abilities are far less uniform.

Firstly, during presentation the teacher presents the new language in a meaningful context, building up stories on the board, using realia or flashcards and miming are fun ways to present the language, linked with the stages of reading process here is the stage 1: pre-reading.

Secondly, on practice stage there are numerous activities which can be used for this stage including gap fill exercises, substitution drills, sentence transformations, split sentences, picture dictations, class questionnaires, reordering sentences and matching sentences to pictures and in accordance with the reading process the corresponding stage is reading.

Finally during production there are numerous activities for this stage and what you choose will depend on the language you are teaching and on the level of your students. However, information gaps, role plays, interviews, simulations, find someone who, spot the differences between two pictures, picture cues, problem solving, personalization activities and board games are all meaningful activities which give students the opportunity to practice the language more freely and according with the reading process here we can work with stage 3 and 4: responding and applying.

Presentation	Practice	Production
<ul style="list-style-type: none">• Target language in context• Reading• Listening	<ul style="list-style-type: none">• Drills• Monitoring• Information gap activities• Controlled practices	<ul style="list-style-type: none">• Communicative activities• Written activities• Work and share

Chart 1.9 Suggested activities proposed in accordance to Harmer (2007)

Harmer proposes an alternative to PPP in response to the criticism argued that is teacher-centered method summarizes three teaching sequence elements name ESA, that I will be describe in the following paragraphs:

Engage: During the Engage phase, the teacher tries to arouse the students' interest and engage their emotions. This might be through a game, the use of a picture, audio recording or video sequence, a dramatic story, an amusing anecdote, etc. The aim is to arouse the students' interest, curiosity and attention.

The Study phase activities are those which focus on language (or information) and how it is constructed. The focus of study could vary from the pronunciation of one particular sound to the techniques an author uses to create excitement in a longer reading text.

Activate: This element describes the exercises and activities which are designed to get students to use the language as communicatively as they can. During Activate students do not focus on language construction or practice particular language patterns, but use their full language knowledge in the selected situation or task

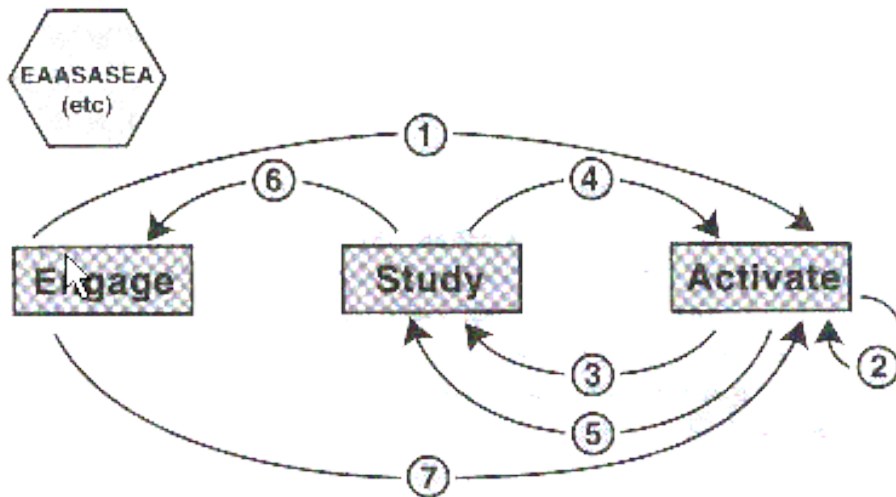


Chart 1.10: ESA Harmer's procedure (2007):

<http://images.pcmac.org/uploads/cge/cge/divisions/documentcategories/documents/lesson7part1.pdf>

2.4.4 Components of Reading Process

In order to improve reading comprehension it is necessary to know the reading process. Reading process is a “constructive process of creating meaning that involves the reader, the text, and the purpose within social and cultural contexts. The goal is comprehension, understanding the text and being able to use it for the intended purpose (Tompkins, 2014, p. 39). There are five components to the reading

process including: phonemic awareness and phonics, word identification, fluency, vocabulary, and comprehension.

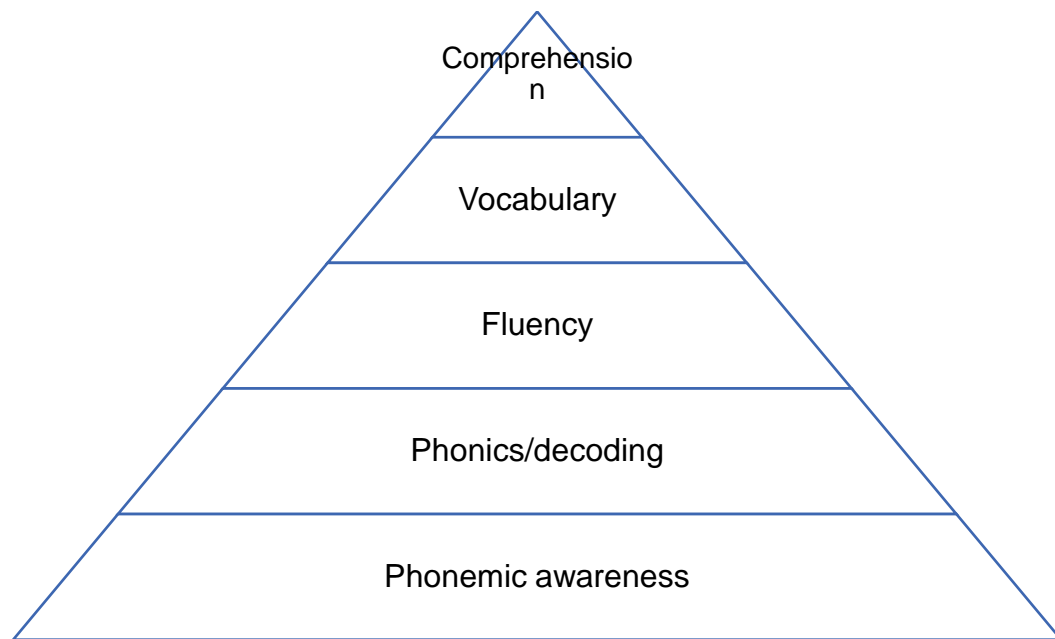


Chart 1.11 Components of reading comprehension (Tompkins, 2014, p. 39).

1. Phonemic Awareness and Phonics: Knowledge of the phonological system is used whenever students read. “Phonological Awareness is the ability to recognize that words are made up of a variety of sounds.” “Phonemic Awareness also involves an understanding of the way that sounds function in words, it deals with only one aspect of the sound: the phoneme.”

2. Word Identification: “Strategies that students use to decode words, such as phonic analysis, analogies, syllabic analysis, and morphemic analysis.” (Tompkins, 2014, p. 499). Word recognition according to The Literacy Information and Communication System (LINCS) is “the ability of a reader to recognize written words properly and virtually effortlessly”. It is sometimes referred to as isolated word recognition because it involves a reader’s ability to recognize words individually from a list that is, without needed similar words for contextual help. With little effort word recognition is the main component of fluent

reading and it can be improved by practicing with flash cards, lists, and word grids.

3. Fluency: This refers to the ability to read words quickly and with expression because students are recognizing words automatically. Fluency is an important goal because fluent readers are able to devote most of their energy to comprehension, rather than decoding. (Tompkins, 2014, p. 40). However it is defined, this much is certain: Fluency is necessary, but not sufficient, for understanding the meaning of text. When children read too slowly or haltingly, the text devolves into a broken string of words and/or phrases; it's a struggle just to remember what's been read, much less extract its meaning.
4. Vocabulary: Vocabulary is an important element of the reading process because students need to understand the meaning of the words in order to comprehend the message of the text. Students must be able to choose the meaning, recognize figurative uses and relate them to previous knowledge. (Tompkins, 2014, p. 40)
5. Comprehension: “The process of constructing meaning using both the author’s text and the reader’s background knowledge for a specific purpose.” (Tompkins, 2014, p. 495). Then, it is important to mention the stages of reading process to analyze the improvement of the skill that are.

2.4.4 Reading Stages

In the following paragraphs the stages of the reading will be described and what is its specific purpose, in addition to which reading strategies were applied in each stage, with the proposal by Tompkins (2014)



1.12: Tompkins’ stages for reading comprehension (2014)

Stage 1: Prereading in this part is necessary to activate or build background knowledge and related vocabulary, set purposes, introduce key academic vocabulary words and finally make predictions.

Stage 2: Reading then read independently or with a partner using shared or guided reading, after that listen to the teacher read aloud, subsequently read the entire text or specific sections, depending on purpose applying different reading strategies

Stage 3: Responding and writing in reading logs to participate in grand conversations or other discussions

Stage 4: Exploring which the student reread all or part of the text, learn new vocabulary words, examine genre, other text features, or the writer’s craft, and learn the author

Stage 5: Applying where the students and the teacher construct projects, read related books and use information in thematic units to reflect on the reading experience” (Tompkins, 2014, p. 40).

In the next chart, I will be describing the strategies implemented during the classes, with the subskills that are pretend to develop during the stages proposed by Tompkins and the PPP method stated by Jeremy Harmer.

Strategies used in classes		
Stage	Strategy	Sub skills
Presentation Pre-reading	Build background knowledge	Predicting

(Stage 1)	Related vocabulary Set purposes	
Practice While reading (Stage 2,4)	Reading Exploring Questioning	Scanning Skimming
Production Post-reading (Stages 3,4,5)	Responding Applying	Reading as a model Graphic organizers Inference

2.5 Key Questions this Case Will Attend

This questions will be answered at the end of the analysis of the lessons and the six reading strategies implemented.

1. How did students respond to each reading strategy?
2. Which reading strategy resulted the most useful to reach the class goal?
3. What reading strategies fulfilled the function of improving language comprehension?

CHAPTER II

III. Topic development

All research topics must be studied in depth. Before undertake an investigation must have the largest amount of possible information. That is why it is important to use the library, as well as from other sources, prior consultation with people related to the topic of study and observation of the phenomenon. The researcher must have some degree of familiarity with the subject by investigate to have the most possible explanation elements. To develop an investigation you must have some previous knowledge in the area of interest, which are given by the studies of your discipline, work experience or your own individual interest. There must be an identification with what is going to investigate, to undertake and understand it in its different phases

The following chapter has the intention of attending the key questions in order to analyze the classes developed in the group with the purpose of improving the reading comprehension. It will be divided based on three questions which lies in the “Analysis of the teaching practice” The questions above will be answered at the end of the analysis of the classes. Six classes will be described and analyzed throughout the chapter. These were selected because they use reading strategies as input to improve the language comprehension. The three questions will be answered at the end of all analysis.

Different reading strategies were applied in the study group, but just six of them were analyzed, and they are the next ones:

1. Graphic organizers
2. Scanning
3. Predicting
4. Skimming
5. Inferring
6. Using reading as a model

3.1 Class one: Graphic Organizers “Product Unit 1b”

The following class took place with 2°C from 11:10 to 12:00 pm. It focused on reading fantasy literature and describing characters, according to the unit 1b from NEPBE, SEP (2007). The objective of the class was the presentation of a cover page of a book, with the next characteristics: name of the book, author, and genre, year of publication, protagonist, antagonist, setting, plot, resolution and personal opinion. According to the specific competence of the 1b unit from NEPBE, SEP (2007): "Read fantastic literature" is necessary to explore new paths of encouragement for the reading comprehension activity, given that, although the level of literacy has been increasing, the ability to analyze and understand texts is becoming increasingly poor and insufficient for the student to develop a critical spirit before the approach of any text.

The previous classes we worked on the parts of the cover page, literary genres and characters' descriptions and the final class was directed to present their own design of a cover page of a book that they previously read using graphic organizers, that can easily be implemented and are quick and simple to make, they provide good visuals for students who need multisensory input, and they prescribe a structure for students to take notes. Graphic organizers require students to stop and think about what is important while they are reading, and it also gives them something tangible to complete so the main aim of this class was summarize the information in a graphic organizer

As an educational strategy, I previously showed an example of what was expected to be your final project using examples from the fairy tale Hansel and Gretel by the Grimm Brothers a novel that was Harry Potter by J.K Rowling and the Sorcerer's Stone and the Manga by Naruto by Mashami Kishimoto to engage students' interest and provide a model for them. According to Anita, W. (2006, pp.271), teaching strategies are defined as the procedures or resources used by teachers to achieve significant learning in students.

I was interest in comics and mangas and I thought it would be a good idea to show them an example using them because through observation in the previous weeks, I noticed that both boys and girls were also interested in mangas, comics and animes. According to Kinko (2005), “Manga are comics created in Japan or by creators in the Japanese language, conforming to a style developed in Japan in the late 19th century. (p.392) Manga is also known as” a style of Japanese comic books and graphic novels, typically aimed at adults as well as children”

Varela, L. (2015) argues that the use of comics, in terms of educational strategy in school, can provide interesting tools that help in the learning process to motivate the student (p.31). Additionally, the school has been considering for some time how to develop a reading competence in students that is able to respond to the current reality, and adapt to the cultural changes of which each student is the protagonist within the framework of a system of education.

The way we learn to read must be part of a greater process of "interaction with traditional models" Millán, E. (2007) Thus, when teaching, "The senses must be involved, as means in the process of appropriation of knowledge... where knowledge about the world, feelings, and concerns and concerns are expressed".(p.9)., and that's where the comic, as a strategy for that goal, could play a fundamental role in making the learning process an integral experience where the student can make a real understanding in reading. Bitz, M. (2009) states that: “For kids who may be strungeeling and for kinds who may be new to the English language, that visual sequence is a very powerful tool”. (pp.3)

Finally, I also proposed as support to his presentation to make and use his speech as recourse, as long as they read it in front of their peers with the correct posture and reading with the appropriate rhythm and punctuation. With these strategies there was a good result in accomplishment since of a group of 32, only 9 people did not hand it in. This means that the percentage of accomplishment was more than 75%, even with all the second graders the response was almost the same.

