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ENSAYO:

**“SKIMMING AND SCANNING AS STRATEGIES FOR LISTENING
COMPREHENSION”**

QUE, PARA SUSTENTAR EL EXAMEN PROFESIONAL Y OBTENER EL
TÍTULO DE LICENCIADA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD
EN LENGUA EXTRANJERA (INGLÉS).

PRESENTA

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**“Skimming and Scanning as Strategies for listening
Comprehension”**

“If someone is going down the wrong road, he doesn’t need motivation to speed him up. What he need is education to turn him around.”

Jim Rohn

DEDICATIONS

My mother

For always supporting me in the most difficult moments, giving me all her love and understanding at every moment, and teaching me to get ahead, thanks to her I am here now. I love you.

God

For allowing me to get to where, for giving me wisdom and gathering strength to continue, giving me his love and his peace, and for all the good that will come thanks to him.

My sister

For giving me your advice, giving me your support and never leaving me alone.

My aunt Llaneth Dominguez

For your support in any situation and displays of affection.

My teachers

For those who were of my learning process, and helped me reach the goal. I will remember them with appreciation and great admiration.

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INTRODUCTION

The way you work with students can be a little difficult, but if you put on your commitment to what you do and enjoy what you do, everything will be easier, but you need to know your students first to know how and what kind of activities you have to implement to reach the goal.

This work was developed based on my experience during the last two semesters of internships at the *Escuela Secundaria Técnica Industrial No. 11 "Calmecac"* with students of second grade. The purpose of this essay is to achieve the goal in the students that are proposed from the beginning, which was to achieve in the students the necessary knowledge and develop their listening skills through the different strategies implemented in the classes, as well as to increase the development of this ability to learn the second language but in a different way, implement videos, audios and not only transcribe the whiteboard in his notebook, but also make his brain being to understand what he hears.

I decided to take advantage of the ability to listening since I observed that students only listen to information but they do not retain it or give it important meaning, as they mentioned that there were few occasions when the language was used within the classroom.

This essay is divided into different sections. In the first one, I described the reasons for choosing my topic, what problems I found within my second grade group, the context in which the school is located, the characteristics of the institution and my students.

In the second chapter, I included the theoretical part that describes the different strategies I implemented with my group and how they are supported for the implementation in each of the activities.

In the third section, I described the strategies that I implemented in the classroom, and how I developed them, how to evaluate them, the difficulties they presented in carrying them out. Finally, I mention the conclusions in which the final

point to work is to describe and analyze some issues presented along the research.

CHAPTER I
CONTEXT

CHAPTER I

CONTEXT

Introduction

In this first chapter, I will address different aspects that are essential to know the context of the school where I carry out the latest practices. In the first part, I will talk about the context in which this institution is located, its customs, traditions about the people who live there, among other things, and more about this school in terms of classrooms, administrative spaces, sports areas, green areas, its infrastructure, total number of students who are in the institution, teachers in front of the group, administrators, secretaries, etc., as long as they do not leave the students behind because they are a fundamental part since they will work to develop them. their foreign language skills, taking into account what students already know or what they should learn in different classes.

1.1 Teacher training

During the degree I have been studying on, I have been provided with information to develop my skills in the English Language and also my skills to become a teacher of English. I have been trained in real contexts and based on theory to support my practice.

Also, during the degree, I could learn new competencies and develop abilities for planning lessons into a classroom with activities or adequate strategies for students, as well as analyzing the needs of the students.

The subjects of the *Escuela Normal* were very important because I could learn forms of work with the different students, the subject which was very interesting for me was "*Escuela y Contexto*" because I had the opportunity to observe the students, their attitudes, interest, and through the different practices, I applied diagnostic tests to identify learning styles that would be helpful to plan my classes better.

Everything that I have learned during these years I have been able to take them to practice, I have improved in several aspects with the help of the different teachers, but also this last year that helps us to make better decisions and develop an essay with strategies that will be applied for students.

