



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

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class

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INTRODUCTION

This pedagogical essay is titled “the use of reading comprehension strategies in an EFL class” which describes the application of different reading comprehension strategies, in order to attend one of the main skills that English has: reading. This skill is a fundamental part of the English language. In 1970, our knowledge of reading comprehension was fairly well defined (Pearson, 1985, p. 3) and since then, has changed the concept which was the interaction between the reader and the text to “a complex interaction among automatic and strategic cognitive processes that enables the reader to create a mental representation of the text” (Van den Broek & Espin, 2012, p. 315).

These reading strategies were applied in four sequenced classes, in which I intended to firstly adapt the material to develop reading comprehension strategies, which was the first question that I analyzed and explained in each class. Then I described the association between the use of the reading comprehension and the development of reading skills. Finally, I responded my last question by analyzing the results that students had in those classes

My personal reasons for choosing the topic were that I developed better this receptive skill in my primary and secondary education. During the English classes that I took in my childhood at the Centro de Enseñanza del idioma Inglés (CENEI) my teachers used comics and stories about a lamp genius called “Masid”, who had interesting adventures with some children. Those stories were sequenced, so each time that a reading finished, I wanted to keep reading with the next one. This was a meaningful learning for me, because it was an engaging topic and helped me to develop my reading skills.

The National English Program for Basic Education, mentions that for students of secondary school, “this level implies actively participating in different contexts through the development, of the receptive abilities of communication (listening and reading comprehension), which is to practice in the literary and ludic environment (SEP, 2011, pp. 100-101).

To attend these requirements of the program and students interests, I established my academic objective which was students being able to use reading comprehension strategies in order to improve their understanding of written texts. Also, I set myself as a personal objective the Graduating Profile from the Secondary Education major which consists on designing, organizing and practicing strategies and didactic activities, adequate to adolescents' needs, interests and development (SEP, 2002).

I intended to achieve my academic objective throughout the application of an action-research, where I supported theoretically the activities done and where I applied different tools for getting information from the group such as questionnaires to students and teachers, in order to identify the group interests and needs. Then, I identified their general English level by applying a diagnostic exam adapted from Cambridge English Qualifications (2018), for obtaining a group profile from where I could start planning. With that diagnostic, I confirmed that students preferred reading than the other skills and that they had better results in the reading skill as seen in the results of the exam.

To develop my topic of study, I planned my classes using different reading comprehension strategies such as skimming, scanning, previewing vocabulary, predicting and choral reading. These strategies are described and analyzed, based on the qualitative nature of action research, in which I determined students English level, planned according to their needs, applied the plan and analyzed the results.

During this practice period from January 14th to January 25th, I went through different difficulties since the moment I knew the location of the school, which is urbanely known as a though neighborhood. Once at school, during the "Fase Intensiva del Consejo Técnico Escolar 2018-2019 - Sesión 1", when all the teachers evaluated the general situation of the school and diagnosed the issues and needs, they mentioned the different problems students had, such as drugs, lack of values, low family support and economic incomes.

At the end of each period, the principal Pablo Vargas Almazán asked each teacher to evaluate students' progress, with those results he decided if it was needed to review the contents of that unit or go through the next unit, results that were provided until the "Consejo Técnico Escolar", which caused me some difficulties when I had to plan.

In the practice, I did not have problems with the space or resources in the classroom, the only issue that I had was with students' behavior. As teachers mentioned in "Fase Intensiva del Consejo Técnico Escolar 2018-2019 – Sesión 1", they had a lot of complicated situations at their homes and they needed attention. Although the school had a USAER (Unidad de Apoyo a la Educación Regular) with the appropriate personal (psychologists) to attend the difficult situations students went through, they did not cooperate to get over them and improve their academic level and sometimes either their parents, which made students keep on their problematic situation to the point of deserting the school.

Finally, the utility of this study was that it helped me to recognize my mistakes when I applied different strategies and the need to reinforce their reading ability in English by applying correctly the activities, methodologies and strategies. Also, in the practice it helped me in preparing for my future as an EFL teacher, in order to be aware of my teaching and keep improving to be a good teacher. Also, I consider the issues of the students, that if I cannot help to solve them, I can at least leave something meaningful to students, which is the learning of a second language that can be useful for them in the future.

I. CHAPTER I

1. TOPIC OF STUDY

In this chapter, I described the main characteristics of the secondary school where I practiced in, such as the internal and external context of the school, the group of study's profile and the purpose in my teaching practices. Also, I described the theoretical support that I researched for.

1.1 Nucleus and Topic Line

The nucleus of this project is the “Didactic competence in teaching the specialty”, due that I applied in my teaching practices the theory I acquired during my secondary education major, using this document as a tool to reflect on this application and to improve in my coming teaching practices. This, in order to attend the students' needs, focusing on the topic of this essay, which is “The use of reading comprehension strategies in an EFL class”.

The topic lines established in “Orientaciones Académicas para la Elaboración del Documento Recepcional” (SEP, 2002) are the following: “The analysis of the teaching practice”, “Analysis of the common problematic cases within the school practice and the school functions” and “The experimentation of a didactic proposal”. The topic line in which this project was based on is “the analysis of the teaching practice”, giving the reason that I applied in this study the reading skills in the classroom and the learning process was analyzed with the different strategies that I used in the classroom.

1.2 School Context and Geographical Location

The following project took place in the Escuela Secundaria Oficial Lic. Marco Antonio Vazquez Carrizales. The code of the school is 24EES0070U with address in Xicotencatl St. #605 San Miguelito (Appendix A). This area is presented by the municipal tourism as the oldest and most traditional neighborhood, for being one of the famous “Siete Barrios” in San Luis Potosí. But nowadays according to the Pulso newspaper, it is considered as a criminal neighborhood because of the concurrent assaults (González & Alfaro, 2018).

1.2.1 School History

According to the principal Pablo Vargas Almazán during the “Fase Intensiva del Consejo Técnico Escolar 2018-2019 – 2da Sesión”, this school was founded in 1999 and its name was in honor of an outstanding teacher who worked there. The school is located in an old cemetery of San Luis Potosí, founded in 1770 and used until 1870. In the year of 1916 the town hall meant to build a market but it was not concreted because of the bodies that were still there.

It was until the year of 1928 where the cemetery started to be demolished and the tombs were refilled with stones and marble, keeping only a small church. This last building was demolished in 1939, when a school center named “Manuel Jose Othon” was being built. In 1999, this center was divided and shared with the “Escuela Secundaria Oficial Marco Antonio Vázquez Carrizales”.

1.2.2 Current Physical Condition of the School (Classrooms and Facilities)

The school occupies half block, the other half was occupied by a primary school and it was also shared with a high school in the afternoon shift. Inside the school, there was a court area used as a parking lot for teachers; beside the court area students had one space that they called “the theatre”, which was used for different academic activities.

There were three small constructions in the court area occupied by the grocery store, a science area and the bathrooms with 17 cabins inside. There was one computer room, a psychology department for those students who needed support and multipurpose room used mostly by teachers or for meetings with parents, students or authorities.

There were 12 classrooms; each grade had 4 classrooms (four for 1st grade, four for 2nd grade and four for 3rd grade). In the ground floor were the classrooms for 3rd grade and the psychology department. The first floor had the schoolrooms for 2nd grade and the multipurpose room. Finally, the second and last floor had the offices of the administrative staff and the rooms for 1st graders. The classrooms

had projectors for 1st grade, a desk for the teacher, around 40 desks for the students, a new white board, a bin, windows that allow the light and ventilation inside the classroom and electricity that was recently installed.

1.2.3 School Personal

The principal of the Escuela Secundaria Oficial “Marco Antonio Vazquez Carrizales” was the teacher Pablo Vargas Almazán and the vice-principal was the teacher Rosa Elena Lara Orozco. There were three secretaries responsible for the administration of the school.

The personal consisted of 35 teachers, out of which 32 had a degree at university. Each grade had two assessors, which means that there were six assessors responsible for the groups, their needs and talk with the parents when it was needed to make agreements. Finally, there were three janitors that were in charge of cleaning the whole school.

In the 2018-2019 period year, the personal was working with 250 students approximately, but this data was not definitive because during all the school year it was expected that more students register in the school. This was because the school revalidates subjects from the students who deserted from other secondary schools.

1.2.4 English Academy

This school has not formed a specific English academy yet. There were three English teachers, one assigned in each grade, who worked individually with their own groups. The agreements that teachers needed to do were made in the Consejo Técnico Escolar, where the results were exposed in general to all the teachers and then each teacher took what he or she needed from the presentations.

Each teacher focused only on their own classes, the time for attending each student’s needs was just when the teacher had class in the group. The teacher

uncharged of the group, Ana Bertha Ortega Olvera, mentioned that she usually gives a task to the rest of the group while she explained a specific topic to a student that requires it. If specific information about a student was needed, the teacher had to go personally to the Unidad de Apoyo a la Educación Regular (USAER) to get the information needed.

1.2.5 Number of Students and Groups

The students were not divided equally in the four groups of their grade. Each number of students varied according to the group they were located in; usually they had from 15 to 25 students registered in each group, and the principal left the 2nd grade “D” for the new students who enrolled in the school.

This study focused on the 2nd grade, group “A” which was my group of study, out of which there were approximately 22 students who were roughly constant in their attendance. According to the comments of the teachers in the “Fase Intensiva del Consejo Técnico Escolar 2018-2019 – Primera Sesión”, the principal selected the most outstanding students of second grade for being in that group, in order to work with groups of students with similar academic characteristics and develop them.

1.3 Relevant Social and Academic Characteristics

In the questionnaires (Appendix B) applied to assessors, the environment in which the school is surrounded by was difficult because the families used to be dysfunctional. Most of the parents were workers who stayed most of the time in their jobs and barely had the enough money to survive, reason why they did not spend time with their families so they are not aware of the needs of their children. For this reason it is easy for adolescents to follow that same environment that surround them, especially during this stage.

According to Gutman & Eccles (2007, p. 43) adolescents who perceived more negative interactions with their family reported more delinquent problems from early to late adolescence. Around the streets are delinquents who assault the

innocent or that consume and sell drugs in order to gain some money and unfortunately there is not any secure support to avoid or decrease these problems.

Focusing in my group of study, in the next part I mention the characteristics that my group of study had and I support why I chose my group of study. This is because, first I had one group which I wanted to focus on, but I could not apply the surveys and I had to choose other, which is the following.

1.3.1 Group Description

As I previously stated, the group of study is 2nd grade, group “A” that had around 20 students of which 11 were boys and 9 were girls. Their ages varied between 12 and 15 years of age, with most of the students being 13. I chose the group “A” because, these students had more constant attendance than the other groups and, in order to have a register from their work and achievements, I decided that this was going to be the most suitable class to apply my topic.

Students from the group “A” were generally identified by teachers for getting the best grades from the school, because the principal changed students to the groups where they could have a better development, locating highest grades’ students in the group “A”. As students were recently changed of classroom, it was difficult to have general background knowledge from students in 2nd grade, group “A”, so then I focused in the results of the diagnostic test that I applied instead of their academic register to know their background. In this initial evaluation, they had the best level from the rest of the groups with 8 students from 20 “in process”. Although it was a group known for being responsible and committed with their work, according to what I observed, they were used to speak while class and sometimes they did not pay attention to what the teacher was saying, that was a factor that perhaps affected their learning.

1.3.2 Group Grade Average, Needs and Likes

In a survey applied to students in 2nd grade, group “A” (Appendix C), the results showed that students had lack of intrinsic motivation to study. The main reason

that affected their motivation, mentioned by the assessors in the “Fase Intensiva del Consejo Técnico Escolar 2018-2019 – Primera Sesión”, was that most of them had serious trouble in their family and this affected their learning and their attendance to school. When teachers observed students’ poor school performance, they sent those students with the psychologist of the Unidad de Apoyo a la Educación Regular (USAER) to get the correct attention in order for students to learn, due that extrinsic motivation and support was needed.

According to the teacher uncharged of the group, Ana Bertha Ortega Olvera, and the diagnostic exams, these students comprehend in a medium-low level the listening tasks and they made an effort to communicate in English, but they really needed to improve writing and reading. The head teacher Ana Bertha and I considered focusing specifically on reading, because students did not answer correctly the questions in the reading and writing section from the diagnostic exam. From 35 questions only the 29% were correct on average, which meant that approximately 10 question of the exam, were right. (Appendix D)

The last year period 2017-2018 they did not have books and they were working with the Programa Nacional de Inglés PRONI (SEP, 2006), but this year period 2018-2019 they just started to work with the book “Yes we can 2”. The head teacher adapted the book with complementary activities because the book was designed for a B1 level (according to the Common European Framework Reference) following the National Education Program for Basic Education statement (SEP, 2011).

The higher level of the books meant a barrier for students in their learning process because of the difficulty of the contents and, according to the Aprendizajes Clave program, learning activities are organized in different ways, in order to all students get have access to the information. The obstacles for the learning and the participation are removed, considering the variety of needs and learning styles (SEP, 2017, p. 24).

1.3.3 Linguistic Needs

According to the diagnostic exams almost half of them were in process of learning the language, which meant that they made an effort to understand the English language or they understood it enough to express themselves, but not completely correct as it is expected. The other half of the students were in a beginner situation, so it could be considered that they were still in a progressed A1 level (Appendix E & F).

In the survey applied to students of 2nd grade, group “A”, in order to know about their personal and academic interests, I asked students in that survey how they considered their English classes the last year. Out of 14 from the 19 students who took the survey, considered that last year English classes good. Also, I asked them their opinion of studying English and half of the results were that it was because they needed it for having a better future, the other half mentioned that was because they liked English classes while just a few studied English to approve the subject (Appendix G). I considered these results an advantage in the group of study, due that it students were willing to learn English for personal interest and for improving in the future.

It should be noted that a key issue for educator had been whether being motivated in school is enough [...]. Children who are engaged in ongoing learning activities should not only feel pride and satisfaction in their accomplishments but should also increase their actual competencies. (Skinner & Belmont, 1993, p. 572).

In the survey question about students' interest, most of them mentioned that they liked vocabulary activities being 10 over 19, only 1 liked grammar, 3 like audios and 5 liked communicative activities. 7 from 19 mentioned that the ability of the English language they liked most was reading, 6 from 19 said they liked speaking, 4 liked writing and 2 liked listening. Their learning preferences are 2 from 19 with audios, 7 with visual material, 3 studying by their own and 7 taking notes (Appendix H). This situation helped me to reach my purpose of improving

their reading comprehension because they are interested in acquiring English vocabulary, which could help me, when applying the previewing vocabulary, strategy for improving reading comprehension.

The topics they are most interested on and that I can work with or contextualize the classes were:

- YouTube (4 students)
- Sports (football, basketball, box) (4 students)
- Animals (2 students)
- Clothes (1 student)
- Music - Songs (2 students)
- Scholar subjects (science, English, art) (3 students)
- Food (1 student)
- Videogames (2 student)

This was very helpful to me because nowadays there is a lot of interesting material for teenagers on the Internet, which I could help to contextualize my classes with. Also reading about topics that students were familiarized with, are considered meaningful for creating a learning environment that fosters the motivation and achievement for students (Mistler-Jackson & Songer, 2000), so developing the reading comprehension skills was easier for them with topics they liked than the academic ones.

1.4 Description of the Case Being Studied

In this section I mention the process of selecting and structuring the case studied in my teaching practices, since the moment of choosing my topic, considering my personal thoughts and the characteristics of my group of study. Once I identified my students' needs, interests and areas of opportunity, I set a purpose to achieve in my classes in order to improve the English learning process in my students, also I set myself a personal purpose to improve in my teaching.