After analyzing my classes during the first practice period, I came up with some possible alternatives in order to reach my students’ goals and my own goals, these will be expressed in the following paragraphs.

The presentation of the cover page of a book or manga had been proposed as a Project. Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrated their knowledge and skills by developing a public product or presentation for a real audience.

Project Based Learning (PBL) is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. In PBL the focus is more on the process of learning and learner-peer-content interaction than the end-product itself. PBL must have elements as key knowledge, understanding and success skills, challenging problem or question, sustained inquiry, authenticity, students’ voice and choice, reflection, critique and revision and finally a public product.

According to Mayer, A.(2018) the differences between a project and PBL are that projects can be done at home, can be outlined in detail on one piece of paper by the teacher, usually focused on a product as posters, like I asked them to do it with the cover page, teacher work occurs mainly after the project is complete, students do not have many opportunities to make choices at any point are often graded based on teachers’ perceptions without rubrics, driving questions, most of them are closed and with the same goal, instead of the PBL where students make choices to determine the outcome and the path of the research, they cannot use them in the real world to solve a problem and most of them are not particularly relevant to students’ lives.

At this point of the research, I concluded that it was not a PBL because it is lacking all the characteristics mentioned above, project-based learning helps students apply what they learn to real-life experiences and provides an all-around enriching education. I concluded that they work a final product of the unit. Meanwhile,

during Assessing Speaking Performance it was not really that since there was not a rubric to evaluate. According to Cambridge English (2007) the assessor awards marks for three individual criteria: Grammar and Vocabulary, pronunciation and interactive communication.

For the next period of practice, it is intended to establish at the beginning the use of PLB or projects at the end of each evaluation according to the type of activities and topics that are indicated in the unit of the book and the time available for such unit. In addition, I would like to continue using as an educational strategy the use of comics and mangas to engage the interest of students and promote reading in improvement of such ability. The result of this activity was that 24 of the 34 students handed in the product, but I noticed that most of them copied text from internet, and they did not read or present a summaries of a book.(APPENDIX J) On previous classes I presented an example(APPENDIX I)

3.2 Class two: Scanning, “Harry Potter and the Sorcerer’s Stone”

The following class took place with 2°C from 8:20 to 9:10 am. It focused on reading fantasy literature. The objective of the class was to identify publishing data and to recognize text arrangement through the reading “Harry Potter and the Sorcerer’s Stone, chapter two: The Vanishing Glass” that was adapted to read during the lesson. (APPENDIX K)

The class began with the production of the previous one, because of time it was not available to finish and check it, where they played “Find someone who” with the genres of literature, asking about their likes and favorite book or movie. I provided an example using my own preference. “Teacher Viridiana likes novels. Her favorite novel is Harry Potter”. They finished the activity in less than 10 minutes and I asked them for participation. They had to provide an example using the classmate’s answers. Most of them showed interest in saying their sentence because I did not choose students, they participated voluntarily raising their hands and asking me to choose them. (APPENDIX L)

Do you like....?		
GENRE	NAME	FAVORITE FILM/BOOK/ANIME
NOVEL	Wendy	Film la roya de susinas
HISTORY	Emilia	Book X
FAIRY TAIL	Armando	Book Principito
POETRY	Zaira	Book Principito
HORROR	Fernanda	Book Actividad personal
ROMANCE	Michelle	Film Bajo la misma estrella
MISTERY	Diego	Film Harry Potter
MANGA	Alvaro	Anime Naruto

Armando likes fairy tail book
Her favorite book is El Principito

Michelle likes romance favorite film
Her favorite film is Bajo la misma estrella

Student’s example

As a warm up, I presented through the projector a presentation of the class, and the title was “Don’t judge a book by its cover”. I asked what they thought this meant and an equivalent expression in Spanish. Then I showed them an image of

the book and I asked them what they thought the chapter was about it. They related the information with the movie and they started to say what they thought. This was a previous strategy in the reading where students activated previous knowledge and predicted about the content and elaborate questions about it. Díaz, F. (2010). They said that according the title it was a book from Harry Potter and some of them that already knew the meaning of the word “stone” guessed that the movie was the first of the novel.

Then, I asked them to read in 3-5 minutes just for key words to move quickly through the text, afterwards I read the chapter aloud and I asked them to follow me. Before we finished, the next activity was choral reading. “Choral reading is reading aloud in unison with a whole class or group of students. Choral reading helps build students' fluency, self-confidence, and motivation. Because students are reading aloud together, students who may ordinarily feel self-conscious or nervous about reading aloud have built-in support”. Hasbrouck, J. (2006). This time we worked per lines and individually, I only mentioned “line 1, line 2”.

On previous classes, we worked with choral reading, so they already knew the way of work it. I started with the reading and when there is a pause and someone follow the next paragraph. The activity was successful because I noticed that most of them were following the reading, even some of them were just babbling. Subsequently, I started to read the first paragraph and I asked them that when I finished someone else should continue reading, with the previous paragraphs it should not take more than three seconds, otherwise we would start reading the same paragraph again. I noticed that for them this choral reading as a strategy seemed to be a game and it was fun for them. Sometimes they said that the winner line is the one who read louder or if they spoke more clearly. I noticed that there were people who do not normally participate, take initiative to read.

When the reading finished it was time to evaluate. According to Díaz, F. (2010) reading strategies after the reading that is done is to identify main ideas, then elaborate a summary and finally answering specific questions (p.5). Some of them knew the movie and with the meaning of some words during the reading they

guessed some of the answers. The last activity was to answer questions related to the reading to express the understanding of the story as a class. I asked them to underline with different colors the answer of each question and identify each part on the reading as the title of the passage, author of the novel, main characters, year of publication, lines spoken by narrator and character and finally checked as class.

Whether readers scan or skim depends on what kind of text they are reading and what they want to get out of it. After analyzing my class actions, I come up with some possible alternatives in order to reach my students' goals. These will be expressed in the following paragraphs.

The first strategy to be implemented is the establishment of the purpose of reading according to Díaz, F. (2010). A resource to read to learn that I will also be working on the following reading sessions is to relate the activities, purpose and types of reading approaches in students, at the beginning of the class I needed to establish the purpose of reading to be informed or to do an activity. Diaz (2010) mentions that if the purpose of reading is to inform yourself, exemplifying the situation is that it is a reading to know something new, then I need to teach them to read slowly to understand what is said and even memorize information. If the case is to read to prepare for a class and participate, make mention that they should eliminate details and focus on the essentials.

By the end of the school year, I want students to be able to read with the purpose of spending time, where they approach reading without worry. According to Elosúa y García, (1993), some self-regulatory strategies on reading comprehension that I will be following are plan reading actions that are considered, such as the personal characteristics of the students, the demands and appropriate academic situations, and the characteristics of the text to be worked on. (p.7.)

Another important component is prior personal and cultural knowledge, since we must ask ourselves what is known about the subject and what we need to know. That is why, it is the importance to contextualize the classes. According to the link the learning of basic skills, and academic or occupational content by focusing

teaching and learning directly on concrete applications in a specific context that is of interest to the student. (Bird. D. 2012)

During the monitoring and supervision of the reading I needed to consider the difficulties and problems, the action plan here was followed to the next questions:

1. Are they understanding what they are reading?
2. Are they having difficulties? Which ones?

As they are reading, I need to identify the causes of their difficulties and ask to myself why I think they stopped understanding. In order to provide opportunities for them reading comprehension.

3.3 Class three: Predicting

The following class took place with 2^oC from 11:10 to 12:00 pm November 21st, 2018. It focused on analyzing silent movies, according to the unit 2b from NEPBE, SEP (2007). The objective of the class was to recognize through a video the topic of a silent movies exchange ideas about the possible endings and finally drawing and predicting an ending (APPENDIX N).

During the presentation stage and in accordance with the stages of the reading process with prereading I asked students the name and possible topic of the movie with just 15 seconds of the video and elicited participation to make predictions individually. Predicting is a strategy that involves the ability readers to get meaning from a text by making informed predictions. Good readers use predicting as a way to connect their existing knowledge to new information from a text to get meaning from what they read. Before reading, they may use what they know about an author to predict what a text will be about.

The title of a text may trigger memories of texts with similar content, allowing them to predict the content of the new text. During reading, good readers may make predictions about what is going to happen next, or what ideas or evidence the author

will present to support an argument. They tend to evaluate these predictions continuously, and revise any prediction that is not confirmed by the reading. We watched the video twice and they were reading the dialogues and subtitles while they were watching.

Also, as an educational strategy, that was used was movies. The image is one of the main sources of knowledge. Cinema, like television, exerts a great attraction on young people. That is why we are increasingly using this resource. The cinema is an excellent didactic resource to encourage and motivate the teaching and learning process of the students of the different stages and levels. The use of media in the classroom begins with a trend that began in the 1970s and now corresponds to the term Educommunication. From this approach, several methodologies were created to use audiovisual resources within a class, such as radio, newspapers, news , video documentaries, and films that serve as mediating tools within the teaching-learning process; in several European countries and in North America the literacy on the visual and cinematographic language is relevant and propitious in the educational centers to make the students spectators critical; position is defended by Roman Gubern who states that: “To introduce from childhood, the teaching not only of the letters of the alphabet but also of the images. Why not teach children a rhetoric of the image? If education is to understand, then visual literacy is also necessary”. (Romero, 2012).

I am interest on comics and mangas and I thought it would be a good idea to show them an example using them because through observation in the previous weeks, I noticed that both boys and girls were also interested in mangas, comics and animes. Varela, L. (2015, pp 32) argues that the use of comics, in terms of educational strategy in school, can provide interesting tools that help in the learning process to motivate the student. Thus, the school has been considering for some time how to develop a reading competence in students that is able to respond to the current reality, and adapt to the cultural changes of which each student is the protagonist within the framework of a system of education.

The way of learning to read must be part of a greater process of "interaction with traditional models" Millán, E. (2007 p 9). Thus, when teaching, "the senses must be involved, as means in the process of appropriation of knowledge... where knowledge about the world, feelings, and concerns and concerns are expressed", and that's where the comic, as a strategy for that goal, could play a fundamental role in making the learning process an integral experience where the student can make a real understanding in reading. Bitz, M. (2009, p.3.) I decided to watch “Silent Voice” that is a Japanese manga series written and illustrated by Yoshitoki Ōima that also is an anime theatrical film adaptation produced by Kyoto Animation was released on September 17, 2016. While they were watching the video they were reading the subtitles.

After asking the possible name and topic of the movie eliciting participation with their predictions during the practice stage, they answered questions as the name, topic and title of the movie and finally in pair as an interactive activity they asked to their classmates if they liked those movies and specifically if they liked that video. The way that I assessed was while oral participation and checking the answers during the class. They used the knowledge already learned about the characters and story elements to predict what will happen next, so at the end of each scene we checked about their predictions were correct and students were able to understand which ones were mostly accurate.

Finally, during the production stage and in accordance with the reading process responding and applying the activity consisted to match the images with the dialogues and describe what was going on with a classmate. They were speaking about the possible activities in each picture but they were doing it in Spanish. I asked them to cut each picture and dialogue and order them in their notebook, then I asked them in pairs to practice the dialogue. (APPENDIX O)

I modelled the dialogue with help of a student to let them know the pronunciation of the word making empathize. There was time to complete the optional activity to change the ending of the story, so I present the video of the production’s activity to check if they were correct and clarify understanding and

speak about possible endings, to hand in I asked them to draw their prediction about the end and when they gave to me their product, we watched the real ending. (APPENDIX P)

The use of the video to answer questions and follow the stages of the reading process were very useful as Audio-Assisted Reading that is an individual or group reading activity where students read along in their books as they hear a fluent reader read the book on an audio recording (audiotape, audio book, or iPod). As confidence and reading skills develop, students read the same passage or text without the assistance of the audio recording. It helps to build fluency skills including proper phrasing and expression. It helps students improve sight word recognition, build comprehension, allows students to hear the tone and pace of a skillful reader and it is a flexible strategy that can be used across content areas.

The activity was successful in that everyone was paying attention to the video and the worksheet as they showed interest in the story so class management was also possible. During the rest of the week the students told me that they wanted to see the full movie and to know the true ending, but they were exchanging their ideas in English. What I could have done is to have created examples of how to answer and ask to their classmates to avoid the use of L1. Also I noticed that some students understood some words from the subtitles so it was easier for them to predict with the reading and listening. After analyzing my practice, I noticed that I could provide a script for those who are lower in English to give them the chance to re-read the subtitles.

3.4 Class four: Skimming “Hansel and Gretel”

The next class took place with 2^oC from 11:10 to 12:00 on September 28th, 2018. It focused on reading fantasy literature according to the unit 1b from NEPBE SEP (2007). The objective of the class was identifying main aspects of the reading Hansel and Gretel from Brothers Grimm. I used the reading technique skimming where the purpose is reading a text quickly to get a general idea of meaning and scanning which is reading in order to find specific information. According to Harmer “Students need to be able to skim a text as if they were casting their eyes over its surface-to get a general idea of what it is about. Just as with scanning, if they try to gather all the details at this stage, they will get bogged down and may not be able to get the general idea because they are concentrating too hard on specifics”.