1.2 Community

La Escuela Secundaria Técnica Industrial No. 11 "Calmecac" is located in the town of Salitre, belonging to the municipality of Ixtapan de la Sal, a municipality recognized for its traditions and customs in the different months. For example, on the days of 15 and 16 September, people commemorate those dates with a parade. It is one of the most expected months by people who live here and by people who are from other places. On October 31, 01 and 02 the Day of the Death, educational institutions make offerings and organizing some economic offerings and in the institutions, there are contests where people prepare some prizes; there are also some parades of catrinas, and catrines, etc. In December, they perform dances alluding to Christmas, and the Christmas tree lights up, among many other things, their most important religious celebration is in March in honor to the "Lord of Forgiveness", where you can enjoy approximately for two weeks different food stalls, souvenirs, traditional bread, mechanical games and castles in the evenings.

The main attractions that we can find here are the 2 spas (Water Park surrounded by greenery and with very comfortable facilities, such as swimming pools ages and extreme slides, a soda fountain, and a comfortable hotel. In addition, it provides excellent medical services, with expert hands-on physiotherapy, massage therapists, and bathing the central garden.

The school is located in a community on the Ixtapan-Tonatico road; its main festival is held on December 12th in honor of the "Guadalupe Virgin", to commemorate this day's different cultural and fun activities for visitors, many people attend these events.

The predominant weather is semi-warm with rains in summer, with a median annual of 17. 9°C with minimums of 1°C. This small town has a total of 836 people,

of which 399 are men and 437 women within its economic structure we can find a total of 187 homes most of them have all services as electric, health facilities, you can locate the General Hospital, an elementary school where children from this same town neighboring municipalities, the percentage that is managed in the field of education in this town approximately 42 illiterate of which are people over the age of 15 and there are still cases of children not attending school approximately 142 people have an incomplete education, 118 have basic education and 203 have a post-basic education. The people who live in this city are warm and know-how to carry a good relationship between neighbors even though it is not a very large town in this town the customs are shared with the municipality of Tonatico and Ixtapan, the people and students who are enrolled in this school belong to both municipalities.

1.3 The School

In the second part, important aspects of the institution will be developed; it is a fairly large school since it has a total enrollment of 527 students. The main part is the School principal José Luis Patraca Gómez, one academic vice-principal Dr. Diana Ocampo Moreno, one school secretary teacher Griselda Arizmendi, 40 teachers who are in front of the groups, five counselors, three school secretaries, three mayors.

The school principal, assistant principal, and school secretary are responsible for maintaining good control within the school, supporting teachers, students, and parents, reviewing plans in detail, giving commissions, organizing academic events within and outside the institution, in addition to observing that everything is done in the best way, teachers are responsible for leading the group of classes, providing knowledge of their different subjects, supporting students in any situation, maintain the discipline of their students, present the work rules, help them acquire better knowledge through different strategies in which students learn and obtain meaningful learning.