1.4.1 Identification of Topic of Study-Need

According to the skills preferred by the students, I chose to focus with the reading skill but there were several difficulties that presented because of the class profile. The main problems that I faced were:

- The level of the students was an A1 level while the book that students were working with was B1.
- Students were active and they did not focus only on doing one activity.
- Students did not always bring the material needed for the classes.
- They were accustomed to be absent at school because of health and family problems.

I needed to look for different strategies to make students understand what the classes and readings were about. In these strategies I intended to make them feel able to do the tasks, give them a sequence that they could follow in case they were absent and work with the material that was inside the classroom. All of this was in order to get a written product for those classes and that students could do by their own.

1.4.2 Purpose

During my practice journey from January 14th to January 25th, the academic purpose was to use reading comprehension strategies in order to improve the understanding of written texts, which went in conjunction with my personal purpose that was to simplify the inputs provided to students in a context that was meaningful for them. Thus, I could make the information understandable and attractive so that at the end of the practice, they could produce short written texts in English.

It was also important to set a good organization inside the classroom, in that way students knew what were they working with, the process that they made according to the work they did class by class and, that would help them to create a

routine to know what they had to do in order to get a final product and see their progress from the objectives they had been reaching.

1.5 What is Known About the Topic?

To apply reading comprehension strategies, it was important that I first identified what the reading skill involves. In order to attend this need, the following section is related to what I investigated to apply the strategies in the classroom and to evaluate them correctly. On the other hand, to evaluate a written production from students to evaluate reading comprehension strategies, I researched about writing strategies and their evaluation.

1.5.1 What is Reading?

The definition of reading can vary depending on the purpose it has for each person, some people can associate it only with decoding written symbols, an activity done for increasing information, understanding what the words say, or many other definitions (Beck & Juel, 2002). A useful cognitive definition considered for the development this essay was “reading is a number of interactive processes between the reader and the text, in which readers use their knowledge to build, to create, and to construct meaning” (Day, 2015, p. 1).

Reading does not just broaden your knowledge base; it also introduces you to the discourse of the field in which you are working. It gives you examples of the structure and the general style of the texts in your field, and as you read you are also forming cognitive structures that become “academic grammars”. (Henning, Gravett, & Rensburg, 2005, p. 36).

It is important for students to understand and differentiate when the reading is about an extract of a book, a tale, a novel, an investigation report, a letter or any other document that is useful for them. These aspects were specified on the National English Program for Basic Education (SEP, 2011), where the contents are linked with other subjects, in this case Spanish and the types of texts. Differentiate

texts is more useful that can create a meaningful learning in their future lives, which is the competence of using of different information sources (Randi, Newman, & Grigorenko, 2010).

This study is focused on the process in which students had to construct a meaning from the written words in a text. A definition considered for reading is linked to Ur (1996), who says that reading means “reading and understanding”. A foreign language learner who says, “I can read the words but I don’t know what they mean” is not, therefore, reading, in this sense. He or she is merely decoding-translating written symbols into corresponding sounds (p. 138). This definition is very alike to the objective that the study is focusing on, it is very simple to teach a student how to read correctly, but what would be the sense of only reading if the student cannot comprehend what the reading is about.

In order to attend the need of the students about reading, it is necessary to guide the study into reading comprehension, in which is stated that:

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities (...) a good reader is someone who has a purpose reading, whether it to look for specific information or to read for pleasure. When reads a text, a good reader is involved in a complicated thinking process. (Wainwright, 2007, pp. 35, 40).

1.5.2 Types of Reading Subskills

Each of the four language skills can be divided into smaller subskills that are all part of the main skill (Cambridge, Teaching Knowledge Test Glossary, 2015). Reading skill has different subskills such as skimming, scanning, predicting, distinguish text style, reading for detail, extensive reading and intensive reading. This study focuses in three reading subskills that are predicting, skimming and scanning. Although I worked strategies and subskills separately, according to

Nuttall (2005) sometimes strategy training and skills teaching are often used interchangeably help read texts (p. 47).

The sub-skill of predicting starts with the process of reading comprehension, which is the direction that the text will take in an area that overlaps both futurity and possibility (Thornbury, 2006) which works in addition with previewing vocabulary in order to have a wider description. Preview vocabulary consists on preparing students for the concepts that follow, make the reading task easier, connect the new content more meaningfully to prior knowledge, and make reading more enjoyable (Taglieber & Johnson, 1988, p. 455). These skills in conjunction were applied in the pre reading stage to get the background of the students.

To develop this reading comprehension process in the stage of while reading, I needed to give students specific information to search for in a reading or to obtain the general meaning from it, in order to make students read efficiently and improve their reading comprehension. The micro-skills that could help in reaching reading comprehension are skimming and scanning.

When we talk about scanning we refer to reading a text very quickly in order to get the information we need. For example when we need to know a specific word and we look for it in the dictionary, not all the dictionary is read, only the section when we know or think the information is going to be at. Skimming is also a type of fast reading, this is used for getting the gist or the general idea of a text, without focusing on details about it, only getting the main points. (Retrieved from BBC, 2011, p. 3-4)

1.5.3 Reading Strategies

In order to get the objectives previously established, it was needed to use different strategies; Rubin (1975) identified some of their learning strategies as “techniques or devices which learner may use to acquire knowledge” (p. 43). Focusing in my study for developing reading comprehension abilities, I applied

these learning strategies to improve them. On the other hand, in conjunction with learning strategies I used metacognitive strategies to set a learning environment where students felt confidence and involved in the classroom.

Metacognitive strategies include arranging the conclusions that help one learn (What conditions help you learn best?), setting long and short-term goals (What do you want to learn?), and checking one's comprehension during listening or reading (What have you understood?). (Larsen-Freeman, 2000, p. 164).

According to the results of the survey applied to students (Appendix I, J & K) they stated the conditions that help them to learn best, which were communicative activities and take notes when the teacher is explaining. They also stated that reading is the skill that they want to learn and it was taken into consideration for developing this metacognitive strategy.

Also it was important to provide students enough vocabulary for them to understand what the reading is about and contextualize them to the topic, (pre-reading) then practice with it to acquire it meaningfully (while reading). In order to order the strategy, the vocabulary was used in the following sequence:

1. Previewing the Vocabulary.
2. Presenting the Vocabulary.
3. Vocabulary identification.
4. Vocabulary Practice.
5. Conversation Practice.
6. Writing and Spelling Practice.

(Adapted from Molinsky & Bliss, pp. 7-8)

The application of this essay, focused on the application of the strategies in the pre-reading stage and the while reading stage. The strategy considered for this stage was "activating previous knowledge" which requires readers to relate the

material to their background knowledge and rely appropriately on their prior knowledge and the text (Chen & Graves, 2010). To develop the strategy of “activating previous knowledge” in the stage of pre-reading, I considered the points 1 and 2 of the vocabulary sequence, where students evoked previous knowledge (preview) and acquired new vocabulary needed for the class, in order to get an initial idea of what the class would be about (predict).

Then, to produce the “questioning” strategy, I focused on the points 3 and 4, carried out in the while reading stage, in which they did different activities such as identifying specific information from the reading using the vocabulary provided (scanning) and getting the meaning from the context, understanding key points through a superficial reading (skimming).

1.5.4 Reading Evaluation

In order to evaluate the reading comprehension development it is necessary to use different instruments to measure it. When we read, we should be able to recall information afterwards (Klingner, Vaughn, & Boardman, 2007, p. 20). When students finish reading, I could ask them to give a brief explanation about the reading, maybe in their mother tongue, in order to make them feel secure when explaining or by asking students questions with specific information from the reading and if students answer correctly, they might understand the reading. Also if students are creative, through a drawing they can give an explanation about the general idea of the reading, depending on the things that students draw or say, are the things that they were able to understand.

To make sure that students have read with understanding, and that they are going to use the knowledge that they have gained from reading effectively, it is wise to do smaller chunks of writing as preparation for your ultimate effort. (Henning, Gravett, & Rensburg, 2005, p. 49). Depending on the level that students have, they can write a small summary about the reading or to write key words from the reading, after that they can connect them in order to give them sequence and sense to their understanding.

Other skills that good readers have are making predictions about what will happen, and evaluate their predictions after the reading, and maybe when students get a higher level of reading it could be evaluated the rapid and accurate word reading. (Klingner, Vaughn, & Boardman, 2007, p. 3)

Once students reach the objective, which is to comprehend the reading, they can evaluate their thoughts and the information read, and then they can go to a higher reading ability. In this case the abilities that can be applied to develop their reading are fluency and accuracy that consist in the speed and correct pronunciation of the text while reading.

A few pointers to facilitate fluency include monitor students' process by calculating the correct words read per minute, re-read the difficult passages, do peer reading, listen to the text before they read to know the correct pronunciation, prepare themselves when they are said to read a specific passage and teach before reading the names of people, places and things that are often difficult to read. (Klingner, Vaughn, & Boardman, 2007, p. 8)

In order to attend the production for the reading comprehension, it is also important to consider the writing as a productive skill. To understand the texts students have the need to understand the main ideas from the texts they are reading and also to identify key words that students might need to increase and develop students' language acquisition (Colorado, 2007). This is why some strategies to develop writing while reading are mentioned.

1.5.5 Writing Strategies

One strategy used for writing preparation is to write small chunks, packaging or capturing the main points of the texts read thematically. If the students use the opportunity to practice-write while they are reading, they will reap the benefits later (Henning, Gravett, & Rensburg, 2005, p. 49). In this way students can understand

and remember the general idea or specific information about the reading by only seeing the key words they identified. Other strategy that can help to continue with the identification of the main points is making a vocabulary shift.

“The vocabulary shift further implies that the writer should know the typical terms in the field. Knowing the terms implies that you know the meaning of the words, and by now you will agree that this again implies that you have the relevant knowledge. Once again we come to the point that underlies our own argument for good scholarly writing – the need to know the field. (Henning, Gravett, & Rensburg, 2005, p. 89)

Taking this into consideration, after students have finished their reading preparation, they will have an amount of vocabulary and key words to develop a writing text with the concepts they have acquired. These strategies for writing are used when reading a text in order to keep in mind the main ideas, they are needed to be applied together in order to construct the general idea from the text. First to identify the key points, and then make chains in order to connect ideas and then write a brief description of those main ideas with the vocabulary learned.

1.5.6 Writing Evaluation

In order to evaluate this, it was not considered grammar, because according to the head teacher students did not have the grammar bases to develop an accurate writing, so just only using the examples provided to them and the vocabulary they have learned, students are going to try to explain what they have learned using simple phrases.

“To understand the purpose and goals of providing written corrective feedback in a language learning program, it is necessary to start with a consideration of the wider purpose and goals of learning a second or foreign language and to then consider where

written corrective feedback fits into the language learning process.”
(Bitcher & Ferris, 2012, p. 124).

As the purpose of this research is not to develop a writing text, the feedback is going to be applied in the correct use of the vocabulary to express their understanding and the correct spelling of the words seen.

1.6 Questions This Case Will Attend

During this practice I intended to answer the following questions:

- How did I adapt the strategies to the class profile according to the environment they are used to?
- What results did I get from implementing reading activities?
- What strategies were effective for developing reading comprehension skills?

II. CHAPTER II

2.1 DEVELOPMENT OF THE TOPIC

In this chapter, I intend to describe the classes and activities developed in the third practice period, from January 14th to January 25th, 2019. The classes were adapted from the National English Program for Basic Education Cycle 4, Unit III, with the social practice: Participate in language games to work with specific linguistic aspects. Students should identify sentence rhythm, stress, and intonation through board games. (SEP, 2011, p. 141)

In order to comply with the assigned content, I considered the general profile of the group that included their linguistic level (A1) and their attitudinal characteristics, which were disrespect the rules and indications of using the L1 in the classroom. I also had to consider the head teacher's rules that limited the noise level in the group; therefore the application of games inside the classroom would not be appropriate to carry out at these classes.

For making a didactic sequence in which students could use the language in a productive manner and develop the strategies planned for this document, I applied reading activities using vocabulary that students were familiarized with. Those readings described board games and then lead students to discover with their knowledge the meaning of the reading and finally evaluate it in the feedback. Thus, I planned to focus on games through different readings in four different classes. These classes will be described and analyzed through the view of three key questions that govern this essay.

2.1.1 Class 1. January 15th, 2019.

Objective: By the end of the lesson students were expected to get the general idea from a written text.

On January 15th 2019, I applied the 1st class of the third practice period with 23 students; this class was focused on the development of a reading "Board Games" (Appendix L). The objective was for students to get the general idea from the text, in which I used different activities. Firstly, as an introductory activity, I presented

students the topic using some flashcards (Appendix M) with different names of board games. Following with the class I gave students worksheet 1, that included a reading and three tasks (Appendix N), these activities were adapted to the level of the students by using vocabulary they already knew from the reading, identifying it and connecting ideas.

According to Douglas Brown (2001) it is important to consider the students factors when planning, such as entering proficiency level and specific language needs (p. 149). In order to attend these characteristics, since the moment I planned and selected the material, I adapted the classes to students' level, and using information that students could understand easily. That was also an advantage for me because the majority of the students understood by the use of Instruction Checking Questions (ICQs) in which "which are questions the teacher asks in order to be sure they understood what they have to do" (Ur, 1996) In worksheet 1 (Appendix N), students had to answer what they thought the reading was about by skimming quickly the text, then I used the reading comprehension strategy of activating background knowledge in conjunction with predicting subskill, which is used in readings where stories contains repetitive phrases and predictable language (Linse, 2005, p. 81). I applied this strategy in the title that mentioned "games" and also in the text it mentioned several times. I used words such as "social, rules, group" which students could identify easily and link the reading. Predicting the reading was fair because the majority of students provided just a few ideas about what may occur in the story.

As it was just the presentation for the activity and students did not answer in English because they did not have the enough vocabulary to answer the question yet. Considering this aspect I accepted answers in Spanish, this was because students do not have a wide vocabulary to describe it, so students were permitted to do the activity in L1.

Using the strategy of questioning I applied the subskill of scanning for the practice stage. The first step was that students read the text and they identified

underlined all the words they understood from it, in which students activated their prior knowledge of the vocabulary by identifying vocabulary and brainstorming the words they already know. For scanning, the majority of students got a fair result.

As a following step, I asked them to write those words below, the ones they considered important to construct the meaning of the reading. Then, in the brainstorm activity, students told me some of those words and I wrote them on the board. Some students participated in Spanish, providing the meaning of those words, so that helped some students to get the general idea of the text because in their recalling mentioned the main aspects of the reading.

Finally they drew what they understood from the reading below the worksheet 1 describing the general idea of the reading, not only focusing on one thing or word to do the drawing. With that drawing I could identify the connections that students did between the text and their knowledge of the words they underlined.

2.1.1.1 Adaptation of the material to develop reading comprehension strategies

The material I created for warm up were flashcards, which according to Scrivener “are ELT pictures that you can show to students, typically something you could hold up when standing in front of the whole class. They are useful for handing out as part of various activities” (Scrivener, 2011, p. 333). In this case, I used them as an introductory activity in which students could focus to the main idea of “games”. The adaptations I did for the flashcards were that I selected some pictures about board games, this was in order to make easier for students predict the topic of the reading. I put the selected pictures in the front of the flashcard and the name behind of the flashcard, so that I could show students firstly the spelling of the word and then relate the picture to the name of the board game.

The flashcards were about different types of board games such as charades, jumble, crossword, hangman, Scrabble® and word search (Appendix M). With the use of those flashcards, students had a first reaction of what the topic of the class was about, the answers of students were correct because they answered in

Spanish “juegos de mesa”. This idea allowed them to focus on a specific type of games and kept in mind those words for the following classes, in which I kept talking about other types of board games.