The class began with a lead in which consisted in doing a brainstorm about fairy tales with vocabulary that we worked on previous classes as princess, castle, witch, fantasy, etc., and the next activity was a mind map of that. Mind maps are a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections. Through the use of colors, images and words, mind mapping encourages students to begin with a central idea and expand outward to more in-depth sub-topics. I decided to use mind maps because I consider is a visual aid and help student’s brainstorm and explore any idea, concept, or problem and also facilitate better understanding of relationships and connections between ideas and concepts.

The next activity was during presentation stage where through the reading (APPENDIX Q) and with help of crossword (APPENDIX R) they identified the vocabulary used on reading: sibling, witch, gingerbread house, sweets, oven and crumbs, then I asked to the students about the story and the first questions was: What type of text is? The students said that was a fairy tale. Then I asked them again: So, what is the name of the fairy tale according to the vocabulary? And some of them said that was Hansel and Gretel. Even I thought that was a popular fairy tale,

3.5 Class five: Inferring “Crossword puzzle”

The following class took place with 2^oC January 15th, 2019 from 11:10 to 12:00 pm. It focused on playing language games according to the unit 3a from NEPBE, SEP (2007). The objective of the class was to infer the meaning, guess and discover sentences through a game using the reading strategy inferring. (APPENDIX U)

The class started with a lead-in which was a memory game where I asked to the students to wrote names or words that they could find in their school, they just had 3 minutes to complete the task in a piece of paper, then I elicited for participation to said their answers, and they were teachers, desk, pen, book, notebook, friends, rules, classroom, etc. When they finished the activity I asked them to write the number of word that they remembered and whoever has obtained the greatest number of words, we nominated him as the winner of the game. This activity was to activate previous learning as a part of rereading and thus be able to link it to the new

Subsequently, during presentation stage through a reading about classroom rules they fill the blanks with vocabulary related to school as: write, listen, classroom, teacher, clever, so for them it was easy to finish it because the read each rule and with the words in the box they get meaning from the context easily, also the vocabulary was related and with the previous game it was easy for them to understand the activity.

Then, during the practice stage as choral reading we read the classroom rules first it all to check the answers, then for check spelling words and pronunciation. At this point of the school year, students are used to work with choral reading, so is easy for them to follow the activity. Finally, as production we played a game, that was the crossword (APPENDIX V). Firstly, I asked them about how to answer it, and I elicited for possible ideas. The answers were:

- “When we answer a crossword, they gave us word and clues!”
- “We need images to understand”
- “Also, we need the sentences to know the possible word.”

Secondly, after heard about how to complete a crossword I presented the rules with a cardboard and we read them. After the rules, then we followed the reading with the clues and finally I gave them about 5 to 10 minutes to finish it.

For most of the students was a task easy to complete it, but I noticed that some of the students completed the crossword first, instead the clues. That was because I did not empathize that they need to complete the clues first and then the crossword, so for the next classes I need to be careful when giving instructions and explain step by step, because even I thought that they understand the sequence of the activity, not all of them knew.

Class 3.6: Using reading as a model “Telephone”

The following class took place with 2^oC January 23th, 2019 from 11:10 to 12:00 pm. It focused on looking inside machines and the topic was telephone phrases according to the unit 3b from NEPBE SEP (2007). The objective of the class was that through a graphic organizer using telephone phrases student should be able to create a conversation. (APPENDIX W)

Firstly, we initiated with a review about the telephone vocabulary: line, phone, and dial, mobile, listen, speak, etc. The previous class we use those words to complete a task where they fill in the blanks, so it was necessary to recall that vocabulary in order to fulfill the objective of this class. (APPENDIX X)

Then, the next activity was a reading about the steps to do a phone call. The objective of this part was to order the next because it was unscrambled, so I asked them to read each step, indicate key word and main ideas in order to accomplish the sequence. For most of them, it was easy to get the steps because on previous classes we used sequence words so even they did not know the meaning of each step or word, they knew how to initiate, follow and end a sequence.

Subsequently, I introduced them the most common telephone phrases for asking for someone, leaving a message and ending a conversation so they wrote them in their notebooks, because I presented them with a PowerPoint Presentation. (APPENDIX Y) After that, on practice stage and with help of a graphic organizer, I

asked them to write a sentence in each category that I previous mention. I told them that imagine that they did a phone call so they need to ask for someone, leave a message and end the conversation. (APPENDIX Z)

Finally, as production, I asked them to create in pairs a conversation with help of their graphic organizer, so the final activity consisted on written and oral product. Because of time, it was not possible to most of the students to participate, I just had time to heard 3 pairs, and there were with the students with a higher English level.

When the class finished, I realized that I did not provide a model of a conversation, and I thought I could be prepared previously with and audio or my own script.

3.7.1 How did students respond to each reading strategy?

After having analyzed and reflected on my actions in my teaching practice, I can say that of the six proposed reading strategies, there were four in which there was a better and greater response among the students. Firstly, it was necessary to plan the task previously. As Scrivener (2005) mentions, it is important to select an appropriate reading task, according to the level, age, and interests. Choosing useful activities that reflect real-life uses.

A reading task that asks about the attitude of the author or the tone of the passage requires that readers think about the whole passage. In some passages the author may express how he or she feels about the topic, the ideas, or the issues that he or she has written about. In this reading task, students who have no technique to understand author's attitudes, tones, and purposes, of course will spend much time to do this task. Again, skimming is the key to make time not wasted. Readers must skim the passage looking for clues that the author is showing some emotion in order to define author's attitude and the passage tone. In terms of author's purpose, readers may draw a conclusion about the purpose by skimming the main idea in the topic sentence and the details used to support the main idea.

During skimming the students realized that they did not necessarily have to understand all the words of the reading or the text of a video, so I noticed a change of mentality when they noticed that when understanding certain words they could have a general idea of the text and of Somehow they decided that it was necessary to read. Then, on scanning they were able to read texts and find specific data and answer questions during the practice stage. Something that was important for them was the use of different colors or signs to identify the answer, and this was reflected in the second trimester exam, since it was not an introduction but most of the students used the previously mentioned techniques to answer the reading part and the majority obtained a good result.

Therefore, during the prediction, it caught their attention because when we worked with this strategy, I used to show videos of cartoons that I liked and I told them that it was to my liking, so they showed interest in predicting what is what could

happen, I also noticed how they imagined the scene and tried to make themselves understood, They showed interest during predicting by the way I presented the material.

Finally, the use of inferring as a reading strategy was also a successful strategy, because with help of skimming, they were able to get meaning from the context and completed the tasks correctly, so it was easy for them and they liked to infer and guess meaning. The inference is usually used to predict what the topic discussed precedes and follows the text which is being read. Information given in reading texts is both directly stated and indirectly stated. Inference can be made through concluding or paraphrasing information. In addition, inference may make predictions about another related situation, such as what probably came before or after the reading passage. To this type of inference, readers only skim the first sentence or the last sentence of the passage. By inferring, again, skimming must have been the solution employed by readers to make time effective.

The use of graphic organizers for them were attractive for them but I noticed that they only copied from internet, because most of the time they used as final product for the ending of the units, and the use of reading as a model was not very striking for them, because we used it just two classes, and I heard them that were very easy classes.

3.7.2 Which reading strategy resulted the most useful to reach the class goal?

As I mention previously, after the analysis of my teaching performance and the implementation of reading strategies, I concluded that the strategies that resulted most useful to reach the class goal were scanning and skimming, this as result of that they applied them during the exams and other activities that were not necessarily focused on reading comprehension, for example the read of instructions. By the other hand, inferring was also successful because with help of the previous strategies mentioned was meaningful to improve it because they were able to get the meaning from the context even was a new topic or vocabulary.

Strategies of skimming and scanning are well-known and help students to improve their speed as well. Many studies investigated those both reading strategies and they proved that skimming and scanning can improve students' achievement to their better comprehension and also better speed rates in reading. Rababa'h (1991), for instance, conducted a study to find the effect of using skimming and scanning in the first secondary science students. He conducted his study on male and female students. The results of the study showed that the experimental group has a high significant use of skimming and scanning strategies. This happened in my group of study and that is because we had classes to Tuesday to Thursday most of the time without suspensions and I probably put more effort and emphasis in working with the objective of these strategies in the group

An important factor that needs to be mentioned is that these two strategies were implemented and worked on in more than two classes, since at least once a week they worked on written texts, so they were the most successful since they were practiced by more time. In addition, the strategies were presented during the presentation and practice stage, so there was always time to work on them since the time for those two stages was perfectly covered. To conclude, skimming and scanning strategies are efficient to minimize time consuming in the tasks of reading. I consider these two strategies mainly as a success in their implementation, since in the long term they continued using them without needing to mention them.

The strategy of the use of graphic organizers was not satisfactory since it was focused on the stage of production, and questions of time and time could not be done in class, so as mentioned above, I noticed how they used translators or copied texts directly from the internet. This, because at the end of each unit most of the products were graphic organizers, were the students supposed to summarize information, but as I mention previously, all of them were copy from the internet even they were in group, pairs or individual. From the 10 units, 8 were graphic organizers as final product and I evaluate 6 of them.

3.7.2 How did the reading strategies function to improve language comprehension?

The way in which the strategies worked in order to improve the comprehension of the language was satisfactory in the majority of those that were implemented, since the students were able to obtain the information they were looking for, interpreting the texts that were presented and in some cases even to enjoy reading. For me, the fact that the students developed a more autonomous form of reading and that they realized the progress they made was satisfactory, something that was demonstrated in the application of the second quarter exam and the results, specifically in the part of reading.

Skimming and scanning seem to be two terms which are very simple in reading strategies. However, both are able to give an important progress for readers to comprehend the texts instead of improving their speed of reading. I hope that the knowledge they acquired in the subject of English in relation to reading comprehension can be used in other subjects, since the use of these strategies allows them to interpret and independently understand the written texts in any area of their life.

IV. CONCLUSION

IV. Conclusion

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” Dr. Seuss (1990).

The objective of this pedagogical essay was to improve the reading comprehension in order to increase the language comprehension in English subject. As I mention previously, reading comprehension was a necessity not only on 2nd grades, according to the “Consejo Técnico Escolar” (CTE) “The School Improvement Route is a dynamic approach that makes the management autonomy of schools, is the management system that allows to the establishment to order and systematize its improvement processes” and one of the main goals was the enhance of reading.

During the diagnostic exams stage in the middle school, I was able to see that not only in English subject the students showed the need to improve their reading comprehension, more over in Spanish and History subjects was a big area of improvement. In the observations, also I was able to notice a weak students’ performance and the difficulties regarding to the reading comprehension. Therefore, after the analysis of my teaching practice and the results of implementing reading strategies, the objective of this pedagogical essay was achieved in most of the strategies that we were working on. The majority of the students demonstrated an improvement from the start to the ending of the practice period as scanning, skimming, predicting, inferring and using reading as a model.

The way in which the implemented strategies improved the comprehension of the language, was through the application and results of the second and third quarter exam, where in the areas of reading comprehension and vocabulary use a higher average was reflected, compared to the diagnostic test In the next part, an analysis of the three moments and their respective comparative will be made.

	Diagnostic exam	Second trimester	Third Trimester
Percentage of failing students	66 %	45%	43%
Percentage of approved students	34%	55%	57%
Final average	5.6	6.08	6.10

Miller points out that “teaching students to use a repertoire of comprehension strategies and skills serve them securely on the path to becoming proactive readers”. Besides, I acknowledged the importance of providing students with activities that were useful to improve the reading comprehension and applying strategies that aid them in monitoring the process of reading.

Reading is placed in a preponderant place in the life of the school, relating intimately with the purposes of the programs of the different areas that make up the curriculum and, particularly, with the teaching of the language. Designing and implementing different strategies for a reading lesson and considering reading as a process is essential to enhancing comprehension on students. As McNamara and Kendeou (2011) states, “It is important to teach reading as a process and implement strategy instruction to impact students’ appreciation and understanding of a text”. (p.227.)

Once the study finished, I can reflect on the outcomes and evaluate them on the comprehension task, products, participation and students’ reaction to that reading strategies. Firstly, as a teacher throughout the application or reading strategies I can say that one of my strengths is to get students engaged through the contextualization of the activities and the texts used for the lessons. Something that I learned and practiced throughout this school year where, through observation, talk with students about their interests and likes.

Secondly, another strength of mine as teacher is to simplify activities for students and also challenge them with activities with higher level of difficulty. During my teaching practices since 2nd grade of the major I was able to do different activities for students with different English levels, nowadays I usually have an extra activity at the end of the lesson to reinforce the knowledge. Now, I learned it is important not to underestimate students.

With the aforementioned strategies, it was possible to observe a favorable change in the students. In the case of skimming, after its implementation the students showed more autonomy at the time of answering questions of that activity, since through observation and when reviewing the students decided if it was necessary to read the entire text. The use of scanning also was favorable for students since they were able to find specific information to answers questions during the activities and also in exams from each period.

I noticed this improvement because, after the application of the second exam, the students were able to success in the reading comprehension part, because it was no necessary to tell them what to do. They underlined and circled with different colors the questions and answers, even they marked them with different signs to identify them. They were able to noticed that can understand the contents of each passages exactly if was necessary, to figure out the main idea easily and save the time when the exam or read a long passage, and finally choose correct answer exactly. These previous reading strategies, were those that allowed the improvement of the followings as predicting, inferring and finally to use graphic organizers to summarize information of a reading.

At this moment, students know the importance of reading since in their results and grades are higher from the beginning of the school year with the implementation of reading strategies because at the present time they can improve the understanding of a text, they are trained to run their eye to get information quickly and directly and including me, we can stimulated to be active in both, asking and answering the question about specific information and clues related to the text, so I found that they were motivated to read.