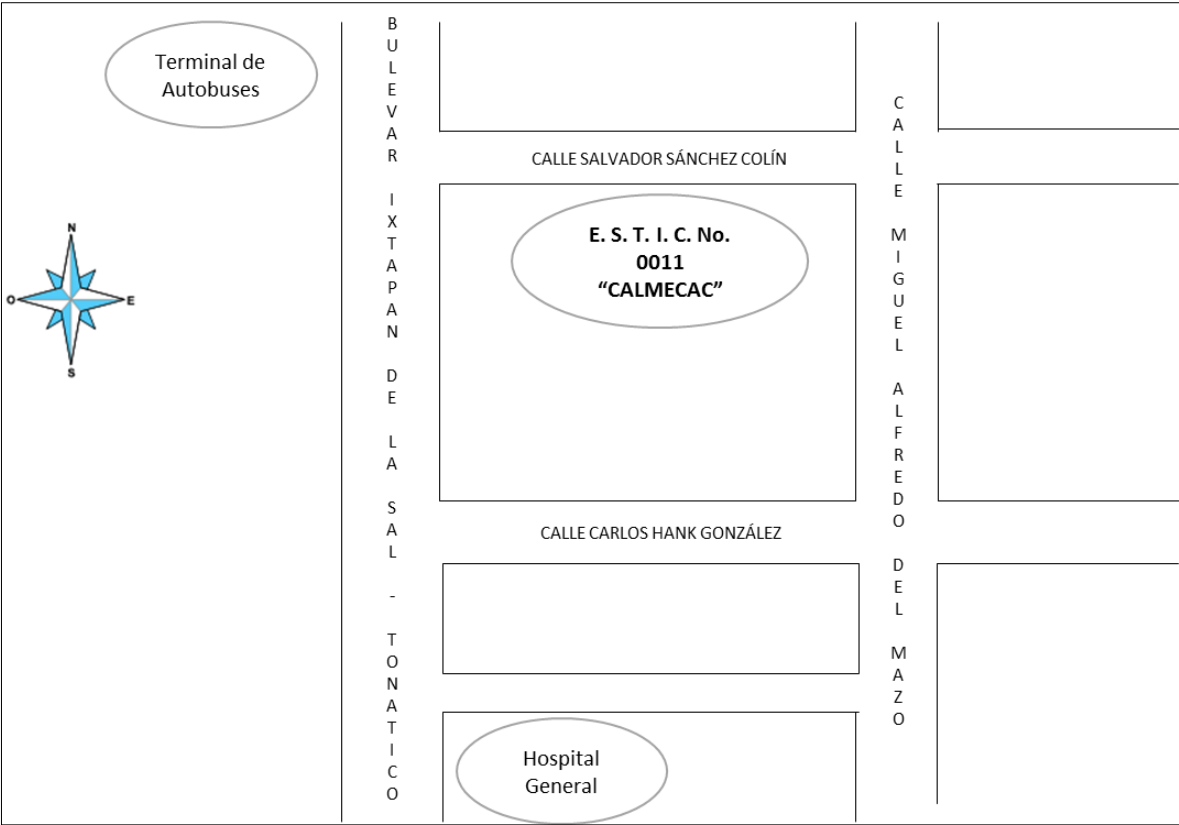
The counselors are in charge to maintain good communication with their students as they are the ones who have a closer relationship with them in terms of problems of indiscipline or averages, there is better communication with parents and emotional support for young people as well as teachers, counselors also have to be in front of the group with their orientation subject, or in order to clarify certain things that are happening and thus address them together. The secretaries are in charge of doing what the managers ask, helping in some situations, each of them has assigned a file where they keep important information, attendance lists, records. Also, we find the janitors who are in charge of a better presentation for everyone who is there and for the people who visit the institution, whether at some academic events or on meeting days with the parents, I can say that they all manage to make this institution one of the best and favorite for young people and parents.

For parents, this institution is one of the best in terms of spaces for students; working teachers can face situations with their students, support them and help them improve by working together with parents and coworkers. Another interesting thing is the workshops offered to them to develop the skills and interests of the students.

At the institution, we will find a total of 12 school classrooms, 4 designated for each grade, 5 offices for counselors, each counselor has an office to have more space and receive parents so that they can have closer communication with them; there is an office for the principal, one for the academic vice principal and one for the school secretary teacher. The secretaries all shared offices in the same area, a space for the school library, and a lab room, we can find the English classroom, the classroom multipurpose, different classrooms designated for the workshops offered there (computer room, smithy, carpentry, kitchen, cutting and tailoring), a warehouse, teacher's room, school workshop, green areas, sports arts, the forum, toilets for men and women located in the south and the northern part of the institution.

This school is quite good because it has very well-prepared teachers, in addition, they develop a very favorable environment. Other things that improve the learning environment, that thanks to the workshops that are taught, students are more prepared and with better tools for future life.