In worksheet 1 (Appendix N), I asked the first question “What do you think the reading is about?” in which I intended students to skim the reading, which consisted in “look through the text quickly to get the gist” (BBC, 2011), this was because I gave no more than 1 minute to skim it and they identified words that they already knew and created a general idea of the text. Skimming together with predicting what students thought about the reading, I could activate their knowledge of English, because according to Spires & Donley (1998) “making predictions is focused on helping students make connections between their existing domain knowledge and new information to be read in a text” (p. 249).

In the second activity of worksheet 1, I wrote a text explaining board games, reading that was shown to students in the presentation stage. In it I described how they could be played and their main characteristics. I adapted the text with some vocabulary that students could understand for likeness (groups, socially, facilitate, entertainment) or because they were in contact with that type of language (players, games, fun, like). So that, with the quick identification of those words by using the strategies of activating background knowledge, students could identify main ideas and get the general idea of what the text was about.

Then, by reading and underlining the words they understood, students could have a clearer idea of what the reading was about, because they identified some key words and I could observe it with their comments of “Yo creo que es de cómo se juega, porque menciona reglas” “Ahí dice ‘social’ así que da las características”. Those were comments that I did not ask to students, but they wanted to share them to correct the activity. When students shared the vocabulary understood with the rest of the group, they could associate new words from the ones that they already knew and get a larger comprehension of the reading they made some statements in Spanish about the text.

At the end to evaluate students' comprehension, in the last part from the worksheet, I put a blank space and I asked students to draw a simple picture of what they understood from the reading, this was in order to connect the vocabulary with something that students could express easily. Finally by recalling information in the feedback stage, students expressed the main idea of the reading; they also made some recalling when they made some comments between them while answering worksheet 1, which consisted in students were prompted to retell or reconstruct what they remember about what they have just finished reading (Klingner, Vaughn, & Boardman, 2007, p. 17).

2.1.1.2 Students results from the use of reading comprehension strategies

Using the strategy of activating background knowledge in conjunction with skimming and predicting sub skills, the scales to evaluate the development of the strategy were the following:

Poor: The student does not generate a prediction or generates one that is not at all supported by the premise or rule that was used

Fair: The student generates a prediction that is only partially supported by the premise or rule that was used.

Good: The student generates a valid prediction and accurately articulates the relationship between the prediction and the principle or premise that was used.

(Marzano, 2000)

Activating background knowledge strategy results' were fair, in order that 13 students from 23 were in this frame. 2 of 23 students obtained a poor result and the other 8 students had a good result. Although I let students to give their answers in Spanish, they limited their answers and they could not give more specific answers about the characteristics they believed the reading had. I needed to

motivate them to use their imagination and to give details of what the text was about, which I did not do.

In the last activity students drew what they understood from scanning in the reading, I choose a drawing because it was simple for students to express. Firstly in the presentation I showed them some vocabulary about different board games. As previously mentioned and following the process of the class, students constructed more specifically their idea of the text with their own work and the other partners' work using drawings (Appendix O). It is worth mentioning that the work students constructed as a group by their contributions was important for others to understand the text. In this class, group contributions helped to construct a general meaning of the reading because of their different levels of comprehension, students with lower level understood the reading with the contributions of their higher English level classmates.

The results of questioning strategy in conjunction with scanning were based on the last drawing students did, where they understood and connected all the words they understood when they scanned. The criteria I followed was the next one:

Poor: The student uses trivial elements to compare or contrast the items.

Fair: The student excludes some critical elements on which the items should be compared or contrasted.

Good: The student includes the most important but not all characteristics on which the items should be compared or contrasted.

Excellent: The student includes all important characteristics on which the items should be compared or contrasted.

(Marzano, 2000)

This drawing was done in less than 10 minutes and individually for giving enough time to express their own idea in the drawing and to evaluate the understanding of each student. The design of the drawing should have details describing what happened in the text, the main idea and other aspects mentioned on the reading that could prove the connection between the vocabulary and their knowledge, standing out the main idea of board games.

The results that students had were 18 students from 23 having a fair connection between the general meaning and the picture (Appendix P). Most of students drew a board game and people around playing it, using on the characteristics of board games, social games and groups or pairs. Some ones even drew the rules or wrote some specifications of what they tried to draw on it. The lack of expressing their own experiences and more advanced connections between other words was what made their drawings being fair.

The other 5 people who were considered to not have the comprehension of the general context of the reading was because their drawings were poor, they did not have details that connect their ideas to the main idea of like the social games; students did just a simply board game without complementing the idea that was played with other people, for fun or with rules or even because they drew something completely different to the reading, that had as a title "Board games" but students drew a video game control or something similar that was not the idea of the text.

These results were low because a few students seemed to be attentive to the class but they were distracted with their own thoughts or talking with other people, so they did not pay the enough attention to class and they drew something different just to hand in the work of the day.

I stated that the objective of this class, which was students to get the general idea from the text, was reached but not with high grades; in their majority students could get the meaning of the text and connect their ideas through a drawing with

the words they understood, focusing on board games, social games, rules or groups and pairs, but without specifying other aspects about their own experience.

2.1.1.3 Strategies that Developed Reading Comprehension Skills

| STRATEGIES USED IN THIS CLASS | | |
|-------------------------------|---------------------------------|------------------------|
| STAGE | STRATEGY | SUB SKILL |
| Pre reading | Activating Background Knowledge | Predicting Skimming |
| While reading | Questioning | Scanning |

The strategies used in this class were in order to develop reading comprehension were activating background knowledge and questioning , that “usually focuses on helping students make connections between their existing domain knowledge and new information to be read in a text” (Retrieved from Andrew M.I. Lee, p. 5).

The reading sub-skills used for this class were predicting and skimming in the presentation stage, and scanning in the practice stage of the class. The use of predicting was used to activate their thinking process and got a general idea of what the text was about. This sub skill and skimming were applied together because while students were skimming the text very quickly, they created an idea of the general meaning of the text.

Then in the practice stage students scanned the text to identify the words they already knew and underlined them to highlight and keep those words in mind. After scanning, students shared the vocabulary they underlined with their classmates, so they could let other students know the meaning of those words.

Predicting was used mainly with the presentation of the flashcards about board games; it was because students did not know the exactly meaning of “board games” and since then, they started to create a picture of the meaning and a very general idea of what the reading was about. This strategy was used to attend the

first step of activate knowledge for students to get the general idea of the text, but without get into the text. This was complemented with skimming, when students identified some specific details of the text in no more than 5 minutes, after they skimmed and got the gist, they could extend their predicting of what they thought about the text.

The second reading sub-skill used was scanning because they looked for the words they understood in the text and in that way they could have a clearer idea of what the text was about. For example students used to identify the words “social”, “games”, “players”, “groups”, “tension”, “rules” and “like”. With this words that students understood, they used their background knowledge to recognize words they already knew and get a wider knowledge of the text.

Those words helped students to know that the text was not only about games, but that they played with other people and they had some rules, statements from students that were written on the board when students brainstormed explaining which words they understood. In this stage students had clearer the general idea of the text; students commented what they thought the reading was about to other students.

At the end, students had an amount of words they could link and use them to create a meaning of the text, by connecting the words they identified with words from their other classmates, students got the main idea of the text. Those same words were expressed in the drawing students made at the end.

Students achieved the objective for this class, but not through the use of reading comprehension strategies, but with the use of translation. In this case, what students did was to identify the words in English they recognized, they translated the words understood to Spanish and with those words translated students could understand the text, instead of using only English to comprehend the reading.

What made me guide students to translate instead of practicing the language was that I asked students to identify the vocabulary they knew and translate it to

Spanish. While I could reinforce the vocabulary in English, where I could use flashcards or other visual material, and provide them the new vocabulary only in English. Instead of it, I gave students information in English that they translated and gathered to get a conclusion of the text.

Although I did not expect to use this method, it had the advantage of “few specialized skills, translations are easy to construct and can be objectively scored”. In this case, considering that students had not developed their communicative skills deeply that is their “ability to use the language to communicate successfully” (Retrieved from British Council, 2014, p.1), this method was suitable for them; in addition that with the behavior and number of students in the classroom, it was easier to score their tasks with what they could understand from the reading.

2.1.2 Class 2. January 17th, 2019.

Objective: By the end of the lesson students were expected to write brief descriptions about the general idea of a reading.

On January 17th 2019, I applied the 2nd class of the third practice period with 21 students; this class was seemed to the first one, but in this class students were expected to write a short description of the text read in class (Appendix Q). I followed the same strategies and subskills used in the first class described, which were activating background knowledge in addition with predicting and previewing vocabulary and the strategy of questioning in conjunction with skimming and scanning.

Firstly, in the warm up stage I showed students some flashcards (Appendix R) with words students needed for the class, such as “play”, “win”, “lose”, “challenge”, “move on”, “order”, “guess” and “mix”. This was in order for students to recognize those new words in the text and they could have a better idea of what the text was about.

For the presentation stage, I gave students Worksheet 2 (Appendix S), in which I showed them a reading with the description of the board game “Jumble”, the

same title of the reading. The vocabulary used for this text was a little more complicated than the one used in the first reading, so students could get the meaning from the words they understood and develop their reading comprehension with a higher level than just with reading words similar to Spanish.

Then, students had to underline the words they understood from the text and select the ones they considered important, this was in order to connect them and get the general idea of the reading. Thereafter, students had to answer what Jumble was according to their knowledge and the reading. This activity was permitted to answer it in Spanish-English, by using the words they knew to describe the reading in English but with connections or things that they did not know how to explain in English.

Finally in the last part of the worksheet students had to answer what the text was about. They had to complete a sentence that said:

This text is about _____ who says that _____

In this activity, students identified the main character of the reading, who was the narrator in this case, and then explained the general idea of the reading in English with a short description. Before writing the description on their own, I wrote on the board an example of how they had to write it, in which I changed the game Jumble for Charades, same change that I explained students before they wrote the same as me. To finish the class, I asked students to tell me what the meaning of the reading was and what Jumble was about according to what the text described. I played with students the game that consisted in ordering the letters to form a word.

2.1.2.1 Adaptation of the material to develop reading comprehension strategies

This adaptation began since the use of the flashcards from the previous class (Appendix M) in which I showed students different board games, between them Jumble was. When I mentioned Jumble students recognized this word we had

previously seen and they asked me the meaning, but if I said the meaning they would not find out it in the text.

In this class I adapted the flashcards (Appendix T) by selecting key words from the reading which were “play”, “win”, “lose”, “challenge”, “move on”, “order”, “guess”, and “mix”. These words helped me to develop the strategy of activating background knowledge in addition to previewing vocabulary; in which they acquired the vocabulary needed for that class for understanding the text.

Worksheet 2 was adapted firstly with a reading, that included the title of “Jumble” and with it I could ask students what they thought the reading was going to be about, keep developing the strategy of activating background knowledge but using the subskill of predicting. The text was also adapted with the use of some words that they could understand by their immediate context. After that they got the general meaning of the text by using skimming sub-skill, developing the strategy of questioning. Then from the general idea they got from the reading, they had to choose 5 words that they considered key words from the text, in this activity, students now developed questioning strategy with scanning sub-skill. When they got the general meaning of the text and searched for the words they considered important, they developed their reading comprehension skills.

Finally there were two more tasks, the first one in which students could explain what they understood by Jumble according to the reading, which is a game where there are mixed letters and you have to order them to make a word. In this part students were permitted to use Spanish and English to answer the question, in order to let them express their thoughts but with some ideas in English. The second and last task was about completing the information, where students had to use the subskill of scanning to answer who the narrator of the story was.

2.1.2.2 Students Results from the use of Reading Comprehension Strategies

When students previewed the text, they acquired some vocabulary that helped them to predict, because they looked the vocabulary that could help them get an

initial idea of the text. So I took in consideration previewing vocabulary in conjunction with predicting to develop activating background knowledge strategy. The aspects to evaluate reading were the same as the first class

Poor: The student does not generate a prediction or generates one that is not at all supported by the premise or rule that was used

Fair: The student generates a prediction that is only partially supported by the premise or rule that was used.

Good: The student generates a valid prediction and accurately articulates the relationship between the prediction and the principle or premise that was used

(Marzano, 2000)

Considering these three aspects, students had a poor general result for predicting in addition with skimming, taking into consideration that 13 students obtained a poor result, 4 obtained a fair result and other 4 students obtained a good result. This was in order that the majority of students did not describe the characteristics they found about the verb, they just wrote the name of other game in Spanish or just a very simple description such as “game of vocabulary”.

With these results it is worth mentioning that students were poor when they got the general meaning of the text in addition with identifying specific information, because they did not had a wider comprehension of what the reading was about. These results were assigned following the same aspects of the first class:

Poor: The student uses trivial elements to compare or contrast the items.

Fair: The student excludes some critical elements on which the items should be compared or contrasted.

Good: The student includes the most important but not all characteristics on which the items should be compared or contrasted.

Excellent: The student includes all important characteristics on which the items should be compared or contrasted.

(Marzano, 2000)

2.1.2.3 Strategies that developed reading comprehension skills

Same strategies used in the first class were used in this second class, in addition of previewing vocabulary, these strategies were:

| STRATEGIES USED IN THIS CLASS | | |
|-------------------------------|---------------------------------|----------------------------------|
| STAGE | STRATEGY | SUB SKILL |
| Pre reading | Activating Background Knowledge | Predicting Preview vocabulary |
| While reading | Questioning | Skimming Scanning |

As a lead in to the class, I asked them what the previous class was about and they responded about “board games”. Then, I asked them different types of board games they learned and responded with only three main board games which were “hangman”, “crossword” and “Scrabble®”, they did not say “Jumble”. When I had those answers, I asked students if they remembered Jumble, their answer was “No”, so I asked them what they thought the class was going to be about and they answered “About Jumble”. Since this moment I started to develop the strategy of activating background knowledge with the subskill of predicting because I asked what Jumble was and they did not know the correct answer.

I set apart the subskill of predicting to preview vocabulary in the strategy of activating background knowledge, when I showed students the new vocabulary needed for the class, which was “play”, “win”, “lose”, “challenge”, “move on”, “order”, “guess” and “mix”. After presenting the vocabulary, we played Charades, in

which I did the action of one word shown and students had to guess the word I was acting, this was in order to make an attractive activity to retain and reinforce their meaning.

Later on, I changed to the strategy of questioning together with skimming when I gave students Worksheet 2. Firstly I gave students the chance to skim the text very quickly, so they could give me an answer about what jumble was and then they wrote their answers in the first question on the reading “What is Jumble?”, in which the answers of students were poor because students had difficulty when they did not link the vocabulary taught in the flashcards and the vocabulary in the reading, they just supposed it was “Basta” a common game students used very frequently.

The last subskill I used in this class was scanning in the same strategy of questioning, with the last task of the worksheet in which students had to complete the information from the reading:

This text is about _____ who says that _____

In it students had to scan for the narrator of the text and then to get the main idea of the text by connecting the words showed in the presentation and the main idea they got from Jumble, if students read for gist the text, they could have a wider idea of what the text was about and answer correctly. This exercise was not good at all because I explained the parts to focus on the reading but using the game of Charades. I wrote the example of how to describe Charades on the board and some students that did not want to work correctly, they just copied the example and did not answer according to what Jumble was.

As I planned to use the same reading strategies, I confused the application of reading subskills and strategies, with the use of translation in this class too. In the first activity students identified the words they understood in the text with the target language, they translated those words for then selecting the words they considered important.