According to the graduate profile of the English major, I am able to say that one of the aspects which I have successfully learned is the one expressed in the following paragraphs:

“Can design, organize and implement strategies and activities didactic, appropriate to the needs, interests and forms of development of adolescents, as well as the social and cultural characteristics of these and their family environment, in order that students reach the purposes of knowledge, skills development and training values established in the plan and programs of study of educational middle school”.

(SEP, 1999, p.7)

Furthermore, based on the graduating profile, I developed certain specific intellectual skills, such as doing research to improve my teaching practice as a result of my curiosity, improvement in my observation capacity and critical reflection.

Meanwhile, I also can say that one of my strengths during my whole major is my ability to organize and manage since I like order and I consider I am very methodological, that I know as a quality, since it helped me with my academic training and I proved to be a capable and responsible person. I conclude that my teacher role during the class is controller and manager as Scrivener (2005) describe as “someone who 'manages students and activities during class time'. In other words, this role involves the things that a teacher does in class to organize the learners and the work that they do. Managing is making the learning happen.

Also, I consider that my classes were teacher-centered because most of the time I was talking and explaining and students exclusively listen and most of the time they worked alone. This is due to my role during classes and my preference in keeping order, students quiet and retain the full control of the classroom and activities. Besides that, students learn on their own, they learn independence and make their own decisions.

I consider that with the use of graphic organizers was not a successful strategy, because as I mention previously, I focused firstly on presentation and practices stages, and for the use of graphic organizer were at the end of the units as a final product to summarize information, I noticed that most of the task that the handed in, were just a copy from internet. For this reason, I would like to improve my teaching performance during the production stage and create checklists or rubrics that would help me to evaluate the progress of the students.

Finally, I concluded that the previous strategies implemented and analyzed improve language comprehension in students because they could demonstrate their progress during the exam from the second trimester, applying skimming firstly to get a general overview or the reading and deciding if the needed to read, then scanning where they were able to find specific information through the paragraphs and answers questions.

In addition, analyzing my teaching practice, I also have weaknesses. One of them is as I mention before my role on the classroom as controller, this gave rise to focus my classes during presentation and practice stages, where I implemented almost all of the reading strategies used during this study so, I was not able to grade as I wanted it output as writing and speaking, then I was not able most of the time to focus on production stage.

To sum up, this work was useful for me and my teaching experience and made me aware of what a teacher involves, so it encouraged me to continue my learning process in order to enhance my teaching performance. Finally, after all the analysis made of this essay, I would like to incorporate more reading strategies in order to work during the production stage and integrate skills during the lessons. In other hand, I would like to use the student-centered approach in order to teach an integrate-skills lesson, because when a classroom operates with student-centered, students and instructors share the focus. Instead of listening to the teacher exclusively, students and teachers interact equally and the group work is encouraged, and students learn to collaborate and communicate with one another.

Last but not least, after the analysis of this study, they leave new questions for the purpose of improve the teaching performance, and those are:

- How can I incorporate skills in a lesson?
- How can the different skills be developed simultaneously?
- How important is the acquisition of vocabulary to improve reading comprehension?
- How to present vocabulary to facilitate the comprehension of a text?
- The importance of contextualization to find meaning in reading and improve comprehension

Hopefully, with my reflection and analysis during my teaching practice I follow improving my teaching performance exploiting areas where I can perform, using different strategies and mixing all the abilities during my classes and can leave my comfort zone.

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VI. APPENDIX

APPENDIX A

English 2
Diagnostic exam

Name _____ Date: _____

Grade: _____ Group: _____

1. Look and read. Put a tick (✓) or a cross (X) in the box.



This is a
helicopter



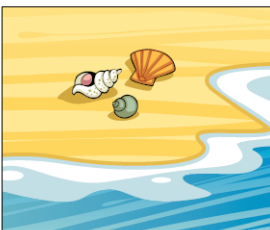
This is a sock



This is a
clock



These are
chairs



These are
shells

2. Look and read. Write yes or no.

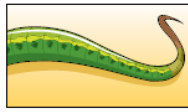


1. The man has got black hair and _____ glasses.
2. There is a lamp on the bookcase. _____
3. Some of the children are singing. _____
4. The woman is holding some drinks. _____
5. The cat is sleeping under an armchair. _____

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



animals



tail



balloon



trees



legs



spiders



teacher



sand

Lots of lizards are very small **animals** but some are really big. Many lizards are green, grey or yellow. Some like eating (1)..... and some like eating fruit. A lizard can run on its four (2)..... and it has a long (3)..... at the end of its body. Many lizards live in (4)..... but, at the beach, you can find some lizards on the (5)..... . Lizards love sleeping in the sun!

4. Listen and draw lines. There is one example.

Sue	Ann	Lucy	Nick
-----	-----	------	------

Pat	Jill	Dan	
-----	------	-----	--

APPENDIX B

UN CUESTIONARIO DE LAS NECESIDADES DEL ALUMNO
PARA APRENDER INGLÉS

'¿Qué ayuda necesitas con tu inglés?' Este cuestionario pregunta por sus respuestas a esta pregunta.

Nombre: _____ Nacionalidad: _____

Número de años de aprendizaje y usando el inglés (incluir la escuela y experiencia de la vida): _____

Instrucciones para llenarlo: Si necesitas ayuda, favor de pedirla a maestro(a) o miembro de la familia.

Donde una pregunta te pide lo que **necesitas** para aprender. Debes pensar **tus** razones para aprender inglés.

¿Te ha pedido tu escuela que **aprendas** el inglés para poder completar un grado u otro curso de estudio?

Cuando una pregunta te pregunte qué te **gustaría** aprender. Debes pensar en **tus** razones personales para el aprendizaje de inglés.

Quizás quieras aprender inglés para que puedas 'viajar por el mundo', comunicarte con otras personas que comparten tus intereses, actividades de recreo o deporte. Podría ser que deseas comprender mejor los libros, revistas y periódicos escritos en inglés, o tal vez películas de Hollywood y los programas de televisión.

Comenzar:

¿**Gramática?**: ¿Qué buena tiene que ser tu gramática? Necesito saber lo suficiente sobre gramática inglesa para poder... _____

¿**Escuchar?**: ¿Cuales de estas actividades necesitas ser capaz de entender en inglés? (Marque sólo **una** columna **para cada** actividad de que **necesite**):

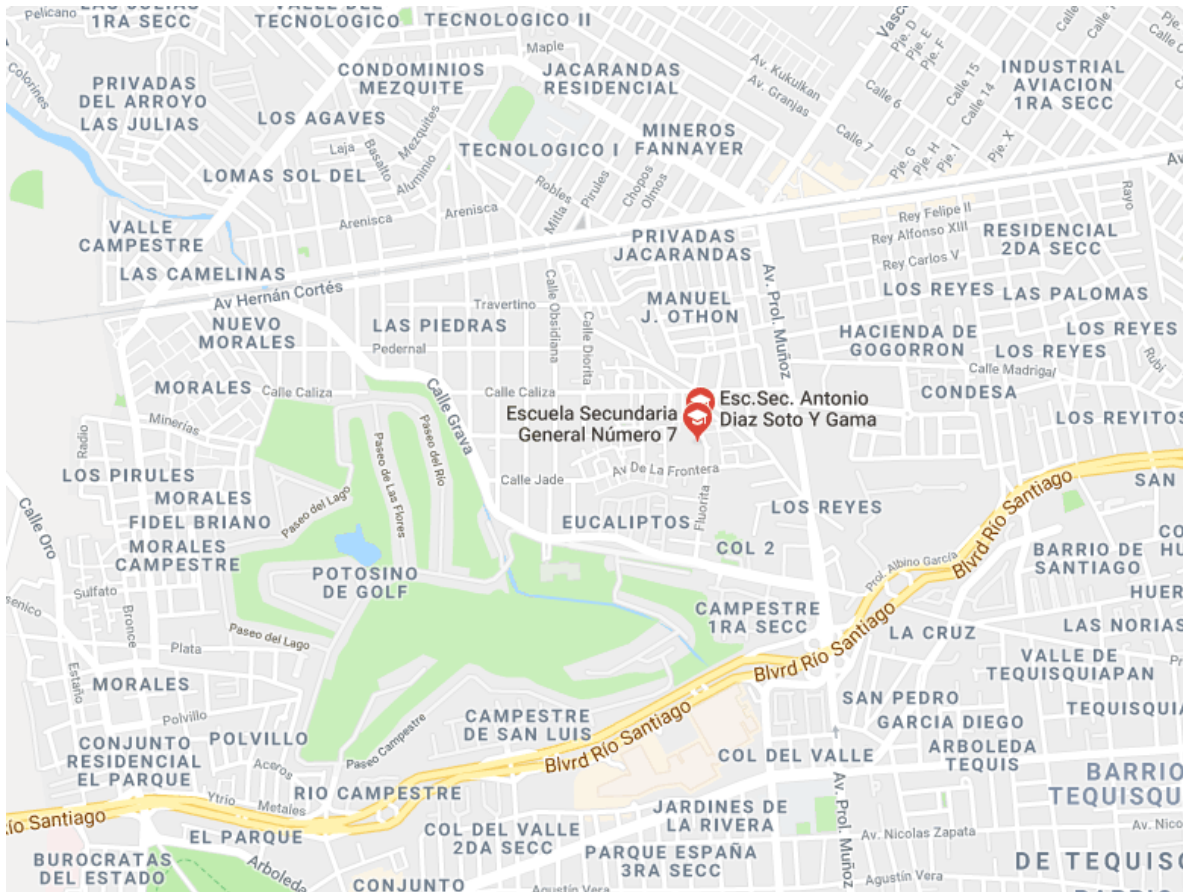
Actividad:	Cada palabra	La mayoría de las palabras pero no todas	La idea general
Programas de radio o TV en inglés			
Cursos de aprendizaje realizados en inglés			
Canciones de grupos populares			
Libros de habla inglés			

Otras actividades (describe a continuación) _____

Vocabulario: Completa la siguiente frase: Necesito aprender suficientes nuevas palabras para poder... _____

Pronunciación: ¿Qué bueno piensas que debería ser el acento de tu inglés?

APPENDIX C



Location of the Middle school:

<http://www.mejoratuescuola.org/escuelas/index/24DES0072T>

APPENDIX D

LESEI BECENE -7th &8th semester

TUTOR QUESTIONNAIR

NAME: Claudia del Rocío Loredo Castillo SCHOOL: Esc. sec. Antonio Díaz Soto y Gama

1. What is the main aim of the English program?
Improve the ability to communicate
2. What type of material do you use in your classes? Who selects them?
I usually use flashcards, audios, textbook, worksheets, magazines.
3. What other resources are available in your school?
HDT Room
4. Is there any particular approach or methodology that must be followed in your school?
No, there isn't
5. Are there any particular practices that you have to follow?
No
6. How is the English academy organized?
In this moment we are only two teachers and I am president of the academy
7. How is learning evaluated?
 Is evaluated with test, continue evaluation and projects.

YOUR LEARNERS

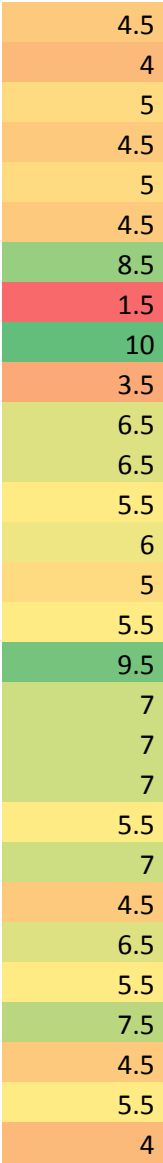
8. What grades
9. do you usually get?
Second and third grades
10. How big are your groups?
We have about 40 students
11. What are their interests?
They want to play, use the cellphone and don't have homework.
12. What are their learning strengths and weaknesses?
Constant contact with the language, creativity, leadership, enthusiasm, humor and teamwork. W= shy, easily bored, passive.
13. What are they like as students? Are they cooperative/quiet/load/disciplined?
There are students of all kinds
14. What type of exposure to English do they have?
 Videogames, music, social media.