Figure 1. School sketch



Source. Own creation

1.3.1 Mission

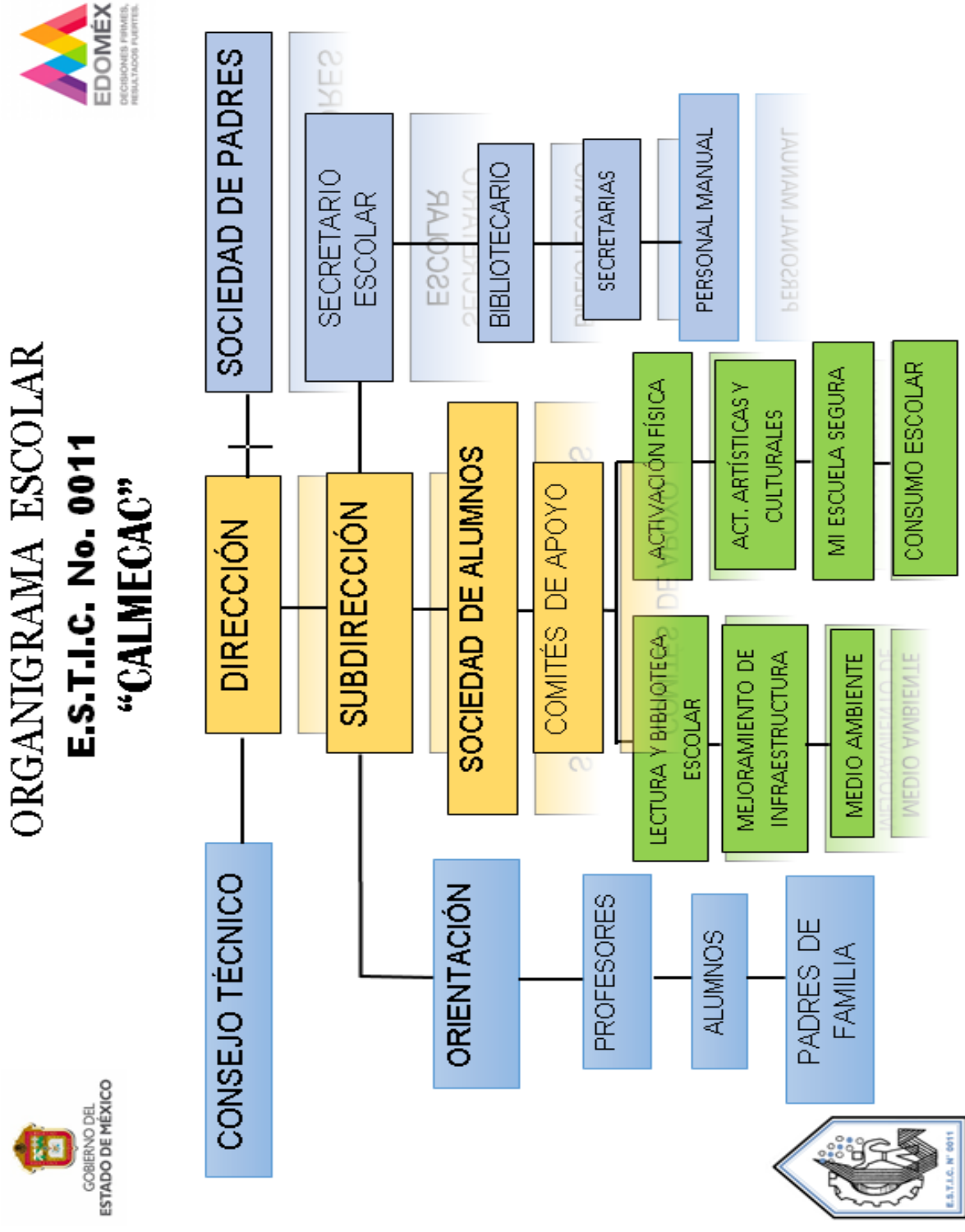
We are a school that offers Industrial and commercial Technical Secondary Education service with a comprehensive, humanist approach to education where values, love, the homeland are promoted, the development of skills and skills, the appreciation of the arts, with the incorporation of advances in science and technology (competences) with the aim of contributing to the training of young people with a basic general culture, which allows them to develop in their sociocultural physical environment. Thus,

contributing to meet the needs of both students and the community, to have greater benefits in their personal and family standard of living, considering that this is the ultimate goal of the school, with the use of necessary tools fostered research through continuous and appropriate evaluation, a fundamental activity of the teacher.

1.3.2 Vision

We are the Industrial and Commercial Technical Secondary School No. 0011 "CALMECAC", committed to offering an educational quality service that contributes to the formation of values and integral development of students developing in them their skills mathematical logic reasoning, to improve their living conditions with tools that allow students in general and with special needs to take advantage of the time spent teaching in accordance with the school calendar, reducing the rate of discredit or desertion as well as improving school infrastructure by fostering a culture of participation in decision-making as a whole, being a competitive institution that society requires, this through disposition, participation and good organization in the different activities of a pedagogical and sociocultural type, situations that will contribute to the training of young people with a basic general culture, which allows to manage to integrate their own life project, to be competent, responsible, creative, dynamic fair solidarity, in the environment in which they are immersed.

1.3.3 School Organization



1.4 The group

The second-grade group is a bit large as there are 44 students, 24 women, and 20 men. These students have many skills and qualities to carry out the proposed activities. As your teacher, you must know the students and their ways of working to plan activities to capture the interest of the students and achieve learning. All this is achieved through the observation practices being that in this way it will help me to work with students and implement strategies for students to acquire knowledge.