I permitted students to use Spanish because “the L1 was an essential tool for making meaning of text, retrieving language from memory, exploring and expanding content, guiding their action through the task, and maintaining dialogue” (Villamil & de Guerrero, 1996, p. 60) in which this was useful to me for develop the reading and that students could understand it better and to express their thoughts about the reading. But instead of developing strategies for reading comprehension, they translated those words without noticing it immediately.

2.1.3 Class 3. January 18th, 2019.

Objective: By the end of the lesson students were expected to identify specific information in a reading and describe it in a sentence.

On January 18th 2019, I applied the 3rd class of the third practice period with 19 students; this class I intended to make students recognize the likes of different board games, about each member of the family through a reading (Appendix U). The strategies used for this class were activating background knowledge through previewing vocabulary and predicting; and questioning using scanning.

In the warm up stage, I asked students to open their notebooks on their notes of the previous class about the verbs we saw, then they had a few seconds to study them for then play Charades. Following with the game, I asked students for a volunteer who did mimics to describe the verbs previously seen and I divided the classroom in two groups to compete between them. The group that told me majority of the verbs correctly won the game and the reward was restroom permission in that class.

For the presentation stage, I asked students to tell me the main members of the family (mother, father, sister, brother) because I stated that they had already seen that vocabulary with the head teacher, vocabulary that students mentioned and identified correctly. Then I gave student Worksheet 3, in which there was a reading where I applied a choral reading, that is “an interpretive reading of text by a group of voices” (Horne, 2016); in this case, me and all my students were those voices.

Then I asked students to read the text again but quietly, in order to comprehend better what the reading was about and to identify the members of the family mentioned in a beginning. Then they had to look for and select the words they identified because of their meaning, and then students wrote those words next to the text, this was in order to develop the strategy of previewing vocabulary.

As a following activity, in worksheet 3 (Appendix V) students had a short task where there were the names of the characters of the reading or the members, and according to the text, students wrote what type of board game each one of them liked, in which 18 from 19 students got the majority of the answers correct. To check their answers, I first asked students the name of each member of the family through the questions “Who is Paola?”, “Who is Mauricio?”, etc. Answers that students got correctly, and then I skipped to the next exercise, this was in order to avoid students copied to their other classmates’ answers.

The last activity instead of still focusing on reading strategies, I tried to focus on writing strategies, in order to produce a short written text. I first asked students to write a vocabulary sheet where they had all the vocabulary they comprehended from previous classes. To complement that vocabulary, I explained students how to write the likes of each person, in this case of the celebrities. In this part I did not feel comfortable with my teaching, this was because I changed my activity completely without a previous activity that could lead students to writing, I just went from one activity to other without a controlled guidance for students, which made me feel insecure and out of my topic of study.

2.1.3.1 Adaptation of the Material to Develop Reading Comprehension Strategies

The source I used in the warm up stage for students was students’ notes, in which they took out their notebook to check the words they have learned and their meaning. Then with the help of a volunteer, I told that student the word to mimic and through the game of Charades, and the rest of the group had to guess the word described. In this activity of using their own notebooks to help them to play Charades, I used the strategy of activating background knowledge with previewing

vocabulary subskill, because they used the vocabulary I already presented, students looked through the information they had on their notebooks really quickly, just to get the main idea of the vocabulary.

For the pre-reading stage, I showed students the reading about the likes of a family according to the different types of board games. This reading helped me to develop activating background knowledge strategy through the development of the class. In this specific stage of presentation I asked students orally to tell me what they thought the reading was about. In this part, students used the strategy of activating background knowledge with the subskill of predicting. In the reading, I used words that students were familiarized with, such as the members of the family and the word “like” that students identified because of the social network “Facebook”, where you can “like” pictures from other people and students got that meaning. Also the board games, which we were working last classes.

Following with the practice stage, students identified the words they understood, in which I left one space aside the reading, in which students could write their notes next to the reading, following the writing strategy taking notes while reading, students could keep in mind those words that they needed them for the following task. I intended to use the strategy of questioning with scanning subskill, when students were looking for specific information through the text. Learners had to look which board game each member of the family liked, I wrote the name of the member of the family:

Father: _____

(The father’s name was Tom and he liked word search).

So that students could identify just the member of the family. And I also wrote the name of the character, so students had to find who that person in the family was and the board game that the family member mentioned liked, for example:

Karl: _____

(Karl was the brother and liked Hangman).

For having an outcome from the activities students developed in class, I intended students to develop class by class strategies to help them writing, one of them was taking notes while reading “capturing the main points of the texts read thematically, where students had the opportunity to practice-write while they are reading” (Henning, Gravett, & Rensburg, 2005, p. 49).

For developing this strategy of taking notes, I left one space next to the reading, so students could write their key words in there while they read. I also asked students to use a sheet, to write the words learned class by class which is the strategy of using a vocabulary shift that “implies what the writer should know the typical terms in the field” (Henning, Gravett, & Rensburg, 2005, p. 89). In this case, it was the vocabulary I previewed with them and the vocabulary they understood from the readings.

With these two strategies I created the last activity of the worksheet 3, which had the picture of a celebrity, a thumb-up hand that in Facebook means “like” and the picture of the board game, as I show below:



With the notes students took next to the reading, they could identify how to write what the members of the family likes and with the use of the vocabulary shift, students could look for the meaning of the different board games the celebrities supposed to like, according to the activity. Also the pictures of the celebrity, the thumb-up hand and the board game were in order grammatically, so students could write the sentences following the pictures and their grammar would be right.

2.1.3.2 Students Results from the Use of Reading Comprehension and Writing Strategies

The results from the strategy of activating background knowledge with the subskill of previewing vocabulary were considered in group, in which students could guess the meaning of the five words presented. According to a rubric to see if students could match the words to their definitions, I could be state that they identified correctly the vocabulary presented and they had an “Excellent” result:

Poor: The student organizes the items that are illogical or trivial.

Fair: The student organizes the items that are not very meaningful but address some of the important characteristics of the items.

Good: The student organizes the items meaningfully but does not thoroughly defining characteristics of the categories.

Excellent: The student organizes the items meaningfully categories and describes the characteristics of each category.

(Marzano, 2000)

For the strategy of questioning in addition with scanning subskill, it is worth mentioning that “we normally use this subskill when we are trying to locate where the correct answer is” (Pell, 2017, p. 9), so if students got the correct answer, it means that they developed scanning correctly, in order that they located where the information was. The results for this strategy in conjunction with scanning were:

4 of 4 correct answers: 12 students

3 of 4 correct answers: 6 students

2 of 4 correct answers: 2 students

1 of 4 correct answers: 0 students

0 of 4 correct answers: 0 students

These results helped me to conclude that the majority of students got the correct information from the text. This time, there was no help from me to get the answers;

they all did this activity by themselves. Finally, to evaluate the skill of sentence construction for the reading comprehension strategy development, it was taking in consideration the organization of the sentence, which was the same as the pictures showed. The results were the following:

3 of 3 students answered correctly: 16

2 of 3 students answered correctly: 1

1 of 3 students answered correctly: 1

0 of 3 students answered correctly: 2

Although, students did not had practiced with grammar in their previous classes, students could build up a sentence in English to describe what each character mentioned liked. But my mistake for this class was that I did not sequenced the activities to get correct written answers in which students could take as a reference the text that I showed them. They were complete different activities scanning the text for getting information about the likes of the family and writing the likes about each celebrity, I did not follow the same context.

2.1.3.3 Strategies that Developed Reading Comprehension Skills

| STRATEGIES USED IN THIS CLASS | | |
|-------------------------------|---------------------------------|--------------------|
| STAGE | STRATEGY | SUB SKILL |
| Pre reading | Activating Background Knowledge | Preview vocabulary |
| While reading | Questioning | Scanning |

In the warm up stage of the class, students practiced with the vocabulary they already knew from the previous classes, and with it they played Charades, using the strategy of activating background knowledge in conjunction with previewing vocabulary. Although students already seen that vocabulary, not all of them

learned it, so I intended to preview it once again and using a board game that was the main topic of these classes, by reinforcing the vocabulary.

This is the same subskill that was developed with this strategy “Vocabulary” (Lee, 2017), which states that “having a strong vocabulary is a key component of reading comprehension” (p. 3). So learning vocabulary helped students to have a better understanding of the text, like knowing the members of the family or the name of board games to get the general idea of the reading.

“Understanding how sentences are built might seem like a writing skill. So might connecting ideas within and between sentences, which is called cohesion. But these skills are important for reading comprehension as well.” (Lee, 2017, p. 4). In this last part, students worked with the skill of “sentence construction” that if it was focused on the outcome which was to write the likes of the celebrities, students developed this strategy as a future tool to understand texts when talking about likes.

The strategy that helped me the most to develop reading comprehension strategies was questioning, in which students had to answer specific information about the reading, which according to my observation, students felt more comfortable looking for the given information than deducing something from the reading.

2.1.4 Class 4. January 22nd, 2019.

Objective: By the end of the lesson students were expected to identify specific information in order to use it as a tool to give descriptions about the general meaning of a text.

On January 22nd 2019, I applied the 4th class of the third practice period with 19 students; this class I intended students to identify specific information from a reading in which they could take advantage of it to describe the general meaning of the text (Appendix W). The strategies used for this class were scanning and skimming.

In the warm up stage, we played Pictionary, which is a game that consists on drawing a picture that you select and your team has to guess it. Firstly, I divided the group in two teams, one from the left side and one from the right side. Students chose a player that would go to draw the vocabulary we had seen during the previous classes. That vocabulary I selected from students vocabulary shift (Appendix X), which were words that they learned or already understood from the previous readings. They played just three times, which was the time limit they had.

After that, I gave students worksheet 4 (Appendix Y) where there was a reading that students had to skim the text in less than 1 minute, and according to what they comprehend they selected the more appropriate title for the reading. Using the same reading, students had to answer some questions below the text, which asked specific information from the reading.

Finally, as a production for the class students had to complete a sentence where they described what the reading was about. Students could use their vocabulary shift to help answering that question, and I wrote on the board “The reading was about...” so students could remember activities that we had developed on other previous classes where they wrote:

The reading was about _____ who _____

Using that sentence, they could have a clearer idea that they had to write about someone and then, they described the actions that that or those people did according to what the reading said.

2.1.4.1 Adaptation of the material to develop reading comprehension strategies

To keep with the strategy of previewing vocabulary, I played with students Pictionary. In the same way I wrote in some cards with the words used in the previous classes, same that I chose from their vocabulary shifts. Then I divided the group in two teams and each one of them chose a player. Each player was assigned a half of the whiteboard to draw. Then they chose the word to draw on the board, and the first team who guessed the word was the winner. We repeated

three times this game, so students had the chance to practice with six different words.

In order to attend the strategy of skimming, I gave students Worksheet 4 (Appendix Y), in which there was a reading with vocabulary that students had seen during the previous four classes. I gave students 1 minute to read quickly the text, and after that I asked students what they understood from the reading. Some of them said the correct answer since the beginning, while other kept the general idea from the text we used last class, which was about the likes of board games. Some comments were the following:

“Yo creo que es de una noche de juegos”

“Pero son juegos en familia”

“Lo que le gusta a cada miembro de la familia”

“No, es de los juegos que le gustan a la familia en general”

With the idea that students had from the skimming of the text, I asked them to assign a title to the reading according to what they understood. The majority of them got the main idea about the reading or wrote a phrase mentioned on the text, some ones that had sense like “game night” and other completely different to the general idea, like “Every Sunday”, this last one were the first to words of the reading.

Then, to evaluate the strategy of scanning, there were some questions below the reading, which were about identifying when was the day that the family played, who were the characters of the reading, which games did the family play, which was the game they liked the most and which was the game they did not like. The questions were explicit in the reading with the same words of the reading, unless for the second question which was who were the characters of the reading, in which the narrator did not specify who was but he mentioned his family, so that answer was implicit in the text, but was not hard to find.

2.1.4.2 Students results from the use of reading comprehension strategies

As many students assigned the title according to something that the reading said, I decided to evaluate the reading strategy of questioning focused to skimming with the following criteria:

- If student answered according to something insignificant that he/she read in the text, he/she would not have a point of skimming.
- If students answered according to something meaningful about the reading, he/she would get the point of skimming.
- The student did not answer this part.

This criterion was adapted by me, basing it in the considerations from the last classes, considering a good skimming when students answered something meaningful and low skimming when students answered something insignificant.

The results were the following:

Low skimming: 5 students

Good skimming: 12 students

Did not answer: 2 students

In this point, some students were not interested of reading and deduce the general meaning of the text. For that reason I considered that they did not write the title of the reading or they just wrote the first words they saw in the reading and copied them on the title. Although, they were a few students who answered in this way, the level of skimming was lower than the last time. I considered that it was important to use other strategy for getting students attention and allow them to feel comfortable with the reading and their knowledge, in other to make them say “I can do it so I will do it”.

The results for questioning strategy in addition with scanning were taken in consideration according to the correct answers they had. As there is no instrument for measuring the development of this subskill, and it consists on finding specific information, I considered the fact that if the information was right, the student looked for the information correctly; but if the information was wrong, students did not made an effort in understanding and looking for the correct answer. The results were the following:

5 of 5 questions correct: 10 students

4 of 5 questions correct: 4 students

3 of 5 questions correct: 3 students

2 of 5 questions correct: 2 students

1 of 5 questions correct: 0 students

Same as in skimming subskill, most of the students who had a good level I scanning were the majority, but the results of students with lower lev, increased more than the results of scanning last time. The difference of this exercise was that students had to look for the specific answer that the question asked, for example:

“We play charades, but the game we like to play the most is jumble.”

What game do they like to play?

And students did not want to read specifically the correct answer, so when they saw the word “game” and/ or “like” they associated it with a game the family liked in the reading. Students did not matter if the answer was correct or not, they only wanted to answer the worksheet with what they understood, but not with what they had to look for.

2.1.4.3 Strategies that developed reading comprehension skills

| |
|-------------------------------|
| STRATEGIES USED IN THIS CLASS |
|-------------------------------|

| STAGE | STRATEGY | SUB SKILL |
|---------------|---------------------------------|----------------------|
| Pre reading | Activating Background Knowledge | Preview vocabulary |
| While reading | Questioning | Skimming Scanning |

The strategies developed during these classes were activating background knowledge to develop the strategy of skimming and scanning. In which activating background knowledge “permitted students to infer about what they thought that was happening in the reading and allowed students hold on to that information and use it to gain meaning and build knowledge from what they are reading” (Lee, 2017, p. 6), that in this case can refer to the information asked on the question for practicing scanning, where students had to evoke the vocabulary they had already memorized to understand what they were reading.

Despite the fact that some students answered just to complete the task, most of them did it correctly when skimming, they had a better comprehension than in the first class. Perhaps students were used to work with the context of board games or that they understood vocabulary about it, they got easily the meaning from the context they were working with. As Nagy (1984) mentions, “ incidental learning from context proceeds in terms of small increments, so that any one encounter with a word in text will be likely to produce only a partial increase in knowledge of that word” (p. 8). In which I can conclude that students developed their reading comprehension strategies with the use of questioning strategy, focusing on skimming and scanning subskills.

CONCLUSION

In this part, I intended to describe the general results of my study and reflect about my strengths and weaknesses that I had during this practice period, from January 14th to January 25th. This period, which consisted in four classes that were planned, applied, described and analyzed in this document, were focused on the graduating profile from me and my students.,

The academic objective of this pedagogical essay was for students to be able of using reading comprehension strategies in order to improve their understanding of written texts. In addition, I considered the Graduating Profile from Basic Education established in Plan de Estudios (2011) which establishes that “students should be able to use their mother tongue to communicate clearly and fluently, and interact in different social and cultural contexts; in addition to have the basic structures to communicate through the English language” (p. 39).