ASSESSOR: DIANA KARINA HERNÁNDEZ CANTÚ ADAPTED FROM: ICELT

Tutor questionnaire provided by the assessor Diana Karina Hernández Cantú, adapted from: ICELT

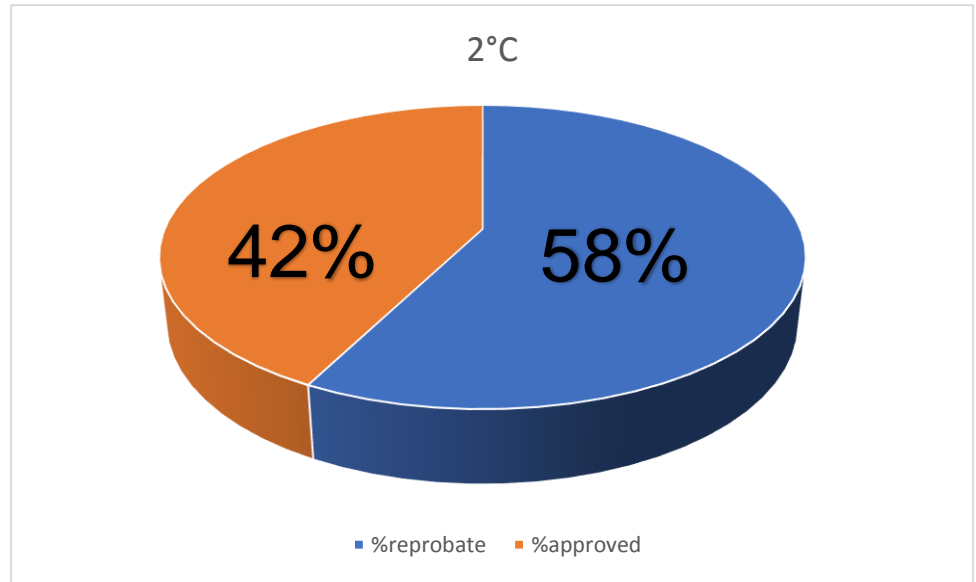
APPENDIX E

GRADES



AVERAGE

5.78787879



APPENDIX F



SEV
SECRETARÍA DE EDUCACIÓN
DEL ESTADO DE VERACRUZ

TEST ESTILO DE APRENDIZAJE
(MODELO PNL)

INSTRUCCIONES: Elige una opción con la que más te identifies de cada una de las preguntas y márcala con una X

1. ¿Cuál de las siguientes actividades disfrutas más?
 - a) Escuchar música
 - b) Ver películas
 - c) Bailar con buena música
2. ¿Qué programa de televisión prefieres?
 - a) Reportajes de descubrimientos y lugares
 - b) Cómic y de entretenimiento
 - c) Noticias del mundo
3. Cuando conversas con otra persona, tú:
 - a) La escuchas atentamente
 - b) La observas
 - c) Tienes a tocarla
4. Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?
 - a) Un jacuzzi
 - b) Un estéreo
 - c) Un televisor
5. ¿Qué prefieres hacer un sábado por la tarde?
 - a) Quedarte en casa
 - b) Ir a un concierto
 - c) Ir al cine
6. ¿Qué tipo de exámenes se te facilitan más?
 - a) Examen oral
 - b) Examen escrito
 - c) Examen de opción múltiple
7. ¿Cómo te orientas más fácilmente?
 - a) Mediante el uso de un mapa
 - b) Pidiendo indicaciones
 - c) A través de la intuición
8. ¿En qué prefieres ocupar tu tiempo en un lugar de descanso?
 - a) Pensar
 - b) Caminar por los alrededores
 - c) Descansar
9. ¿Qué te halaga más?
 - a) Que te digan que tienes buen aspecto
 - b) Que te digan que tienes un trato muy agradable
 - c) Que te digan que tienes una conversación interesante
10. ¿Cuál de estos ambientes te atrae más?
 - a) Uno en el que se sienta un clima agradable
 - b) Uno en el que se escuchan las olas del mar
 - c) Uno con una hermosa vista al océano
11. ¿De qué manera se te facilita aprender algo?
 - a) Repitiendo en voz alta
 - b) Escribiéndolo varias veces
 - c) Relacionándolo con algo divertido
12. ¿A qué evento preferirías asistir?
 - a) A una reunión social
 - b) A una exposición de arte
 - c) A una conferencia
13. ¿De qué manera te formas una opinión de otras personas?
 - a) Por la sinceridad en su voz
 - b) Por la forma de estrecharte la mano
 - c) Por su aspecto
14. ¿Cómo te consideras?
 - a) Atlético
 - b) Intelectual
 - c) Sociable
15. ¿Qué tipo de películas te gustan más?
 - a) Clásicas
 - b) De acción
 - c) De amor
16. ¿Cómo prefieres mantenerte en contacto con otra persona?
 - a) por correo electrónico
 - b) Tomando un café juntos
 - c) Por teléfono
17. ¿Cuál de las siguientes frases se identifican más contigo?
 - a) Me gusta que mi coche se sienta bien al conducirlo
 - b) Percibo hasta el mas ligero ruido que hace mi coche
 - c) Es importante que mi coche esté limpio por fuera y por dentro
18. ¿Cómo prefieres pasar el tiempo con tu novia o novio?
 - a) Conversando
 - b) Acariciándose
 - c) Mirando algo juntos
19. Si no encuentras las llaves en una bolsa
 - a) La buscas mirando
 - b) Sacudes la bolsa para oír el ruido
 - c) Buscas al tacto
20. Cuando tratas de recordar algo, ¿cómo lo haces?
 - a) A través de imágenes
 - b) A través de emociones
 - c) A través de sonidos



SEV

SECRETARÍA DE EDUCACIÓN PÚBLICA
DIRECCIÓN GENERAL DE APRENDIZAJES

TEST ESTILO DE APRENDIZAJE (MODELO PNL)

21. Si tuvieras dinero, ¿qué harías?
- Comprar una casa
 - Viajar y conocer el mundo
 - Adquirir un estudio de grabación
22. ¿Con qué frase te identificas más?
- Reconozco a las personas por su voz
 - No recuerdo el aspecto de la gente
 - Recuerdo el aspecto de alguien, pero no su nombre
23. Si tuvieras que quedarte en una isla desierta, ¿qué preferirías llevar contigo?
- Algunos buenos libros
 - Un radio portátil de alta frecuencia
 - Golosinas y comida enlatada
24. ¿Cuál de los siguientes entretenimientos prefieres?
- Tocar un instrumento musical
 - Sacar fotografías
 - Actividades manuales
25. ¿Cómo es tu forma de vestir?
- Impecable
 - Informal
 - Muy informal
26. ¿Qué es lo que más te gusta de una fogata nocturna?
- El calor del fuego y los bombones asados
 - El sonido del fuego quemando la leña
 - Mirar el fuego y las estrellas
27. ¿Cómo se te facilita entender algo?
- Cuando te lo explican verbalmente
 - Cuando utilizan medios visuales
 - Cuando se realiza a través de alguna actividad
28. ¿Por qué te distingues?
- Por tener una gran intuición
 - Por ser un buen conversador
 - Por ser un buen observador
29. ¿Qué es lo que más disfrutas de un amanecer?
- La emoción de vivir un nuevo día
 - Las tonalidades del cielo
 - El canto de las aves
30. Si pudieras elegir ¿qué preferirías ser?
- Un gran médico
 - Un gran músico
 - Un gran pintor
31. Cuando eliges tu ropa, ¿qué es lo más importante para ti?
- Que sea adecuada
 - Que luzca bien
 - Que sea cómoda
32. ¿Qué es lo que más disfrutas de una habitación?
- Que sea silenciosa
 - Que sea confortable
 - Que esté limpia y ordenada
33. ¿Qué es más sexy para ti?
- Una iluminación tenue
 - El perfume
 - Cierto tipo de música
34. ¿A qué tipo de espectáculo preferirías asistir?
- A un concierto de música
 - A un espectáculo de magia
 - A una muestra gastronómica
35. ¿Qué te atrae más de una persona?
- Su trato y forma de ser
 - Su aspecto físico
 - Su conversación
36. Cuando vas de compras, ¿en dónde pasas mucho tiempo?
- En una librería
 - En una perfumería
 - En una tienda de discos
37. ¿Cuáles tu idea de una noche romántica?
- A la luz de las velas
 - Con música romántica
 - Bailando tranquilamente
38. ¿Qué es lo que más disfrutas de viajar?
- Conocer personas y hacer nuevos amigos
 - Conocer lugares nuevos
 - Aprender sobre otras costumbres
39. Cuando estás en la ciudad, ¿qué es lo que más hechas de menos del campo?
- El aire limpio y refrescante
 - Los paisajes
 - La tranquilidad
40. Si te ofrecieran uno de los siguientes empleos, ¿cuál elegirías?
- Director de una estación de radio
 - Director de un club deportivo
 - Director de una revista
- Referencia: De la Parra Paz, Eric, Herencia de vida para tus hijos. Crecimiento integral con técnicas PNL, Ed. Grijalbo, México, 2004, págs. 88-95 1 00 DGB/DCA/12-2004

APPENDIX G

1. ¿Es importante para Ud. el inglés?
 SI _____ NO _____
 Por qué? _____

2. Aprender el idioma inglés le parece
 Aburrido _____ Dificil _____
 Fácil _____ Interesante _____

3. Considera que para aprender inglés es Ud.
 Muy bueno _____ Bueno _____
 Regular _____ Me cuesta trabajo _____

4. En su opinión, ¿Qué es más importante aprender en la clase de inglés?
 Enumérelas de 1 a 6 siendo 1 la más importante y 6 la menos importante.
 Hablar _____
 Leer _____
 Escribir _____
 Escuchar _____
 Gramática _____
 Vocabulario _____

5. ¿Qué habilidad o componente considera que ha desarrollado más a lo largo de su aprendizaje del inglés?
 Escuchar _____ Hablar _____ Leer _____
 Escribir _____ Gramática _____ Vocabulario _____

6. En su opinión, ¿En qué habilidad lingüística o componente encuentra Ud. mayor dificultad? Enumérelas de 1 a 6 siendo 1 la más difícil y 6 la menos difícil.
 Hablar _____
 Leer _____
 Escribir _____
 Escuchar _____
 Gramática _____
 Vocabulario _____

7. ¿Qué tipo de materiales espera Ud. sean utilizados para el desarrollo de las clases de inglés?
 Texto guía _____
 Videos _____
 Ayudas tecnológicas _____
 Historias _____
 Artículos _____
 Otros (Cuales) _____

8. Marque su grado de preferencia de las siguientes actividades que se pueden desarrollar con los recursos del colegio en la clase de inglés.

	Mucho	Poco	Nada
Ejercicios de gramática			
Ejercicios de escucha			
Ejercicios con videos			
Ejercicios apoyados en el computador			
Ejercicios de escritura			
Ejercicios de lectura			
Conversac./Diálogos			
Ejercicios de vocabulario			
Exposiciones			
Juegos			
Ejercicios de traducción			
Otras (Cuales???)			

9. ¿Qué características le gustaría encontrar en su profesor practicante de clase de inglés?

10. De qué manera le gustaría trabajar durante las clases de inglés:

Actividades individuales _____
 Actividades para realizar en parejas _____
 Actividades para trabajo en grupo _____
 Actividades para realizar dentro del salón de clase _____
 Actividades para realizar en casa (tareas) _____

11. Me gustaría ser evaluado mediante:

Exámenes _____
 Quizzes _____
 Actividades orales (Exposiciones) _____
 Actividades extra clase _____
 Otras (Cuales) _____

12. ¿De qué manera le gustaría que se desarrollaran las clases de inglés?

Questionnaire provided by the head Teacher Claudia del Rocio Loredo Castillo, given by the school