During my observation week, I was able to realize that students like dynamic, fun, entertaining activities outside or indoor their classroom although on many occasions this type of classes can present indiscipline and it is difficult to control the whole group, I notice that they are very intelligent in English, because they are participatory students, wanting to learn some things or new words, but they need to know a little more or if what they learn takes it into practice and not only leave it in a sheet of notes, although there are also students who simply do not like the subject because it is hard to be understood because they mention that they have never enjoyed or liked the language so they do not want to learn something they do not care about so the teachers have to know how to work and adapt with students to know how to improve what they do.

The learning styles are different for each of the students. The most predominant is creative with 34% who are those who specifically perceive information, seek to influence others, learn through practice and error, practice style with 26% of what they perceive abstract information and process actively, analytical style with 22% process information abstractly and communicative style with 18% seek meaning and clarity.

Based on the needs that I met in both groups, I decided to focus on one of them to search for information on the topic that I chose as the final work of my career called "Skimming and Scanning as strategies for Listening Comprehension". I chose to work in the second group C, with a total of 49 students, of whom 20 are men and 24 are women, although it is a classroom that shows indiscipline, they

generally respected when I told them to remain silent, they agreed that the work to be done It would be delivered in a certain time to obtain the full value.

Students really like listening to music, watching videos and participating, they are students with many skills that can be developed with various activities, whether it be doing dynamics, reading small fragments in English, even thinking that they do not, they try and pronounce it with some precision but always with the best attitude; In other situations, I also chose this group as most of them listen to music in English, but do not understand what they are hearing, they are often presented with simple vocabulary in the instructions, and yet find it difficult to understand what they have . What to do, for this same reason, they had to do activities where they could put into practice their skills, their interests with the help of different activities.

I can say that it is a pretty good group because if everyone wants it, they can dedicate themselves to carrying out all kinds of activities, that's wherefore I tried to develop different strategies so that over time the students were achieving the ability to listen and understand through activities that are often proposed by a foreign language

1.5 Questions to be solved

1. What is skimming?
2. What is scanning?
3. What are the characteristics of skimming and scanning?
4. What type of activities are implemented for auditory teaching?
5. Students show interest in learning to understand what they hear?
6. Would it be significant to implement the PPP method for better teaching in this specific group?
7. Was the purpose set by the teacher training achieved?
8. How do students respond to the activities proposed?
9. How will the proposed job serve me as a teacher in training?
10. How do you support students to learn about listening skills?
11. Was oral and written production achieved after the intervention and if so, at what level?

1.6 Objectives

General purpose

- Apply activities that promote oral comprehension in second grade students.

Specific objectives

- Develop “Skimming and Scanning strategies for listening comprehension of the students of second high school.
- That the second-grade students improve listening comprehension through the use of “Skimming and Scanning” strategies.
- Consolidate the graduate profile of the Bachelor's Degree in Secondary Education through activities in real Secondary school groups.

CHAPTER II
LITERATURE REVIEW

CHAPTER II

LITERATURE REVIEW

During this second chapter I will describe the theory that support my essay thorough the opinion of various authors who will be of great help in being able to teach students the strategies for understanding listening.

I had the opportunity to learn more about this skill and how the different strategies support students to learn and acquire the necessary tools.

2.1 Syllabus 1999

The Syllabus 1999 (p.20) states that

El plan y los programas de Educación Normal tendrán como objetivo que, al adquirir los conocimientos de tipo disciplinario, los estudiantes los asocien con las necesidades, los procesos y las formas de aprendizaje de sus futuros alumnos, con actividades didácticas específicas, con recursos para la enseñanza y con determinados propósitos y modalidades de evaluación, que con mayor probabilidad sean congruentes con el campo de estudio y asignatura que correspondan.

As mentioned before, the Escuela Normal accomplishes the objective of developing good learning in us, developing our skills, acquiring knowledge through different subjects, all to evaluate them when we work with students and achieve the best results and create new learning through of different activities proposed by us.

Observation and practice is a fundamental base that helps in the training of teachers, since these tools make them develop a good job during their stay in the training school “La observación y la práctica en la escuela secundaria tienen como propósito que los estudiantes adquieran herramientas para el ejercicio

profesional.” Plan de Estudios (1999, p.21). And they will also be the ones that will allow them to do a good professional job in graduate from normal school.