Considering this, the results of my students were that they could develop their reading comprehension skills by being familiarized with the topic. This comprehension was not as meaningful to comprehend a whole new text presented to them, but they were able to get the meaning from the context in which the reading is set. This recognition was practiced by identifying specific vocabulary in the reading and building a general meaning from that vocabulary; and by being exposed to a specific context that students recognized and they were interested in. Although, students cannot express their ideas in English language as it is stated in the Plan de Estudios, they are able to express their ideas in their target language about a topic presented in English.

This results were not reached through the use of reading comprehension strategies at all, but with the use of translation. In this case, students memorized the vocabulary that I first showed them, and then identified that vocabulary and other words in English that they recognized in Spanish. I considered that in that way students could understand the text, instead of using only English to comprehend the reading..

Also, to achieve the objectives from the Graduating Profile of the Secondary Education major (SEP, 1999) (Appendix Z) I could achieve the following intellectual skills:

- Domain of the purposes and contents of secondary education
- Didactic competences
- Capacity of perception and action to social school context conditions

Considering these objectives, I them through investigation to get truthful information from different sources to analyze, organize and summarize it in the way that I needed. Also, the domain of the contents was learned while I was practicing them, I realized that every content is linked in each year and that they are focused in a specific context that the students are familiarized with.

Practicing also helped me improve my didactic competences that I was able to develop since the planning stage to the reflection. Identifying what was better for my students and specific issues to attend. Same cases that I was developing with the perception and action capacity in order to attend school context situations, because many of the problems that students had at school, they came from the context students were, so when I identified those problems, I went to the USAER for help.

This essay allowed me to reflect and learn that I need to investigate for more information and examples about strategies, in order to be prepared for unexpected situations and apply them when I need them. I realized that I need to use a wide English Language in the classroom to avoid translation and improve their skills in English. I understood the importance of the organization of the material and the classes, which were one of my strengths and helped me to have a good register for students of their tasks. Organization and registration are important in many aspects, such as to clarify doubts from students, parents and administrative staff, also to evaluate the students' level of development.

An improvement in this practice period was that I could be more aware of timing. When I started my practices I did not consider it, so many times I did not give feedback to students. Once, I was more aware of timing, I finished my activities on time and gave feedback to students, even some more oral practice. Also the more I worked with my students, the more I knew their pacing, which also helped me to consider the time I used to plan because sometimes I wanted to apply an activity but I knew students would take too much time doing it, so I had to change it or adapt it.

My area of opportunity was that I did not have a good group control, because I needed to have more self-confidence, I was not as strict as I should be in some situations I required to give my classes. Also that I focused more on teaching a topic than on assessing my students personally, in which I could change the role of the teacher for being a guide or part of the group, for develop students confidence with the language and have in improvement in each of them.

As I did not develop the reading comprehension strategies as much as to make students interact in English, I developed the following possible research questions which I could use in the future to develop reading skills:

- What is the most effective method for the developing reading comprehension strategies?
- How do interactive reading activities help to develop reading comprehension skills?
- How are reading habits created in students?

To improve my future classes I also intend to use authentic material in order to reach meaningful learning, and to develop projects in order to evaluate their process. In my coming profession as an EFL teacher I expect to keep practicing the reading strategies and avoid the use of Spanish in my classes, this in order to change the daily activities, apply new and meaningful ones. I expect to keep preparing through more advanced degrees and courses to develop my teaching practice.

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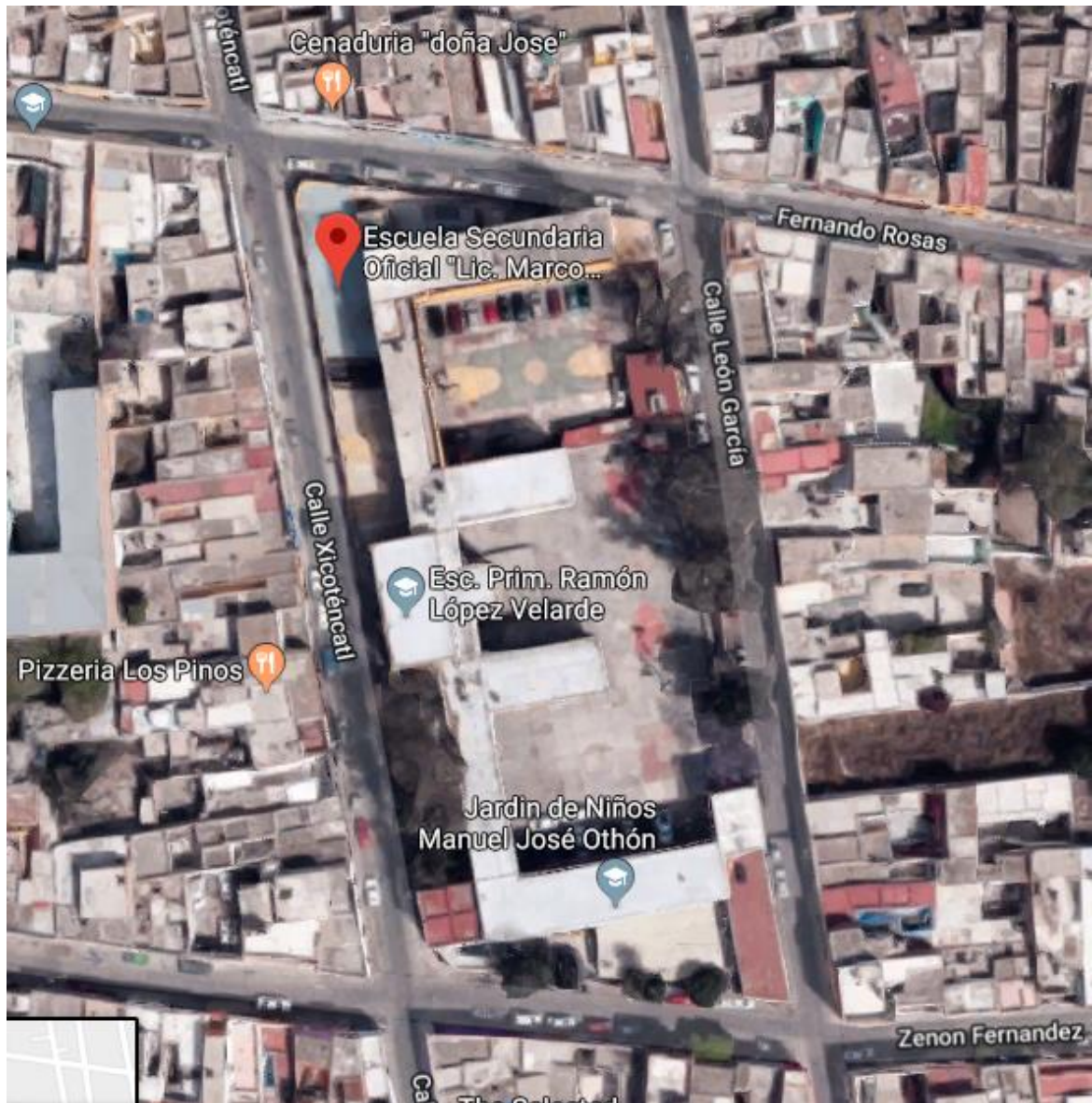
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APPENDIX

Appendix A. Escuela Secundaria Oficial Marco Antonio Vázquez Carrizales

Location of the Official Secondary School “Marco Antonio Vázquez Carrizales”

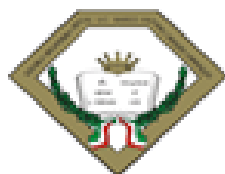
Source: <https://www.googlemaps.com> (2018)



Appendix B. Survey for assessors

Survey applied to assessors during the first practice week from August 20th – August 24th.

Source: Own elaboration (2018)



Benemérita y Centenaria Escuela Normal del Estado

Esc. Sec. Marco Antonio Vázquez Carrizales

Ocupación: _____ Años de servicio: _____



¿En qué consiste su trabajo?

¿Cómo explicaría el contexto interno y externo de la escuela?

¿Cuál es el nivel académico de la escuela?

¿Qué cambios considera le harían bien a las instalaciones de la escuela? ¿Por qué?

¿Con qué recursos cuenta la escuela que apoyen en el aprendizaje de los alumnos?

¿Cuáles son los objetivos actuales de la escuela?

¿Cuál es el rango de edad aceptado en la escuela?

¿Con cuántos alumnos cuenta actualmente la escuela?

¿Cuáles fueron las calificaciones generales de los alumnos el año pasado?

¿Cómo son detectados los alumnos con necesidades especiales?

¿Considera que es importante el inglés para los alumnos? ¿Por qué?

¿Cuáles son las necesidades prioritarias de los alumnos?

Appendix C. Survey for Students

Survey applied to students during the first practice week from August 20th to August 24th.

Source: Own elaboration (2018)



Benemerita y Centenaria Escuela Normal del Estado
Esc. Sec. Marco Antonio Vázquez Carrizales



Grado: _____ Grupo: _____ Edad: _____

Encierra la opción que responda a tus gustos.

Del 1 al 3, ¿cómo calificarías tus clases de inglés el año pasado?

- a) 1 b) 2 c) 3

¿Dónde prefieres sentarte en clases? ¿Por qué?

- a) Atrás b) En medio c) En frente

Porque: _____

¿Por qué estudias inglés?

- a) Porque me gusta b) Porque lo necesito c) Para aprobar la materia

¿Qué te motiva?

- a) Tener un futuro b) Pasar la escuela c) Sentirme y ser mejor

¿Quién te motiva?

- a) Mamá/Papá b) Yo mismo c) Amigos d) Familia en general

¿Qué actividades te gustan más?

- a) De gramática b) De vocabulario c) De audios d) Comunicativas

¿Qué maestro tiene una buena organización de sus clases?

- a) Español b) Matemáticas c) Inglés d) Otro: _____

¿A través de qué aprendes mejor?

- a) Material auditivo b) Material visual c) Estudiando solo d) Tomando notas

¿Qué habilidad te gusta más?

- a) Writing b) Speaking c) Listening d) Reading

¿Qué temas te interesan más?

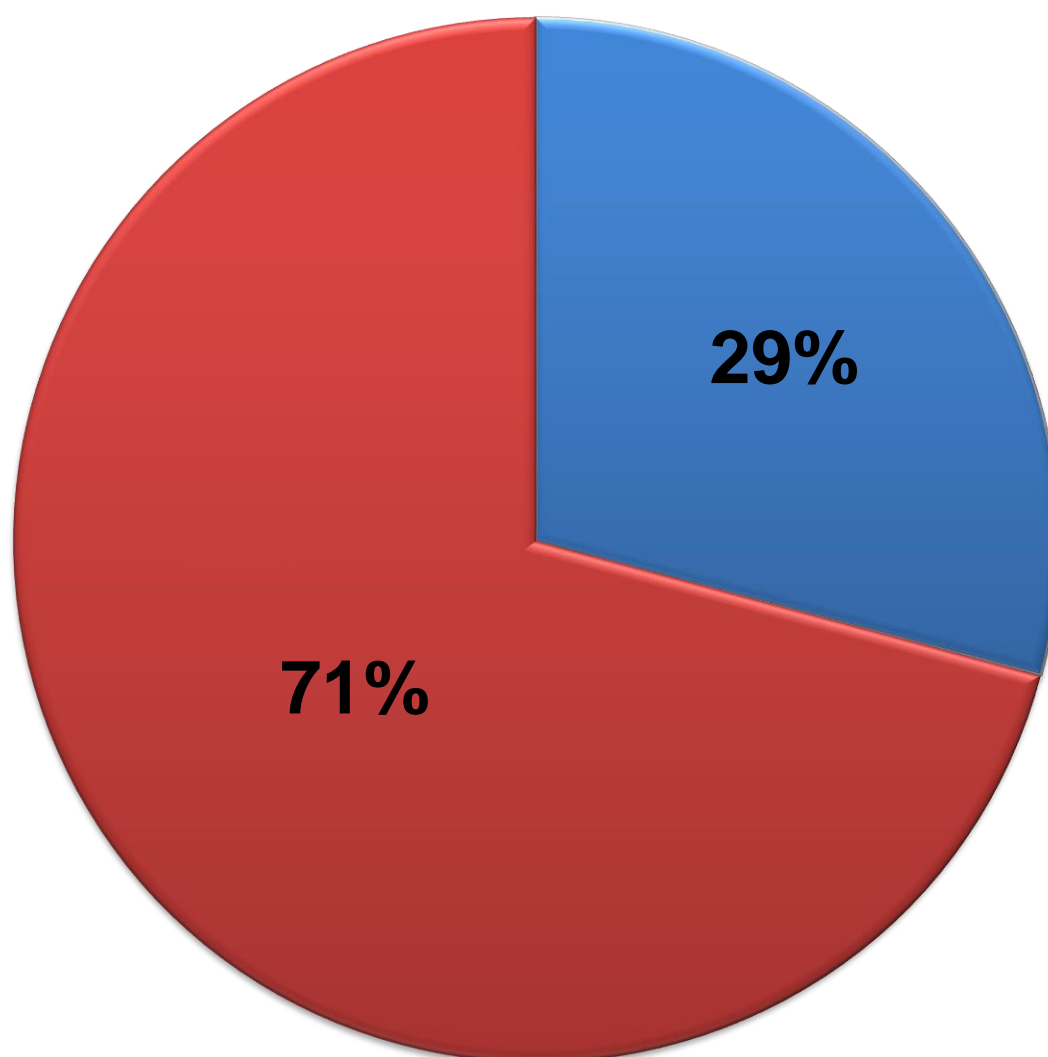
- _____
- _____
- _____

Appendix D. Reading and Writing Results

Students' results from the diagnostic exam in reading and writing skills.