APPENDIX H

MIS DATOS PERSONALES

ME LLAMO: _____

NOMBRE (S)	APELLIDO PATERNO	APELLIDO MATERNO
------------	------------------	------------------

MI PAPÁ SE LLAMA: _____ TEL: _____

MI MAMÁ SE LLAMA: _____ TEL: _____

NACÍ EL _____

DÍA	MES	AÑO
-----	-----	-----

TENGO: _____ AÑOS _____ MESES

MIS HERMANOS SON: _____

LA OCUPACIÓN DE MI PAPÁ ES: _____

LA OCUPACIÓN DE MI MAMÁ ES: _____

MI DIRECCIÓN ES: _____

MI TELEFONO ES: _____

VIVO CON: _____

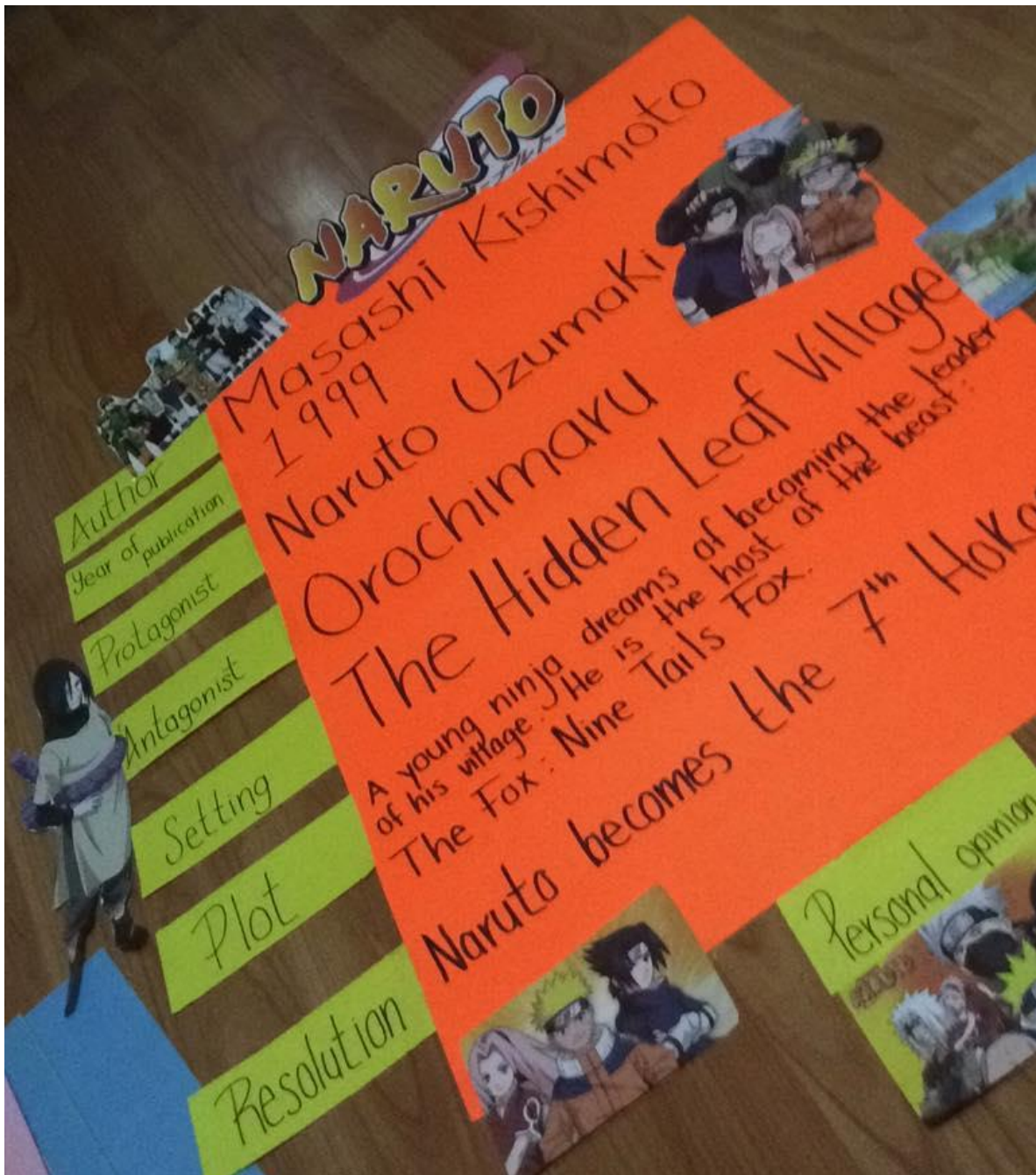
EN MIS RATOS LIBRES ME DEDICO A: _____

LA COLONIA DONDE VIVO ES: _____

MI SITUACIÓN PERSONAL ES: _____

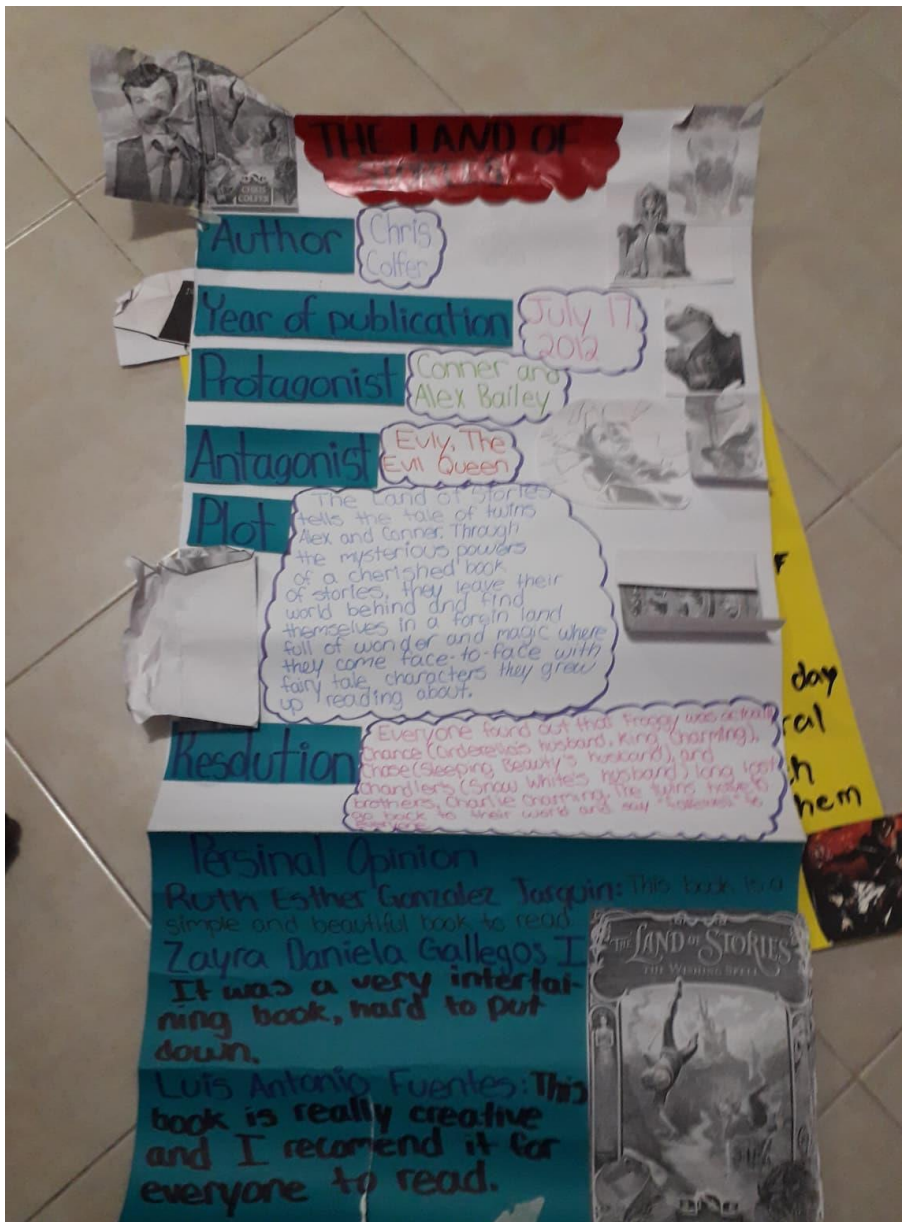
Socioeconomic study provided by the school applied during the first observation

APPENDIX I

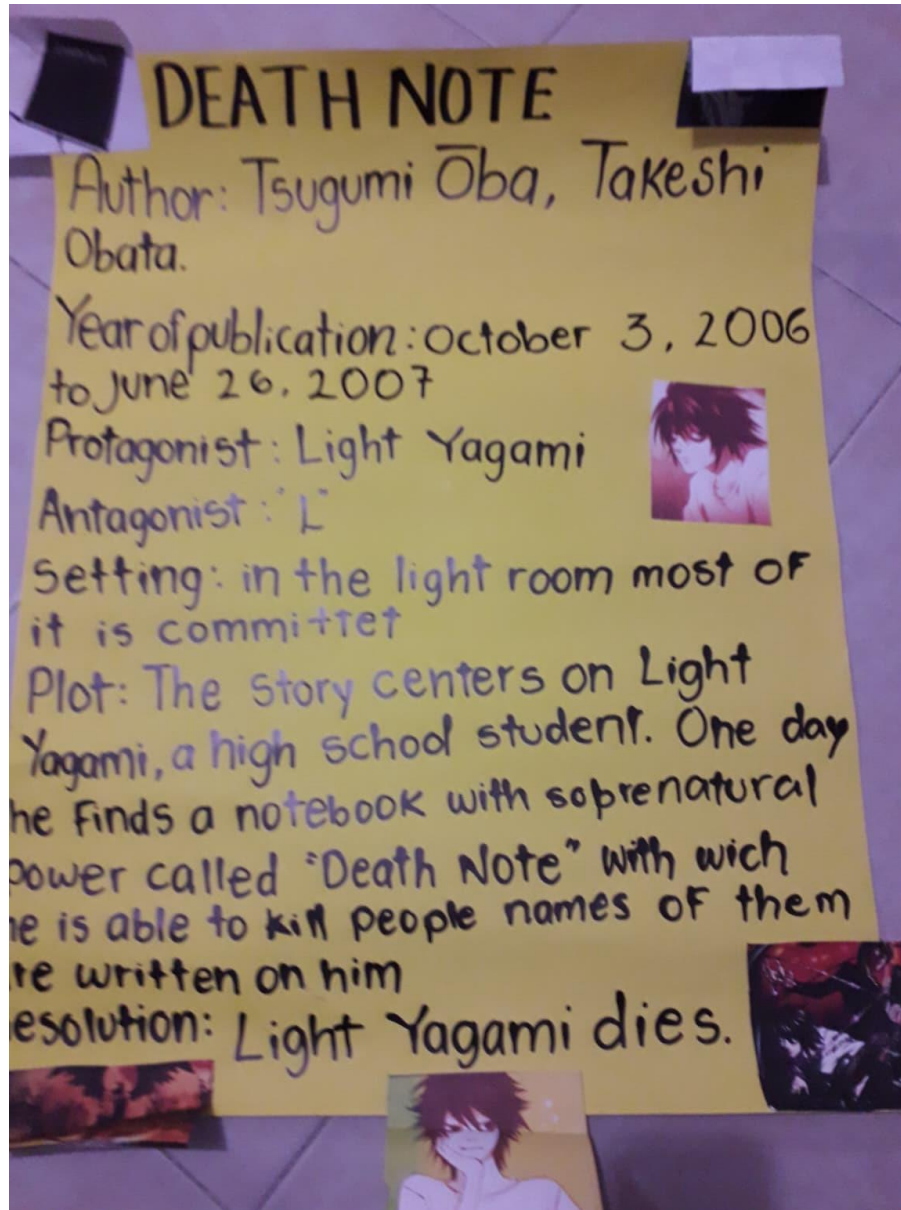


Example provided as model for their products created by me.

Appedix J



Final product from students



Product created by the students with manga's information

APPENDIX K

Harry Potter and The Sorcerer's Stone
Chapter Two
The Vanishing Glass

Harry was frying eggs by the time Dudley arrived in the kitchen with his mother.

Harry put the plates of egg and bacon on the table, which was difficult as there wasn't much room. Dudley, meanwhile, was counting his presents. His face fell.

"Thirty-six," he said, looking up at his mother and father. "That's two less than last year."

"Darling, you haven't counted Auntie Marge's present, see, it's here under this big one from Mommy and Daddy."

"All right, thirty-seven then," said Dudley, going red in the face. Harry, who could see a huge Dudley tantrum coming on, began wolfing down his bacon as fast as possible in case Dudley turned the table over.

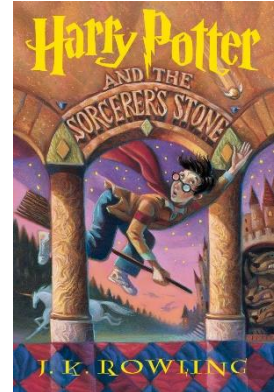
Aunt Petunia obviously scented danger, too, because she said quickly, "And we'll buy you another two presents while we're out today. How's that, popkin? Two more presents. Is that all right?"

Dudley thought for a moment. It looked like hard work. Finally he said slowly, "So I'll have thirty. . . thirty. . ."

"Thirty-nine, sweetums," said Aunt Petunia.

"Oh." Dudley sat down heavily and grabbed the nearest parcel. "All right then."

Harry Potter and the Sorcerer's Stone: Copyright (c) 1997 by J.K. Rowling. Published with the permission of Scholastic Inc.



1. *Who is the author?*
2. *Who's the publisher of the original edition?*
3. *What does 1997 refer to?*
4. *What kind of text is the extract? How do you know?*
5. *Where does the story take place?*
6. *How old do you think the children are?*
7. *Underline and write an example of a line spoken by a narrator.*
8. *Underline and write an example of a line spoken by a character*

APPENDIX L

Find someone who
Do you like...?

Thursday October 4th 2018

GENRE	NAME	FAVORITE FILM/BOOK/ANIME
NOVEL	Wendy	Harry Potter
HISTORY	Zahira	NOVA
FAIRY TAIL	Jonathan	Hansel and Gretel
POETRY	Judith	Romeo y Julieta
HORROR	Saul	La Maldita
ROMANCE	Axel	Crepusculo
MISTERY	Victor	La casa del terror
MANGA	Dora Seli	Mirai Nikki

Wendy likes horror books
Her favorite book is La Calle Maldita

Judith likes novel books
Her favorite book is Romeo y Julieta

Find someone who and examples created by a student

APPENDIX M

Harry Potter and The Sorcerer's Stone
Chapter Two
The Vanishing Glass

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"Thirty-nine, sweetums," said Aunt Petunia.

"Oh." Dudley sat down heavily and grabbed the nearest parcel. "All right then."

Harry Potter and the Sorcerer's Stone: Copyright (c) 1997 by J.K. Rowling. Published with the permission of Scholastic Inc.



1. Who is the author? J.K. Rowling
2. Who's the publisher of the original edition? Scholastic Inc.
3. What does 1997 refer to? Publication year of
4. What kind of text is the extract? How do you know? Novel goes by chapter
5. Where does the story take place? house
6. How old do you think the children are? ten years old
7. Underline and write an example of a line spoken by a narrator. character
8. Underline and write an example of a line spoken by a character aunt petunia obviously scented danger

thirty-nine, sweetums

Task finished for a student

"THE USE OF READING STRATEGIES TO IMPROVE LANGUAGE COMPREHENSION"

APPENDIX N

ESL/EFL LESSON PLAN

Group:	2 nd "A"	2 nd "B"	2 nd "C"	2 nd "E"
Day:	November 23 th , 2018	November 21 th , 2018	November 21 th , 2018	November 23 th , 2018
Time:	11:10-12:00	9:10-10:00	11:10-12:00	10:00-10:50
Lesson number:	5	Topic:	Analyzing Silent Movies	
Objective/aim:	At the end of the class students should be able through a video to recognize subject matter, purpose and intended audience from a silent film			
Personal aim:	Limit the use of L1 to give instructions			
Stage, stage aim and timing	Activity procedure	Material, equipment or aids	Interaction patterns	
Lead-in Before the Book Charades 5 minutes	Divide the class into two or three groups and invite them to play Charades with titles of movies: Lord of the Rings, Harry Potter, Justice League, and Halloween. Example: Coco Remind students of some of the common mimes used during the game: putting one or two fingers behind to indicate "sounds like", holding up the right number of fingers in the air to show how many words a title contains	Pieces of paper with titles of movie, appendix 5.1	Individual	
Presentation 10 minutes Silent film video	Present a short video of the film "Silent Voice" Direct students' attention to the scenes and have them discuss.	Projector Video: https://www.youtube.com/watch?v=nfK6UgLa7g	TTT Individual	
Practice 15 minutes Answer the questions.	Answer the next questions Identify the topic What is the title of the movie? What is the topic of the movie? What type of movie is it? Do you like silent films? / Did you like it?	PPP Notebook	Individual	
Production Describe what is happening in each scene 10 minutes	In pairs, match the image with the dialogues, then describe what is happening to their classmate Optional activity: change the ending of the story https://www.youtube.com/watch?v=sLPJ9FVOgGk Minute. 2:56-3:53	Video https://www.youtube.com/watch?v=sLPJ9FVOgGk Worksheet appendix 5.2	Pairs	

APPENDIX O



“What are you doing? Let me go! You’re creeping me out!”