It is worth mentioning that observation is the first tool that allows us to have a first approach with students to know their interests, tastes, abilities, the best way to learn, etc. One of the best resources used to learn more about our students is through a diagnostic test. As a second tool, we can find the practice that allows applying the planned strategies after the results of the diagnostic test taking into account their learning styles to their interests to achieve meaningful learning in them. Both tools will make develop in a better way and to be in charge of a group, you will achieve professional practice.

2.2 Syllabus 2018. Basic Education

In this section, it is of utmost importance to know what we need to do so that our students acquire the necessary tools with their basic education taking into account what students are expected to achieve at the end of their time at school.

Aprendizajes Clave (2018, p.29) mentions the following:

La función de la escuela ya no es únicamente enseñar a niñas, niños y jóvenes lo que no saben, sino contribuir a desarrollar la capacidad de aprender a aprender, que significa aprender a pensar; a cuestionarse acerca de diversos fenómenos, sus causas y consecuencias, a controlar los procesos personales de aprendizaje; a valorar lo que se aprende en conjunto con otros; y a fomentar el interés y la motivación para aprender a lo largo de toda la vida.

According to what is cited, it is of great importance to teach young, boys and girls to develop their capacities through possible strategies and activities that make them show interest in the class and as a result obtain meaningful learning that lasts them throughout his life in different situations.

Aprendizajes Clave (2018, p.41) also states information about who is pretended to teach and the profile the teacher should have:

Un buen maestro, partiendo del punto en el que encuentra a los alumnos, tiene la tarea de llevarlos lo más lejos posible en el dominio de los Aprendizajes esperados planteados en los planes y programas de estudio, y a desarrollar su potencial.

According to what the “Key learning” Syllabus mentions regarding the continuous training of teachers, we have the obligation to make our students acquire the necessary knowledge taking the starting point of the learning they have and according to time and through different strategies with the help of study programs have as a final result better learning and greater potential.

Un aprendizaje clave es un conjunto de conocimientos, practicas, habilidades, actitudes y valores fundamentales que contribuyen sustancialmente al crecimiento integral del estudiante, los cuales se desarrollan específicamente en la escuela y que, de no ser aprendidos, dejarían carencias difíciles de compensar aspectos cruciales para su vida. Aprendizajes Clave (2008, p.107).

A key learning as mentioned above is everything that involves learning something new or developing what they already know, all this is learned over time at their school and the teacher is the tool they need to be able to acquire them.

“Los futuros profesores de inglés aprenderán a diseñar y diversificar las estrategias, recursos y actividades de enseñanza para propiciar el aprendizaje del idioma”. Programa para la Transformación y el Fortalecimiento Académico de las Escuelas Normales. (2000, p.8). All this I acquired during my stay at the Normal School, since it is a school that trains teachers with the best tools for working with

students from the time of practice, in addition to acquiring the best strategies to implement using the appropriate resources to achieve the best student's outcomes.

2.3 What is listening?

Listening is one of the somewhat difficult skills for people, since it requires concentration to understand what other people want to say, as well as being one of the skills that must be learned to understand others. I can also mention that listening is the most important part of my job that must be mentioned and its meaning understood, in order to continue with others.

Listening is one fundamental language skills. It's a medium through which children, young people and adults gain a large portion of their education-their information, their understanding of the world and of humans' affairs, their ideals, sense of values, and their appreciation. In this day of mass communication (much of it oral), it is of vital importance our pupils be taught to listen effectively and critically. Bulletin (1952, p.1).

According to the author, listening is one of the four complex skills since it involves understanding, recognizing words, and sounds in order to understand what the other person is trying to say and give it meaning.

"Listening is the ability to identify and understand what others are saying. This involves understanding a speaker's accent or pronunciation, its grammar and vocabulary, and understanding its meaning". (Howatt and Dakin, 1999, p.1). According to what the author references, listening implies that all recommendations should be taken into account to acquire this skill in a good way, since it is not only about listening but also knowing what they are talking about, understanding it more. That anything when a person has a good command of that language, knows how to pronounce, grammar, vocabulary, etc.

A clear example was in the Secondary School practice, I observed that the students did not understand their teacher when she gave them instructions on some subject even though they were not very difficult things to understand.