Source: www.cambridgeenglish.org/movers (2018)

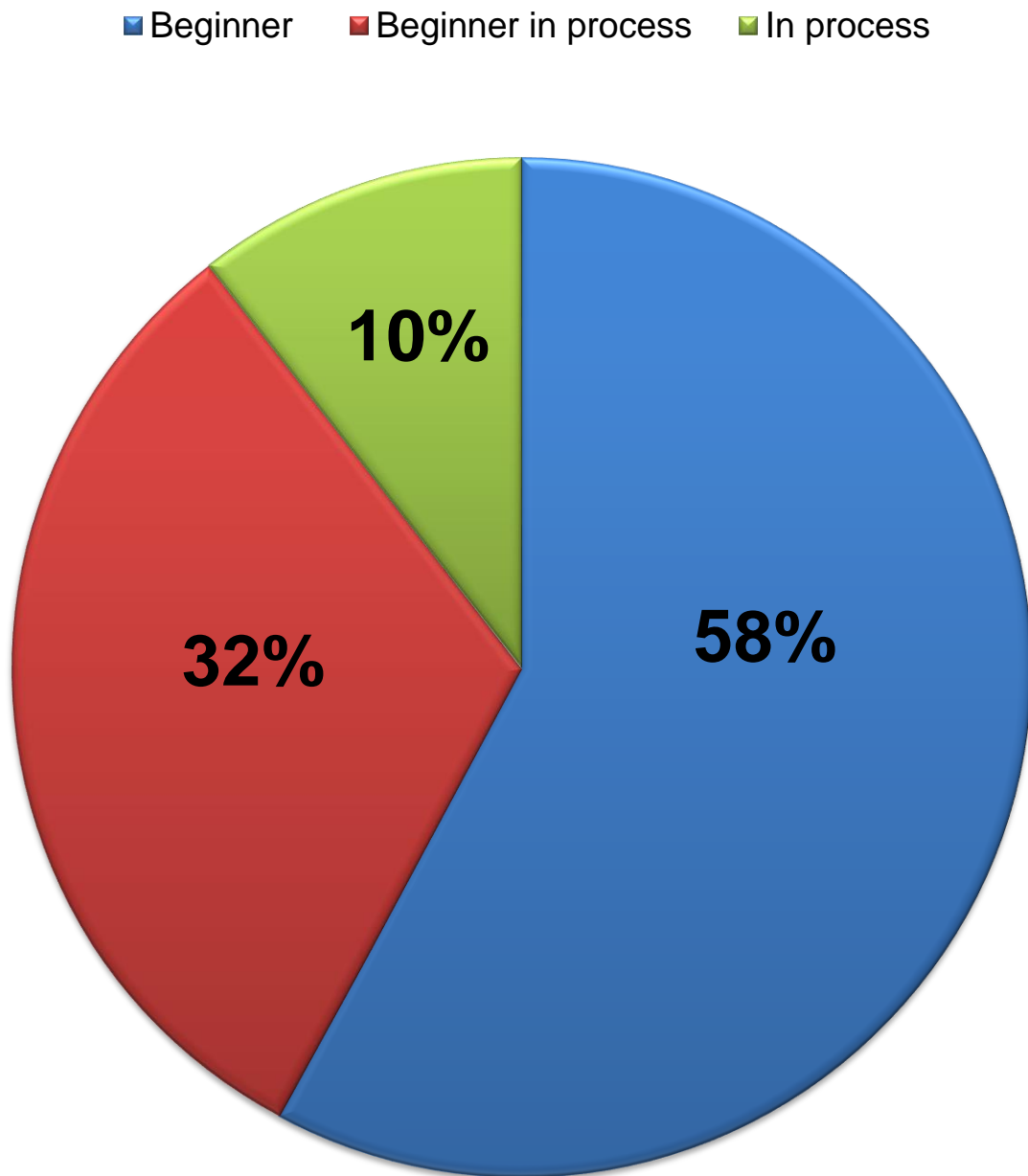
■ Correct answers ■ Wrong answers



Appendix E. Level of Students

Graph of the students' level according to the diagnostic exam.

Source: cambridgeenglish.org/movers (2018)



Appendix F. Individual results

List of students' level according to the diagnostic exam.

Source: cambridgeenglish.org/movers (2018)

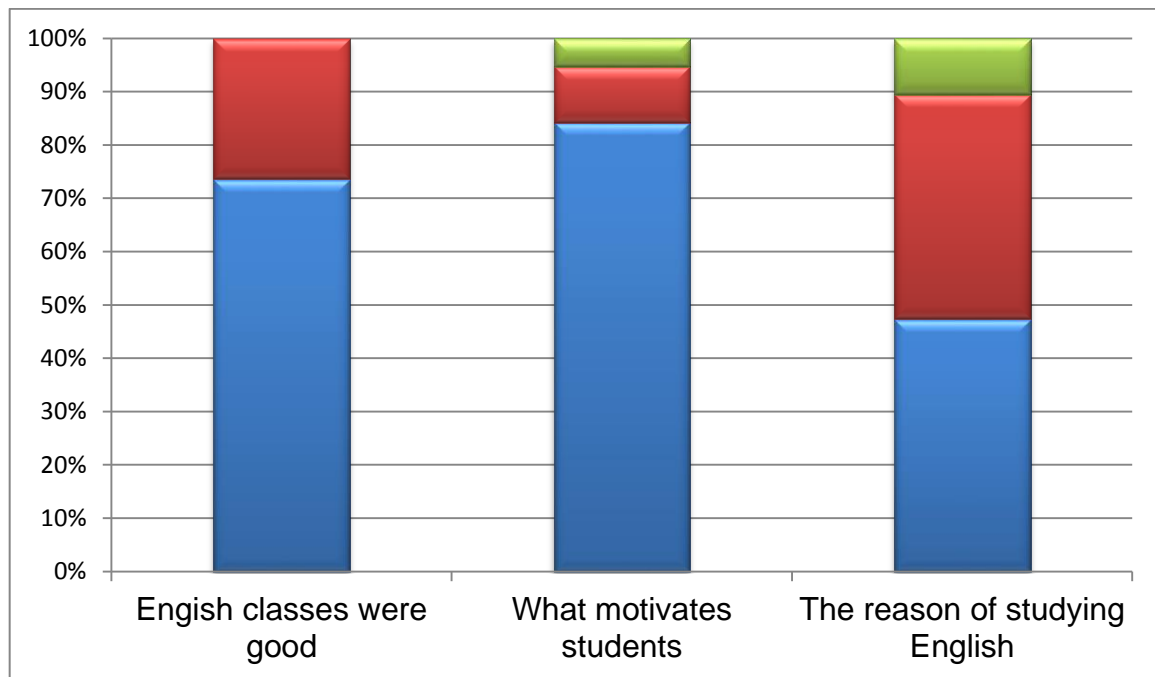
| | Score | English level |
|-----|--------|---------------------|
| 1. | 11 /35 | Beginner in process |
| 2. | 9/35 | Beginner |
| 3. | 18/35 | In process |
| 4. | 9/35 | Beginner in process |
| 5. | 9/35 | Beginner in process |
| 6. | 10/35 | Beginner in process |
| 7. | 11/35 | Beginner in process |
| 8. | 24/35 | In process |
| 9. | 6/35 | Beginner |
| 10. | 9/35 | Beginner |
| 11. | 14/35 | Beginner in process |
| 12. | 7/35 | Beginner |
| 13. | 11/35 | Beginner |
| 14. | 12/35 | Beginner |
| 15. | 6/35 | Beginner |
| 16. | 7/35 | Beginner |
| 17. | 4/35 | Beginner |
| 18. | 10/35 | Beginner |
| 19. | 8/35 | Beginner |

Appendix G. Students Beliefs about English

Students' results from the surveys applied to identify:

- Their opinion about English classes
- What motivated them
- Why they studied English

Source: Own elaboration (2018).



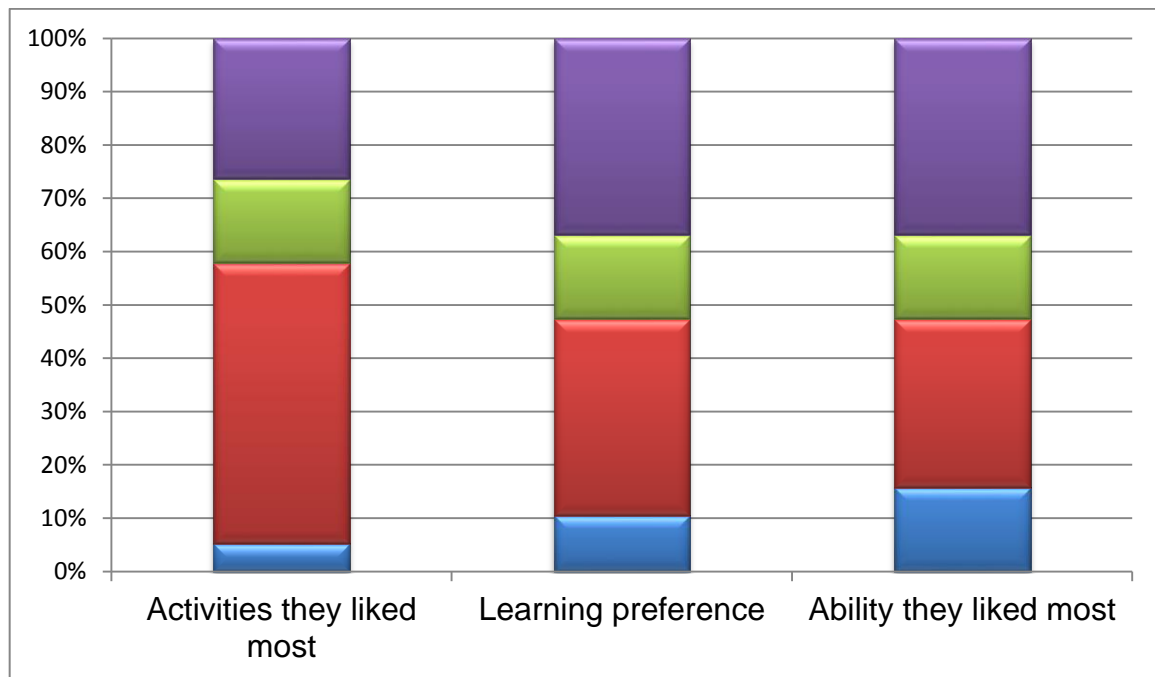
| | | |
|------------------------------|------------------------------------|------------------------|
| English classes were good | To have a better future | Because I like English |
| English classes were regular | To feel and be better about myself | Because I need it |
| English classes were bad | To approve school | To approve the subject |

Appendix H. English Activities Preferred by Students.

Students' results from the surveys to identify:

- Type of activities they liked
- Their learning preference
- Skill they liked most

Source: Own elaboration (2018)

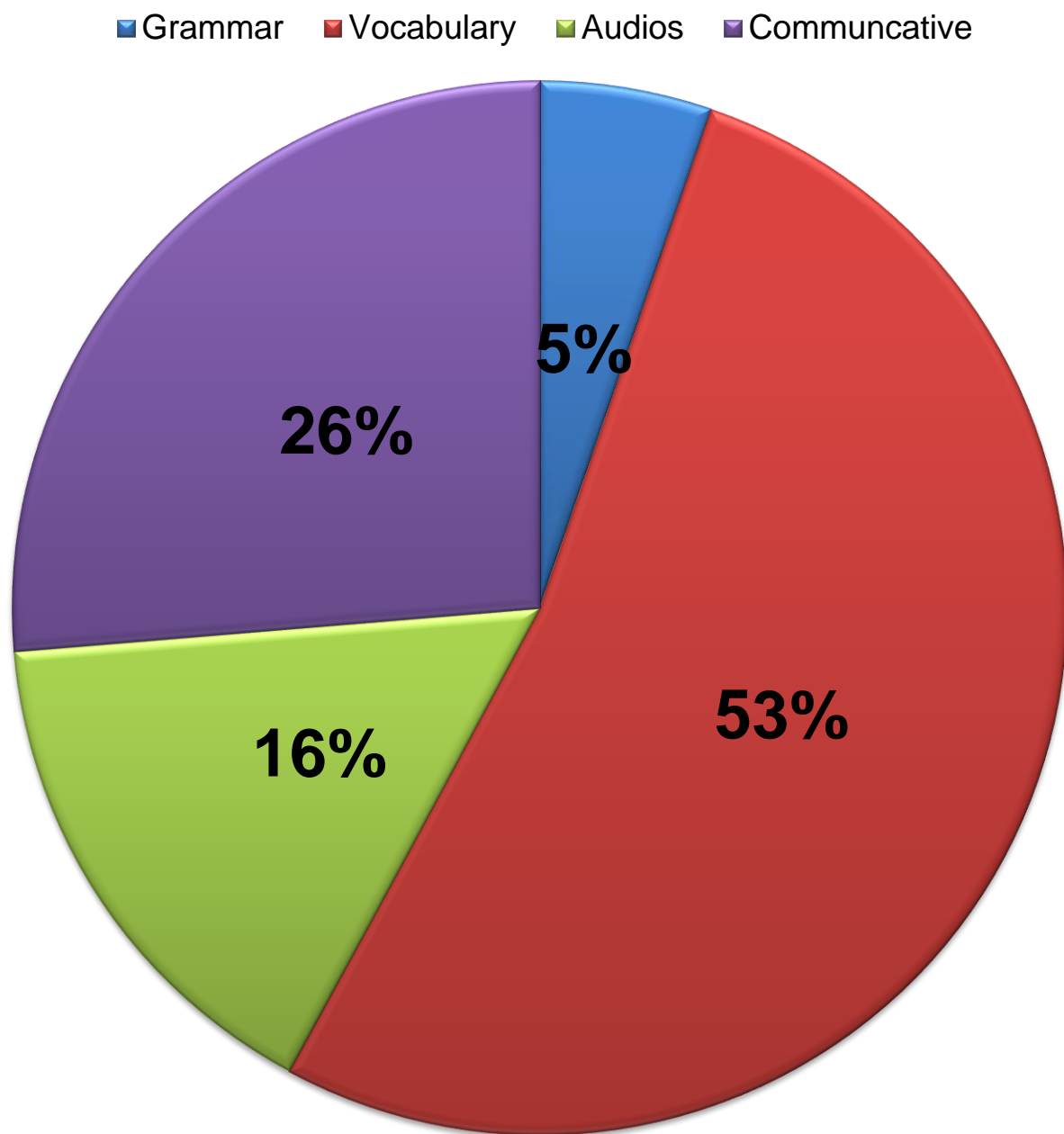


| | | |
|---------------|----------------|-----------|
| Grammar | Audios | Writing |
| Vocabulary | Visuals | Speaking |
| Audios | Studying alone | Listening |
| Communicative | Taking notes | Reading |

Appendix I. Activities that Students Like

Students' results in the survey about the type of English activities they like most.

Source: Own elaboration (2018)

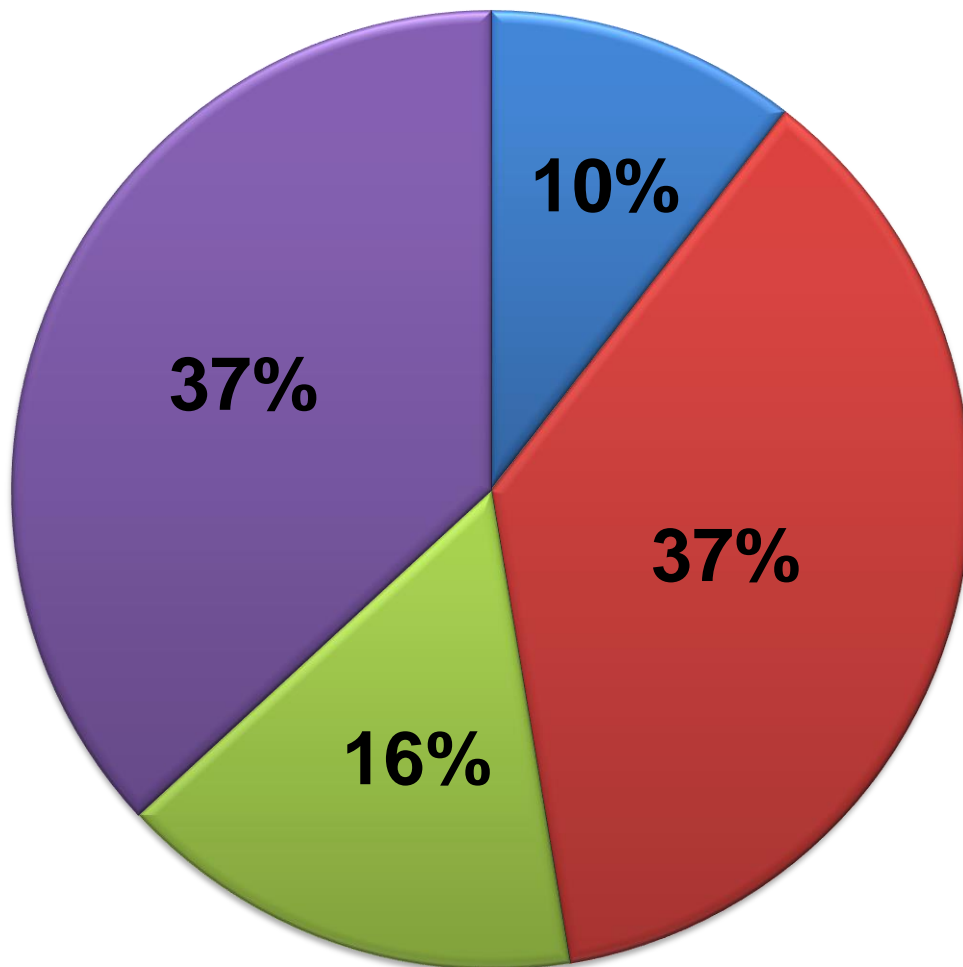


Appendix J. Students' Learning Preferences

Students' results in the survey about the learning style they prefer.