“Now, what? Move out of the way!”



"Liar! If you have a problem with this, say something!”



Is she trying to say something?




“Are you serious? Dude, that’s crazy I don’t know what is her problem...”

APPENDIX P


28/11/18

Analyzing silent movies

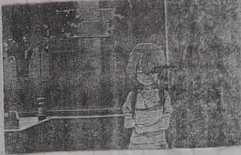
- 1 What is the title of the movie?
silence boys
- 2 What is the topic of the movie?
Love bullying
- 3 What type of movie is it?
silence movie anime
- 4 Do you like silent films?
No and like
- 5 Did you like it?
yes




"What are you doing? Let me go! You're creeping me out!"



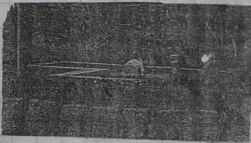
"Now, what? Move out of the way!"



Is she trying to say something?



"Liar! If you have a problem with this, say something!"



"Are you serious? Dude, that's crazy I don't know what is her problem..."

Final task from predicting

APPENDIX Q

Hansel and Gretel

Brothers Grimm

A poor woodcutter and his wife had two children named Hansel and Gretel. Their mother died when they were young. Hansel and Gretel were very sad. Soon their father remarried but their stepmother was very cruel. One day, she took the children deep into the forest and left them there. Clever Hansel had some breadcrumbs in his pocket and had dropped them on the way so that they could find their way back home. Alas! The birds ate all the crumbs and they couldn't find the path that led back home.

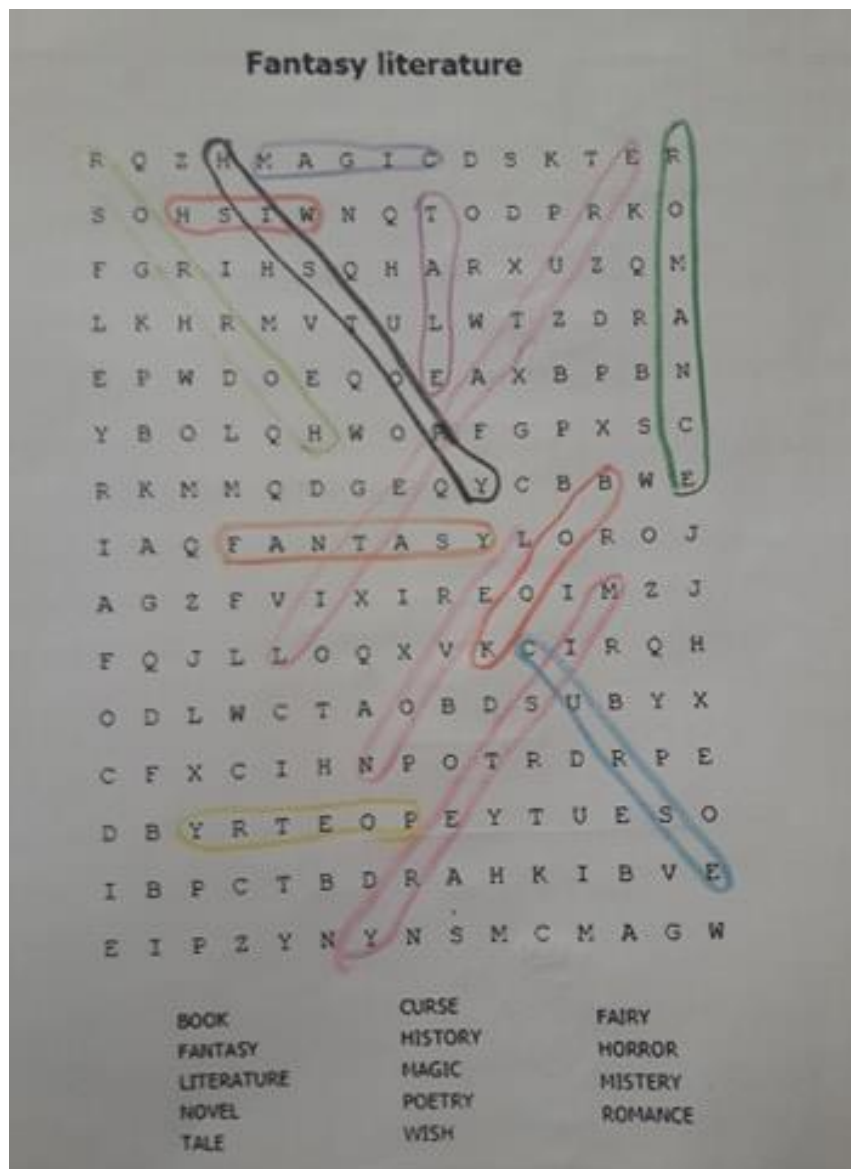
Hansel and Gretel went deeper and deeper into the forest. They were hungry and tired. Finally, after walking for a long time, they saw a cottage made of chocolate, candies, and cake. "Look, Hansel! A chocolate brick!" "A gingerbread house" shouted

Gretel in delight and both ate it hungrily.

Now, a wicked witch lived there. When she saw Hansel and Gretel, she wanted to eat them. She grabbed the children and locked them in a cage. The witch decided to make a soup out of Hansel and eat him first. She began boiling a huge pot of water for the soup. Just then, Gretel crept out of her cage. She gave the wicked witch a mighty push from behind and the witch fell into the boiling water. She howled in pain and died instantly. Hansel and Gretel found treasure lying around the cottage. They carried it home with them. Their stepmother had died and their father welcomed them back with tears of joy. They never went hungry again!

Fairy Tale: Hansel and Gretel by Brothers Grimm, adapted by myself

APPENDIX R



Crossword related to fantasy literature, activity proposed by the head teacher.

APPENDIX S

donde

1 Where did Hansel and Gretel go?
They went into the forest

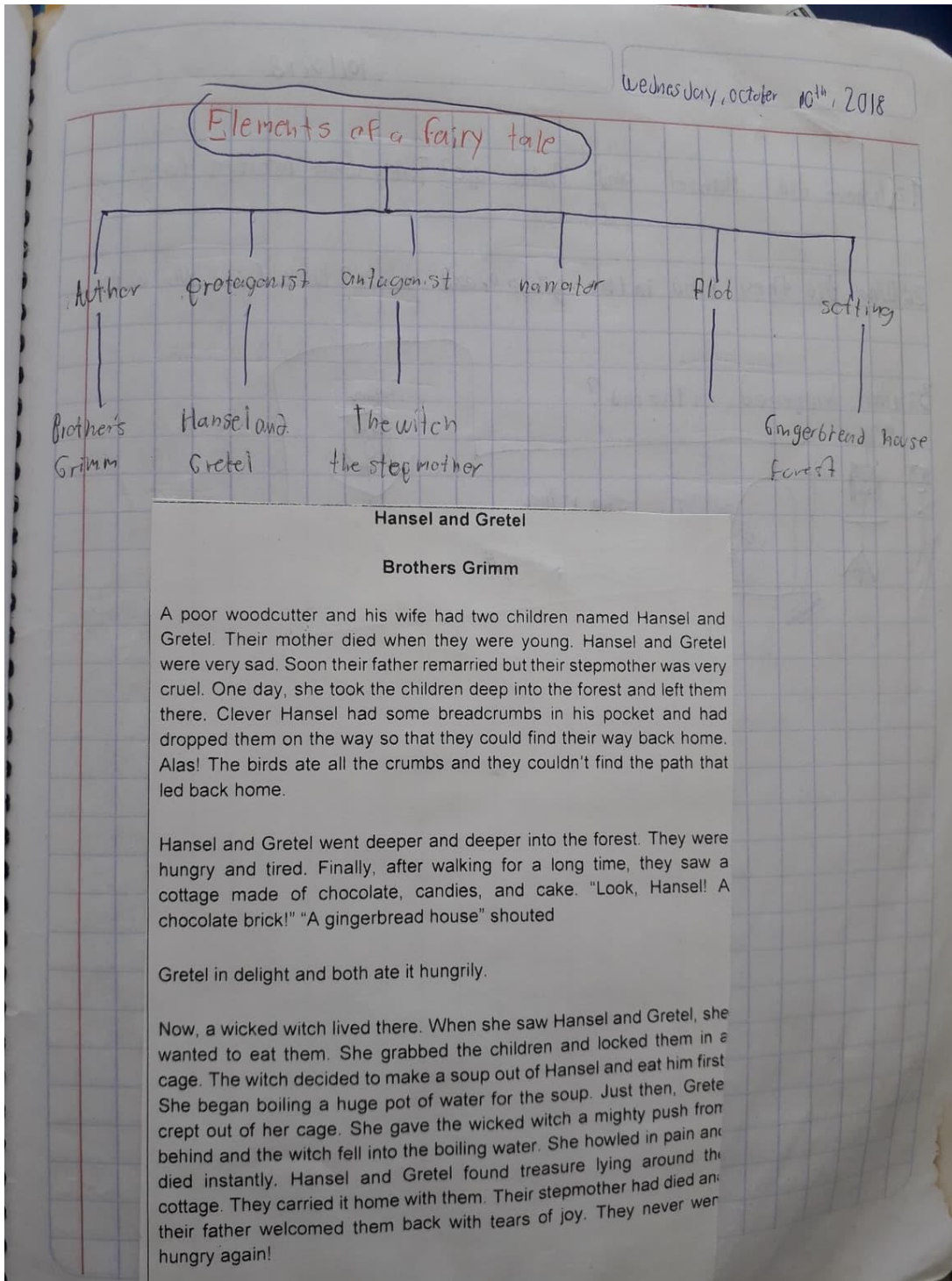
donde

2 Who did they find in the gingerbread house?
They found the witch

3 What happened in the end?

The page features several hand-drawn illustrations. On the left, a witch's head is drawn with a red pointed hat and a green face. In the center, two stick figures representing Hansel and Gretel are drawn. To their right is a gingerbread house with a blue base and a red roof, topped with yellow and green decorations. Further right are two lollipops, one green and one blue. A blue circular stamp with the text 'EXCELLENCE' and 'WORLD' is also visible.

APPENDIX T



Conceptual map created by a student to summarize the elements of a fairy tale

APPENDIX U

ESL/EFL LESSON PLAN				
Group:	2 nd “A”	2 nd “B”	2 nd “C”	2 nd “E”
Day:	January 14 th , 2018	January 15 th , 2018	January 15 th , 2018	January 14 th , 2018
Time:	11:10-12:00	9:10-10:00	11:10-12:00	10:00-10:50
Lesson number:	1	Topic:	crossword puzzle	
Objective/aim:	By the end of the class, students should be able to guess, infer and discover sentences to practice rhythm, stress and intonation through a game			
Personal aim:	Limit the use of L1 to give instructions			
Stage, stage aim and timing	Activity procedure	Material, equipment or aids	Interaction patterns	
Lead-in Before the Book Memory Game 5 minutes	<p>Divide the class into teams of four students. Tell the teams to write the names/ words about thing that you could find in a school as quickly as they can.</p> <p>The team with most words written on a paper sheet will be the winner</p>	<ul style="list-style-type: none"> Paper sheet 	Teams	
Presentation Classroom rules 10 minutes	<p>Present the vocabulary used in the game through a reading. They are going to fill in the blanks with the vocabulary.</p> <p>write clever behind classroom heavy Listen teacher shoe</p>	<ul style="list-style-type: none"> Reading appendix 1.1 Vocabulary appendix 1.2 	Individual	
Practice 10 minutes	<p>Listen and check your answers. 23 Play Track 23 and have students listen and check their answers. Make sure they have written the words correctly by asking students to spell the words.</p>	<ul style="list-style-type: none"> Reading appendix 1.1 		
Production Play a game! 15 minutes	<p>Divide the class into pairs and direct students’ attention to the crossword puzzle. Ask a volunteer to read the instructions. Check that everybody understands the meaning of clues, across (horizontal) and down (vertical). Then read the clue 2 Across aloud and elicit the answer: write. Ask students to write it in the spaces. Next, have pairs complete the crossword.</p>	<ul style="list-style-type: none"> Crossword puzzle appendix 1.2 		

APPENDIX V

M BECENE Logos

1. Read and complete the Classroom Rules

In our class we listen to our teacher carefully, we write on our notebooks the homework. We keep our classroom clean. We always wear our uniform and black shoes. We help to our classmates if their schoolbag is heavy and we keep them behind to our desks. We are capable and clever !