Source: Own elaboration (2018)

■ Audios ■ Visuals ■ Studying alone ■ Taking notes



Appendix K. Skill that Students Prefer

Students' results about the skill they liked most according to the survey applied.



Appendix L. Lesson Plan Class 1

Lesson Plan applied on the first class of my teaching practice from January 14th to January 25th.

Source: Own elaboration (2019)

| ESL/EFL LESSON PLAN | | | | | |
|---|--|---------------------------------|------------------------------------|---------------------------------|--|
| Group: | 2 nd "A" | 2 nd "B" | 2 nd "C" | 2 nd "D" | |
| Day: | January 15 th , 2019 | January 14 th , 2019 | January 14 th , 2019 | January 14 th , 2019 | |
| Time: | 10:40 | 11:30 | 9:30 | 10:40 | |
| Lesson number: | 1 | Topic: | | | |
| Objective/aim: | By the end of the lesson students should be able to get the general idea from the text | | | | |
| Stage, stage aim and timing | Activity procedure | | Material, equipment or aids | Interaction patterns | |
| Warm up 5 min To get students attention and motivate them to keep learning | Brainstorm with the vocabulary learned from previous classes to see their advance. | | Board | Group | |
| Presentation 10 minutes Provide vocabulary students will need for the lesson | Present new vocabulary for the reading. Charades, Crossword, Hangman, Jumble, Scrabble, Word Search. Make predictions about the reading according to the vocabulary. | | Flashcards (Appendix A) | Teacher-students | |
| Practice 15 min To activate previous knowledge | Read a text about what are tabletop games. Tabletop games are games that are played at social groups to facilitate interaction or entertainment. They can be played in pairs or in groups, according to the players' decision. They can generate different atmospheres of tension, fun or even a bored environment. These games are intended to be played socially, and are designed to be easy for new players to learn, with some rules that can be modified according to their | | Worksheet 1 (Appendix B) | Individual | |

| | | | |
|--|---|---------------------------------|-----------------|
| | convenience. Most of them generate too much laugh and most of the people like them. Identify the words you know and take notes of them. Make your vocabulary sheet. | | |
| Production 8 min To relate general knowledge to the context used | Make a drawing explaining the general ideas of the reading. Remember to use the key words. | Notebook | Individual |
| Feedback 5 min To see how what students thing about the class and how much they learned | Share the drawing and recall information in Spanish. What is the link between the story and the vocabulary? Was the reading as you predict? | Product from students | Group |
| Checking notebooks 7 min | Check the registration sheet with the work on the notebook. | Registration sheet (Appendix C) | Teacher-student |

Appendix M. Flashcards Class 1

Flashcards used in the first class of my practice period from January 14th to January 25th.

Source: Own elaboration (2016)



Appendix N. Worksheet 1

Worksheet 1 applied in the first class of my practice period from January 14th to January 25th.

Source: Own elaboration (2019)

Worksheet 1

Name: _____ Date: _____

What do you think this reading is about?

Read the text.

BOARD GAMES

Board games are games that are played at social groups to facilitate interaction or entertainment. They can be played in pairs or in groups, according to the players' decision. They can generate different atmospheres of tension, fun or even a bored environment. These games are intended to be played socially, and are designed to be easy for new players to learn, with some rules that can be modified according to their convenience. Most of them generate too much laugh and most of the people like them.

What words do you understand?

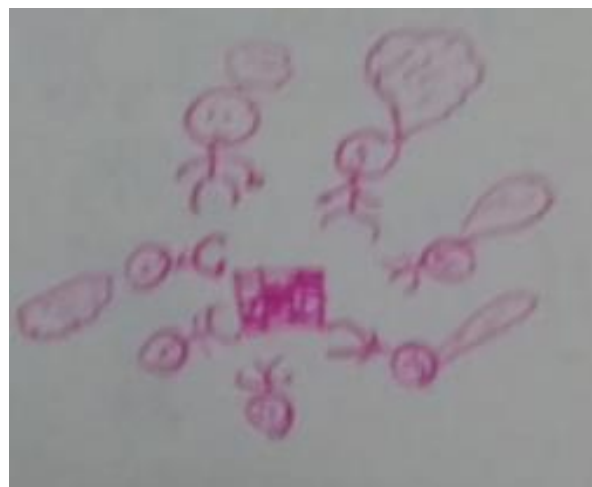
-
-
-
-
-

Make a short drawing describing what the story is about.

Appendix O. Students' Product from Class 1

Examples of fair and poor drawings in worksheet 1, applied on the first class of my practice period from January 14th to January 25th.

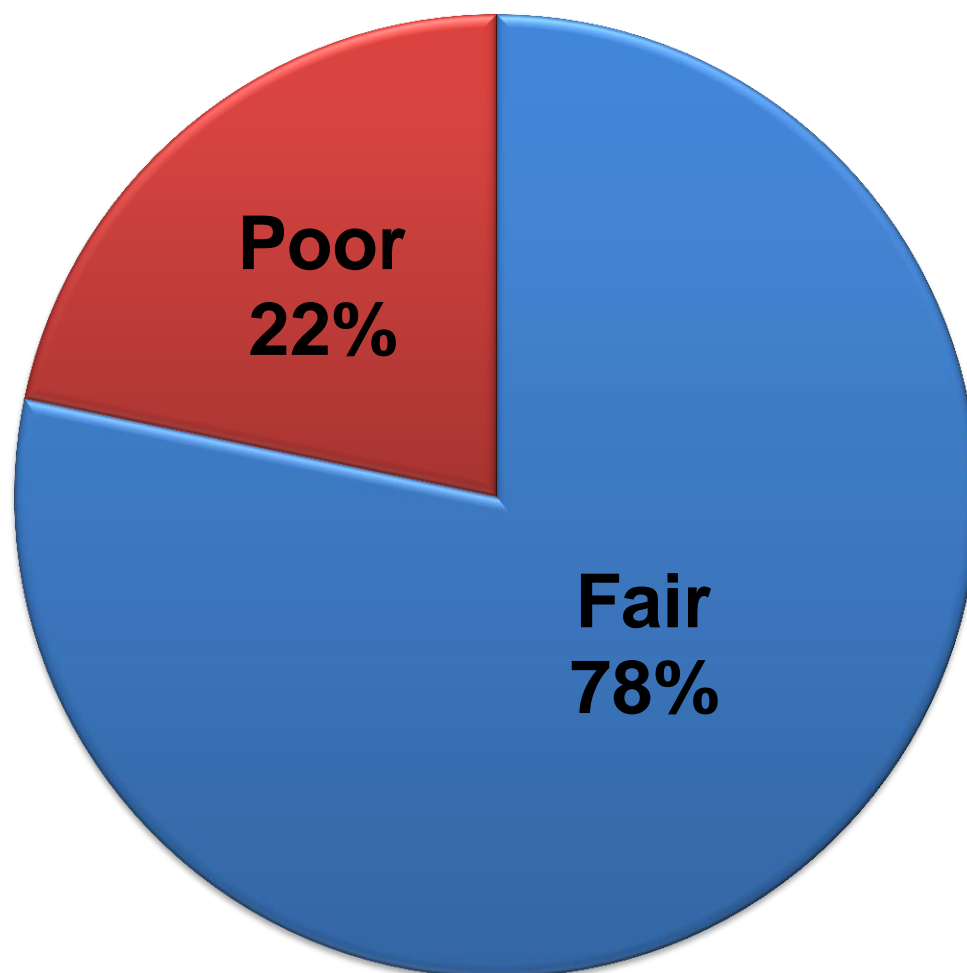
Source: Students from the 2nd grade, group "A" (2019)



Appendix P. Results of Worksheet 1

Students' results in the production of the drawing.

Source: Own elaboration (2019)



Appendix Q. Lesson Plan Class 2

Lesson Plan applied on the second class of my teaching practice from January 14th to January 25th.

Source: Own elaboration (2019)

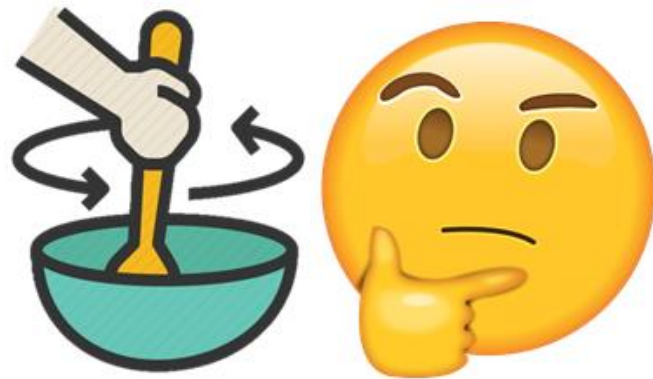
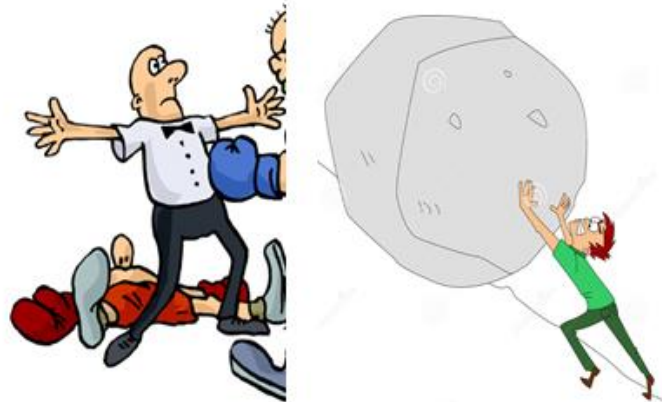
| ESL/EFL LESSON PLAN | | | | | |
|---|--|---------------------------------|---------------------------------|---------------------------------|--|
| Group: | 2 nd "A" | 2 nd "B" | 2 nd "C" | 2 nd "D" | |
| Day: | January 17 th , 2019 | January 18 th , 2019 | January 19 th , 2019 | January 20 th , 2019 | |
| Time: | 10:40 | 11:30 | 9:30 | 11:30 | |
| Lesson number: | 2 | Topic: | | | |
| Objective/aim: | By the end of the lesson students should be able to give brief descriptions about the general idea of a reading. | | | | |
| Stage, stage aim and timing | Activity procedure | | Material, equipment or aids | Interaction patterns | |
| Warm up 5 min To get students attention and motivate them to keep learning | Common verbs used in English: Play, win, lose, challenge, move on, order, guess, and mix. | | Flashcards (Appendix D) | Group | |
| Presentation 10 minutes Provide vocabulary students will need for the lesson | Present students a short text explaining Jumble. Hi, my name is Tomas. My favorite game is Jumble and I like to play it every day, but some people don't know how to play it. The game is very easy to learn, you have some letters mixed and you have to order them to make a word. Some games are easy because they give you clues, for example the first letter of the word or if the word is about an animal, fruit, movie, etc. The most difficult games for experts don't have clues and the words are very long. It is a hard challenge and you have to know too much vocabulary. | | Worksheet 2 (Appendix E) | Individual | |
| | Skim the text, get the general idea. | | | | |

| | | | |
|---|--|---------------------------------|-----------------|
| <p>Practice 15 min To activate previous knowledge</p> | <p>Identify a key word from each paragraph and make a brainstorm on the board. Write the key words on the vocabulary sheet. Connect the key words in order to get the idea of the reading.</p> | Worksheet 2 | Individual |
| <p>Production 8 min To relate general knowledge to the context used</p> | <p>As the description, make a brief description of the reading. This text is about _____ who says that _____. This text is about MARK who says that CHARADES IS A FUNNY GAME WHERE YOU HAVE TO DO MIMICS TO GUESS A WORD. YOU CANT SPEAK AND SOME PEOPLE ARE VERY GOOD PLAYING.</p> | Worksheet 2 | Group |
| <p>Feedback 5 min To see how what students thing about the class and how much they learned</p> | <p>Share your description and recall information in Spanish from the reading.</p> | Product | Group |
| <p>Checking notebooks 7 min</p> | <p>Check the registration sheet with the work on the notebook.</p> | Registration sheet (Appendix C) | Teacher-student |

Appendix R. Flashcard of Class 2

Flashcards used in class 2 about common verbs used in the games.

Source: Own elaboration (2019)



Appendix S. Worksheet 2 of Class 2

Worksheet 2 applied in the second class of my practice period from January 14th to January 25th.

Source: Own elaboration (2019)

Worksheet 2

Name: _____ Date: _____

Read the text and answer the questions.

Jumble

Hi, my name is Tomas. My favorite game is Jumble and I like to play it every day, but some people don't know how to play it.

The game is very easy to learn, you have some letters mixed and you have to order them to make a word.

Some games are easy because they give you clues, for example the first letter of the word or if the word is about an animal, fruit, movie, etc.

The most difficult games for experts don't have clues and the words are very long. It is a hard challenge and you have to know too much vocabulary.

Underline the words you consider important.

What is Jumble?

Write a brief description about the reading.

This text is about _____ who says that _____

Appendix T. Vocabulary of the Reading in Worksheet 2.

Key words in the reading for doing the flashcards, considered from the 2nd worksheet.

Source: Own elaboration (2019)

Hi, my name is Tomas. My favorite game is Jumble and I like to **play** it every day, but some people don't know how to play it.

The game is very easy to learn, you have some **mixed** letters and you have to **order** them to make a word.

Some games are easy because they give you clues, for example the first letter of the word or if the word is about an animal, fruit, movie, etc.

The most difficult level doesn't have clues and the words are very long. It is a hard **challenge** and you have to know a lot of vocabulary.

Appendix U. Lesson Plan Class 3

Lesson Plan applied on the third class of my teaching practice from January 14th to January 25th.

Source: Own elaboration (2019)

| ESL/EFL LESSON PLAN | | | | | |
|---|---|---|---------------------------------|---------------------------------|--|
| Group: | 2 nd "A" | 2 nd "B" | 2 nd "C" | 2 nd "D" | |
| Day: | January 18 th , 2019 | January 16 th , 2019 | January 18 th , 2019 | January 18 th , 2019 | |
| Time: | 8:40 | 11:30 | 10:40 | 11:30 | |
| Lesson number: | 3 | Topic: My family likes... | | | |
| Objective/aim: | By the end of the lesson students should be able to identify specific information in a reading | | | | |
| Stage, stage aim and timing | Activity procedure | Material, equipment or aids | Interaction patterns | | |
| Warm up 5 min To get students attention and motivate them to keep learning | Charades, to guess the verbs already presented | Body language Papers (Appendix F) | Group | | |
| Presentation 10 minutes Provide vocabulary students will need for the lesson | Ask students the members of the family and review the board games. Make predictions of what is the reading about. Take notes next to the text while you read. Hi, my name is Lucas. In my family we love to play board games. My father Tom likes to play word search, he always play it even in the newspaper. My mom Josie likes all board games but she likes charades the most, she is very good doing mimics. My brother Karl is very good with letters and he likes to play hangman, my sister Ronnie doesn't like hangman because she always loses, she likes to play crossword, she is very good guessing the meaning of the words. | Worksheet 3 (Appendix G) | Teacher-students | | |

| | | | |
|---|--|---------------------------------|-----------------|
| <p>Practice 15 min To activate previous knowledge</p> | <p>In the same worksheet of the reading, they have to answer an activity of writing what each member of the family likes. Write key words in the vocabulary sheet.</p> | Worksheet 3 | Individual |
| <p>Production 8 min To relate general knowledge to the context used</p> | <p>Make sentences of what each person likes according to the pictures.</p> | Worksheet 3 | Group |
| <p>Feedback 5 min To see how what students thing about the class and how much they learned</p> | <p>Present the description and recall information in Spanish.</p> | Product | Group |
| <p>Checking notebooks 7 min</p> | <p>Check the registration sheet with the work done.</p> | Registration sheet (Appendix C) | Teacher-student |

Appendix V. Worksheet 3 Class 3

Worksheet 3 applied in my 3rd class of my practice period from January 14th to January 25th.

Source: Own elaboration (2019)

Worksheet 3

Name: _____ Date: _____

Read the text. Write the words that are important to you next to the text.

We like board games!

Hi, my name is Lucas. In my family we love to play board games. My father Tom likes to play word search, he always play it even in the newspaper. My mom Josie likes all board games but she likes charades the most, she is very good doing mimics. My brother Karl is very good with letters and he likes to play hangman, my sister Ronnie doesn't like hangman because she always loses, she likes to play crossword, she is very good guessing the meaning of the words.

Answer what board game each person likes.

Father: _____

Karl: _____

Josie: _____

Sister: _____

Write what each famous person likes.







Appendix W. Lesson Plan Class 4

Lesson Plan applied on the fourth class of my teaching practice from January 14th to January 25th.

Source: Own elaboration (2019)

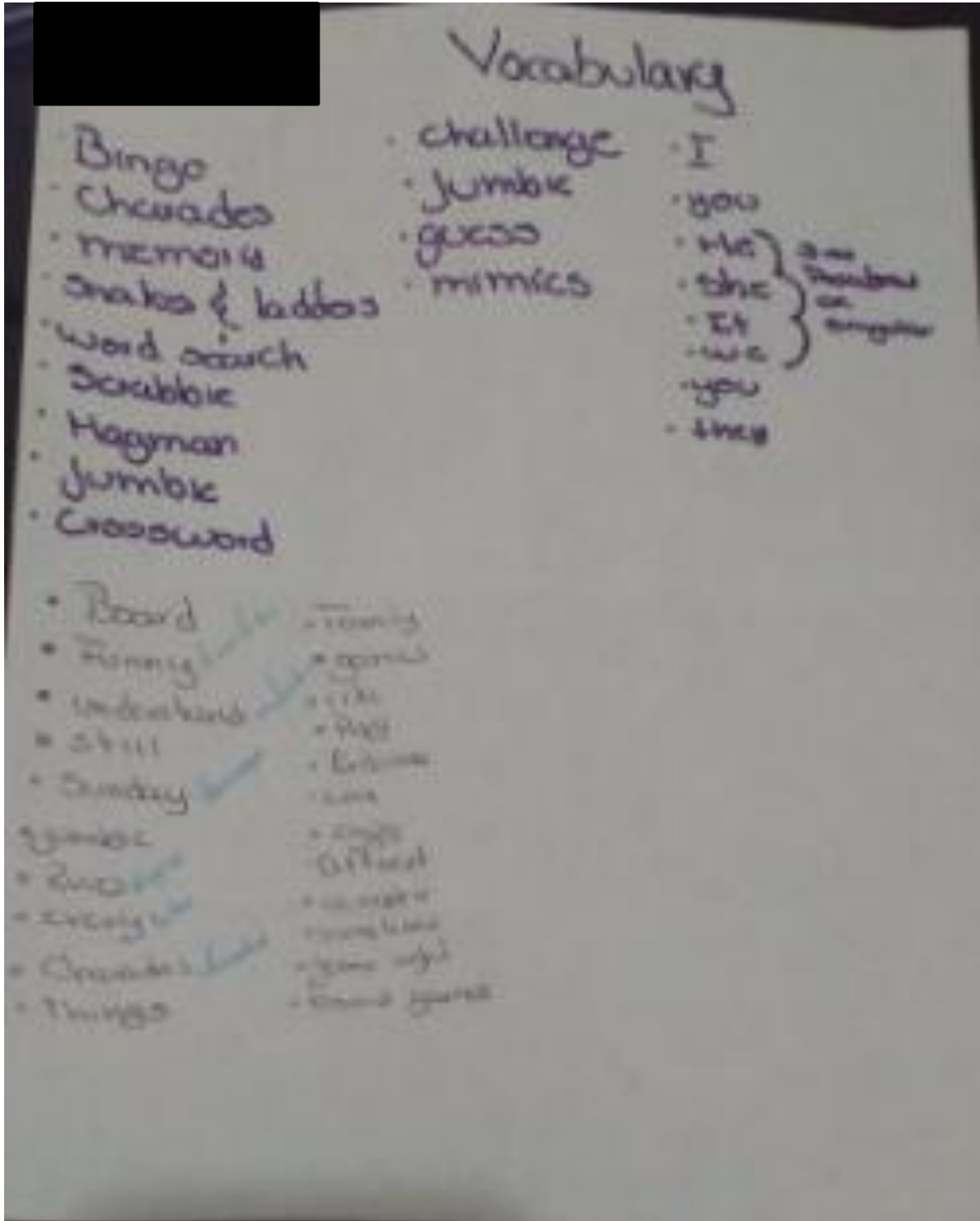
| ESL/EFL LESSON PLAN | | | | | |
|---|--|---------------------------------|---------------------------------|---------------------------------|--|
| Group: | 2 nd "A" | 2 nd "B" | 2 nd "C" | 2 nd "D" | |
| Day: | January 22 nd , 2019 | January 21 st , 2019 | January 21 st , 2019 | January 21 st , 2019 | |
| Time: | 10:40 | 11:30 | 9:30 | 10:40 | |
| Lesson number: | 4 | | | | |
| Objective/aim: | By the end of the lesson students should be able to give descriptions about a text. | | | | |
| Stage, stage aim and timing | Activity procedure | | Material, equipment or aids | Interaction patterns | |
| Warm up 5 min To get students attention and motivate them to keep learning | Play Fictionary in two teams. Choose a player. The player has to go to the front, write and draw the word with the vocabulary learned. | | Board Papers (Appendix H) | Group | |
| Presentation 10 minutes Provide vocabulary students will need for the lesson | Show students a text without title. Every Sunday is a family game night. We play a lot of games, we all have different likes, but what is a fact is that we all love to play charades, it is very funny how we have to mimic the things that are easy but hard to understand at the same time. We also play jumble, hangman, crossword and word search. Sometimes we play scrabble but we don't like it too much because it is still hard to understand the rules sometimes. I love my family and all the experiences we have with board games. | | Worksheet 4 (Appendix I) | Teacher-students | |
| Practice 15 min To activate previous knowledge | Identify key words from the reading and write them next to the reading. Write the key words on the vocabulary sheet. Write a title getting the main idea of a text. | | Worksheet 4 | Individual | |

| | | | |
|--|---|---------------------------------|-----------------|
| | <p>Answer questions about the reading.</p> <p>Who are the characters of the reading?</p> <p>What is the game they like most?</p> <p>What is the game they don't like?</p> | | |
| <p>Production 8 min</p> <p>To relate general knowledge to the context used</p> | <p>With help from the general idea and the questions, make a description from the idea of the text.</p> | Worksheet 4 | Individual |
| <p>Feedback 5 min</p> <p>To see how what students thing about the class and how much they learned</p> | <p>Share their description and recall information in Spanish.</p> | Product from students | Group |
| <p>Checking notebooks 7 min</p> | <p>Check the registration sheet with the work on the notebook.</p> | Registration sheet (Appendix C) | Teacher-student |

Appendix X. Vocabulary Shift.

Vocabulary shift used and written students during this practice period.

Source: Students' work (2019)



Appendix Y. Worksheet 4 class 4.

Worksheet 4 applied in the 4th class of my practice period from January 14th to January 25th.

Source: Own elaboration (2019)

Worksheet 4

Name: _____ **Date:** _____

Read the text.

Every Sunday is a family game night. We play a lot of games, we all have different likes, but what is a fact is that we all love to play charades, it is very funny how we have to mimic the things that are easy but hard to understand at the same time. We also play jumble, hangman, cross word and word search. Sometimes we play scrabble but we don't like it too much because it is still hard to understand the rules sometimes. I love my family and all the experiences we have with board games.

Answer the following questions.

When is game night?

Who are the characters of the reading?

What games they play?

What is the game they like most?

What is the game they don't like?

Write a title for the reading.

Write a short description of what is the reading about.

Appendix Z. Graduating Profile

Graduating Profile of the Secondary Education major

Source: Plan de Estudios 1999. Licenciatura en Educación Secundaria. (SEP, 1999).

I. HABILIDADES INTELECTUALES ESPECÍFICAS

- a) Posee alta capacidad de comprensión del material escrito y tiene el hábito de la lectura; en particular, valora críticamente lo que lee y lo relaciona con la realidad y, especialmente, con su práctica profesional.
- b) Expresa sus ideas con claridad, sencillez y corrección en forma escrita y oral; en especial, ha desarrollado las capacidades de describir, narrar, explicar y argumentar, adaptándose al desarrollo y características culturales de sus alumnos.
- c) Plantea, analiza y resuelve problemas, enfrenta desafíos intelectuales generando respuestas propias a partir de sus conocimientos y experiencias. En consecuencia, es capaz de orientar a sus alumnos para que éstos adquieran la capacidad de analizar situaciones y de resolver problemas.
- d) Tiene disposición y capacidades propicias para la investigación científica: curiosidad, capacidad de observación, método para plantear preguntas y para poner a prueba respuestas, y reflexión crítica. Aplica esas capacidades para mejorar los resultados de su labor educativa.
- e) Localiza, selecciona y utiliza información de diverso tipo, tanto de fuentes escritas como de material audiovisual, en especial la que necesita para su actividad profesional.

2. DOMINIO DE LOS PROPÓSITOS Y LOS CONTENIDOS DE LA EDUCACIÓN SECUNDARIA

- a) Conoce con profundidad los propósitos, los contenidos y el enfoque de enseñanza de la asignatura que imparte, y reconoce que el trabajo con los contenidos de su especialidad contribuye al logro de los propósitos generales de la educación secundaria.
- b) Tiene dominio del campo disciplinario de su especialidad para manejar con seguridad y fluidez los temas incluidos en los programas de estudio, y reconoce la secuencia de los contenidos en los tres grados de la educación secundaria.
- c) Reconoce la articulación entre los propósitos de la educación primaria y la educación secundaria y asume a ésta como el tramo final de la educación básica en el que deben consolidarse los conocimientos básicos, habilidades, actitudes y valores, establecidos en los planes de estudio.
- d) Sabe establecer una correspondencia adecuada entre la naturaleza y grado de complejidad de los contenidos educativos con los procesos cognitivos y el nivel de desarrollo de sus alumnos.

3. COMPETENCIAS DIDÁCTICAS

- a) Sabe diseñar, organizar y poner en práctica estrategias y actividades didácticas, adecuadas a las necesidades, intereses y formas de desarrollo de los adolescentes, así como a las características sociales y culturales de éstos y de su entorno familiar, con el fin de que los educandos alcancen los propósitos de conocimiento, de desarrollo de habilidades y de formación valoral establecidos en el plan y programas de estudio de la educación secundaria.
- b) Reconoce las diferencias individuales de los educandos que influyen en los procesos de aprendizaje y aplica estrategias didácticas para estimularlos; en especial, es capaz de favorecer el aprendizaje de los alumnos en riesgo de fracaso escolar.
- c) Identifica necesidades especiales de educación que pueden presentar algunos de sus alumnos; las atiende, si es posible, mediante propuestas didácticas particulares y sabe dónde obtener orientación y apoyo para hacerlo.

- d) Conoce y aplica distintas estrategias y formas de evaluación sobre el proceso educativo que le permiten valorar efectivamente el aprendizaje de los alumnos y la calidad de su desempeño docente. A partir de la evaluación, tiene la disposición de modificar los procedimientos didácticos que aplica.
- e) Es capaz de establecer un clima de trabajo que favorece actitudes de confianza, autoestima, respeto, disciplina, creatividad, curiosidad y placer por el estudio, así como el fortalecimiento de la autonomía personal de los educandos.
- f) Reconoce los procesos de cambio que experimentan los adolescentes, pero distingue que esos procesos no se presentan de forma idéntica en todos, sino de manera individual y única. A partir de este conocimiento aplica estrategias adecuadas para atender las necesidades e inquietudes de sus alumnos.
- g) Conoce los materiales de enseñanza y los recursos didácticos disponibles y los utiliza con creatividad, flexibilidad y propósitos claros.

4. IDENTIDAD PROFESIONAL Y ÉTICA

- a) Asume, como principios de su acción y de sus relaciones con los alumnos, las madres y los padres de familia y sus colegas, los valores que la humanidad ha creado y consagrado a lo largo de la historia: respeto y aprecio a la dignidad humana, libertad, justicia, igualdad, democracia, solidaridad, tolerancia, honestidad y apego a la verdad.
- b) Reconoce, a partir de una valoración realista, el significado que su trabajo tiene para los alumnos, las familias de éstos y la sociedad.
- c) Tiene información suficiente sobre la orientación filosófica, los principios legales y la organización del sistema educativo mexicano; en particular, asume y promueve el carácter nacional, democrático, gratuito y laico de la educación pública.
- d) Conoce los principales problemas, necesidades y deficiencias que deben resolverse para fortalecer el sistema educativo mexicano, en especial las que se ubican en su campo de trabajo y en la entidad donde vive.

- e) Asume su profesión como una *carrera de vida*, conoce sus derechos y obligaciones y utiliza los recursos al alcance para el mejoramiento de su capacidad profesional.
- f) Valora el trabajo en equipo como un medio para la formación continua y el mejoramiento de la escuela, y tiene actitudes favorables para la cooperación y el diálogo con sus colegas.
- g) Identifica y valora los elementos más importantes de la tradición educativa mexicana; en particular, reconoce la importancia de la educación pública como componente esencial de una política basada en la justicia, la democracia y la equidad.

5. CAPACIDAD DE PERCEPCIÓN Y RESPUESTA

A LAS CONDICIONES SOCIALES DEL ENTORNO DE LA ESCUELA

- a) Aprecia y respeta la diversidad regional, social, cultural y étnica del país como un componente valioso de la nacionalidad, y acepta que dicha diversidad estará presente en las situaciones en las que realice su trabajo.
- b) Valora la función educativa de la familia, se relaciona con las madres y los padres de los alumnos de manera receptiva, colaborativa y respetuosa, y es capaz de orientarlos para que participen en la formación del educando.
- c) Promueve la solidaridad y el apoyo de la comunidad hacia la escuela, tomando en cuenta los recursos y las limitaciones del medio en que trabaja.
- d) Reconoce los principales problemas que enfrenta la comunidad en la que labora y tiene la disposición para contribuir a su solución con la información necesaria, a través de la participación directa o mediante la búsqueda de apoyos externos, sin que ello implique el descuido de las tareas educativas.
- e) Asume y promueve el uso racional de los recursos naturales y es capaz de enseñar a los alumnos a actuar personal y colectivamente con el fin de proteger el ambiente.