2. Read and fill in the blanks using the words in the box. Then, complete the crossword puzzle

Maestro reads Sabn Uisb Zapatos Alros maestro escribir

Teacher	Heavy	Classroom	Clever	Shoes	Behind	Listen	Write
---------	-------	-----------	--------	-------	--------	--------	-------

DOWN

1. Listen carefully when your teacher's talking!

3. Our teacher always helps with our homework.

7. I usually wear black shoes to school.

ACROSS = lateral

2. You write with a pen and paper. *paper*

4. I feel clever when I get something right.

5. My dog often sleeps behind the sofa.

6. We study in the classroom with our teacher.

8. My schoolbag's heavy when it's full of books

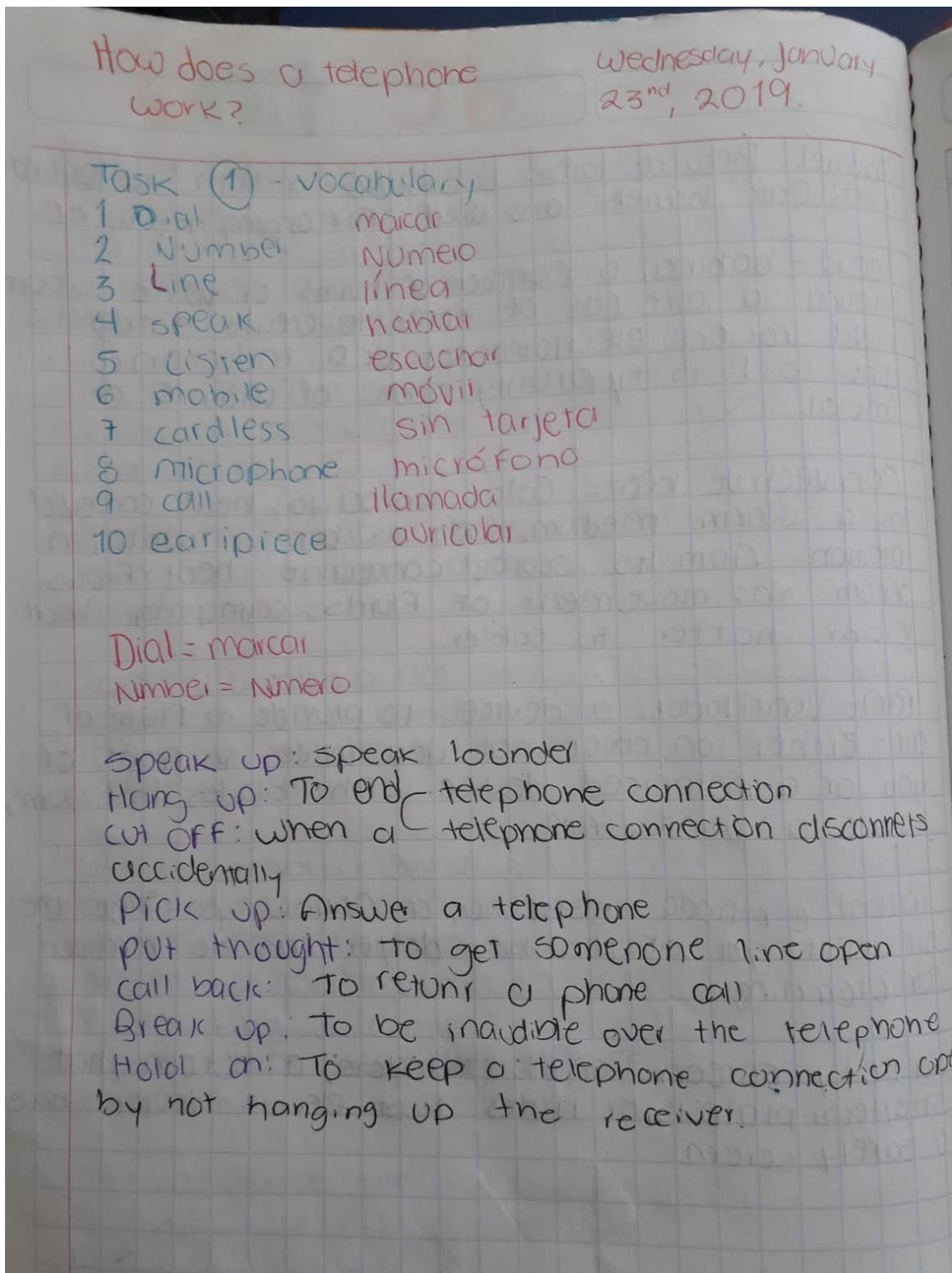
Worksheet completed by a student

"THE USE OF READING STRATEGIES TO IMPROVE LANGUAGE COMPREHENSION"

APPENDIX W

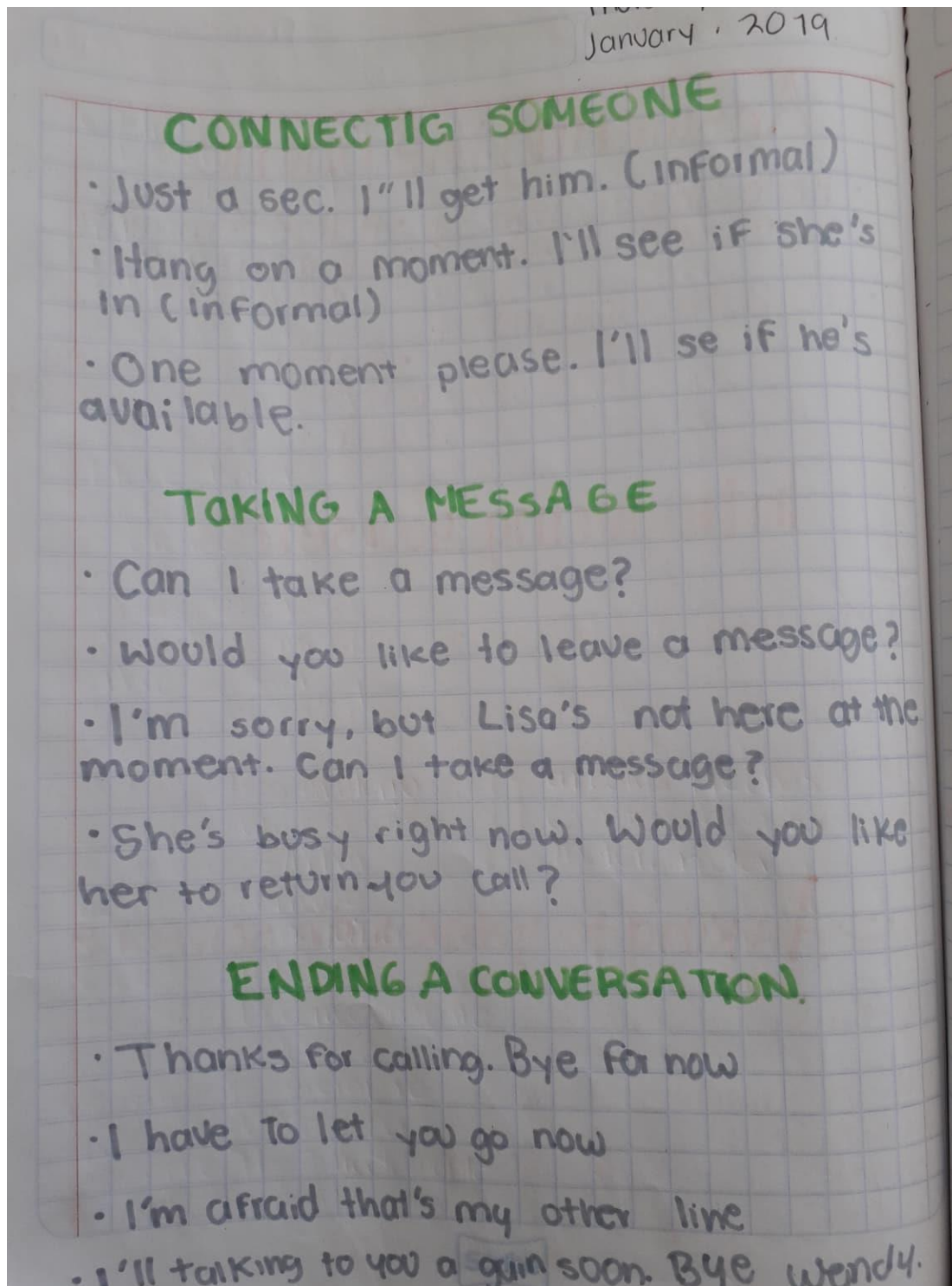
ESL/EFL LESSON PLAN				
Group:	2 nd "A"	2 nd "B"	2 nd "C"	2 nd "E"
Day:	January 23 th , 2018	January 23 th , 2018	January 24 th , 2018	January 22 th , 2018
Time:	11:10-12:00	9:10-10:00	11:10-12:00	10:00-10:50
Lesson number:	5	Topic:	Looking Inside Machines	
Objective/aim:	At the end of the class students should be able to review illustrated processes about the operation of machines or devices and choose illustrated processes to recognize text organization. And reflect on the use of images and/or illustrations.			
Personal aim:	Limit the use of L1 to give instructions			
Stage, stage aim and timing	Activity procedure	Material, equipment or aids	Interaction patterns	
Lead-in What Is It? 5 minutes	Write on the board: dial, numbers, line, speak, listen, mobile, cordless, microphone, call, earpiece. Then divide the class into pairs and ask students to think of one word that connects all these words.	Picture of a telephone Appendix 5.1	Pairs	
Presentation Look and predict what the problem might be. 10 minutes	Direct students' attention to the picture. Divide the class into pairs and ask them to look carefully at the picture and decide what is wrong. Allow a minute or so for pairs to discuss and then elicit the answer. What is his name? What are they talking about? Something is broken What is this? Do you have a telephone in your house?	Picture appendix 5.2	Individual	
Practice 15 minutes	With help of a graphic organizer, use one sentence to introduce, connect, ask, talk and end a conversation	Questions appendix 5.3		
Production 10 minutes	Conversation using the graphic organizer	Pictures appendix 5.4		

APPENDIX X



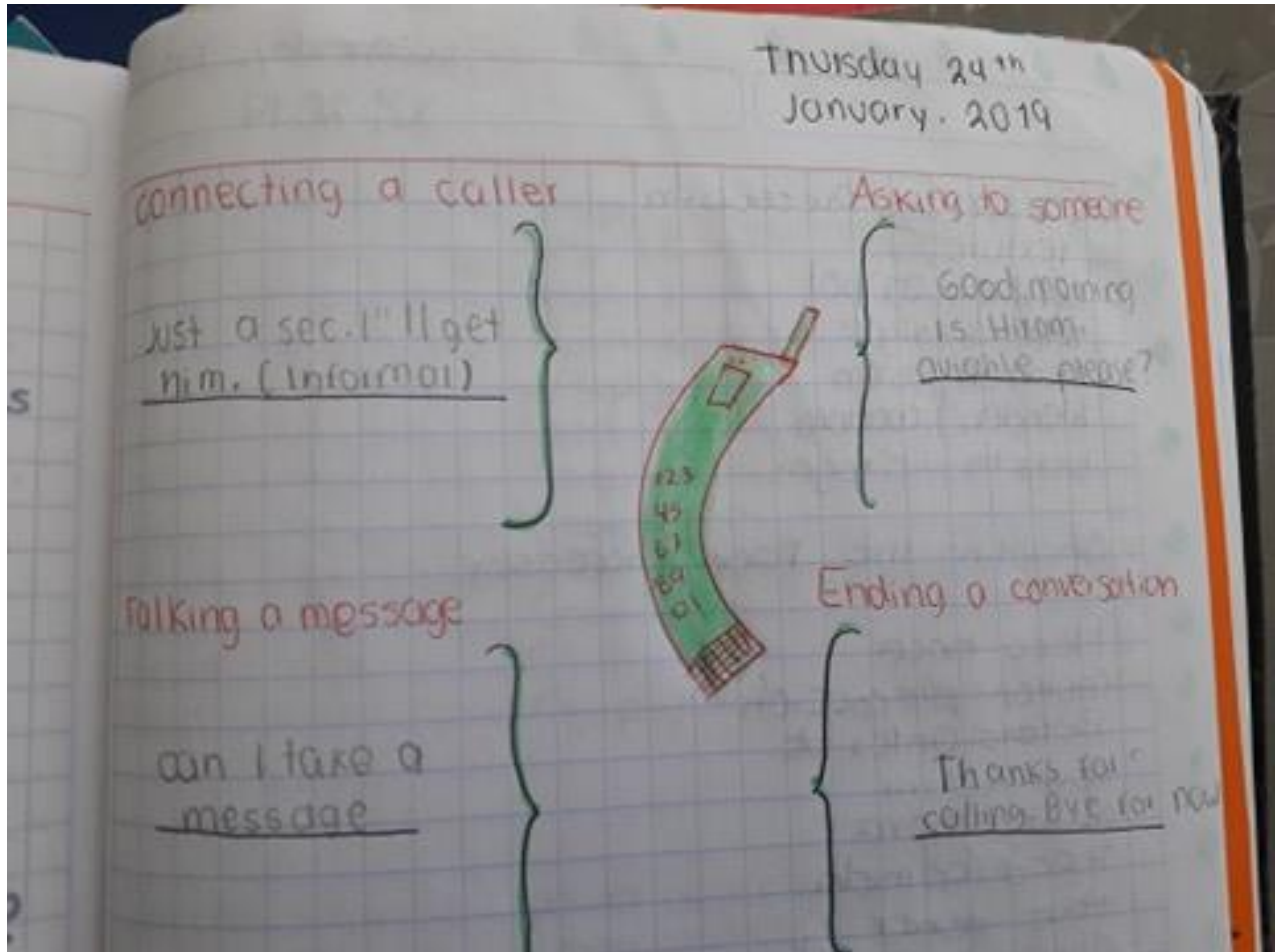
Vocabulary and phrasal verbs from the previous class to link the new knowledge

APPENDIX Y



Phrases provided as a model for students to create a conversation

APPENDIX Z



Graphic organizer to follow a conversation used as a model for the students