Also for me, it was a little difficult to understand because they did not understand if they liked listening to music, watching television, participating in English classes and they were already a little socialized with English, but what happened was that they were not interested in classes, they did not like it the way of working of their teacher and they did not give them the necessary attention, that is why it is necessary to implement different strategies to understand the listener that include vocabulary, pronunciation, grammar teaching activities.

In the principle objective of listening comprehension practice in the classroom is that students should learn to function successfully in real-life listening situations. This being so, it makes sense to examine first of all what real-life listening, is and what sorts of things the listener needs to do in order to comprehend satisfactorily in a variety of situations.

“Listening comprehension is the precursor to reading comprehension, so it’s an important skill to develop. Listening comprehension isn’t just hearing what is said-it is the ability to understand the words and relate to them in some way”. Rippel,M (s.f). All about Learning Press (4 Great Ways to Build Listening Comprehension). Recuperado de <https://blog.allaboutlearningpress.com/listening-comprehension>.

According to this, it is very important because just as it is mentioned that listening means not only hearing but also understanding and making sense of what is being heard.

Richards (2008, p.3) Listening as comprehension is the traditional way of thinking about the nature of listening. Indeed, in most methodology manual listening and listening comprehension are synonyms. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse.

2.3.1 Top-down and Bottom-up

I think it is very important to include videos, audios and new vocabulary and short texts so that students learn with a different type of teaching. There is a model that says that when people listen or read, we process the information we hear from top to bottom and from bottom to top.

2.3.1.1 Top-down

“Top-down means using our prior knowledge and experiences; we know certain things about certain topics and situations and use that information to understand”. Brown (2006, p.2). According to what the author mentions, students use this type of processing in the way that they review their prior knowledge, either to give their point of view, give feedback or contribute something to the teacher. In addition to referring to this, this will be a better way to understand certain information.

The alternative, top-down view suggests that the listener actively constructs (or, more accurately, reconstructs) the original meaning of the speaker using incoming sounds as clues. In this reconstructions process, the listener uses prior knowledge of the context and situation within which the listening takes place to make sense of what he or she hears. Richards & Renandya (2002, p. 239)

2.3.1.2 Top-down processing

Richards (2008, p. 9-10). The following activities develop top-down listening skills:

- Students generate a set of questions they expect to hear about a topic, and then listen to see if they are answered.
- Students generate a list of things they already know about a topic and things they would like to learn more about, then listen and compare.
- Students read one speaker's part in a conversation, predict the other speaker's part, then listen and compare.
- Students read a list of key points to be covered in a talk, then listen to see which ones are mentioned.
- Students listen to part of a story, complete the story ending, then listen and compare endings.
- Students read news headlines, guess what happened, then listen to the full news items and compare.

2.3.2 Bottom-up

“Bottom-up processing means using the information we have about sounds, word meanings, and discourse markers like first, then and after that to assemble our understanding of what we read or hear one step at a time”. Brown (2006, p.2). Author mentions is that this processing is generally used so that students through sounds, words, or meanings gradually relate it to what they read, hear, or observe through a series of steps so that they can understand.

During my practice, I observed that students used these two types of processing, first when the teacher introduced them to a new topic and asked them questions, so the students remembered quickly and then offered their opinion, in another case with the help of sounds, words the students related the information. In my opinion it is one of the best ways to understand some information. “The Bottom-up processing model assumes that listening is a process of decoding the sounds that one hears in a linear fashion, from the smallest meaningful units (phonemes) to complete texts”. Richards & Renandya (2002, p.239)

2.3.2.2 Bottom-up processing

Richards (2008, p.6). In the classroom, examples of the kinds of tasks that develop bottom-up listening skills require listeners to do the following kinds of things:

- Identify the referents of pronouns in an utterance
- Recognize the time reference of an utterance
- Distinguish between positive and negative statements
- Recognize the order in which words occurred in an utterance
- Identify sequence markers
- Identify key words that occurred in a spoken text
- Identify which modal verbs occurred in a spoken text

Brown (2006, p.3) Students obviously need both bottom-up and top-down processing skills in listening as well. Students must hear some sounds (bottom-up processing), hold them in their working memory long enough (a few seconds) to connect them to each other and then interpret what they've just heard before something new comes along. At the same time, listeners are using their background knowledge (top-down processing) to determine meaning with respect to prior knowledge and schemata.

It is necessary to use these procedures to obtain better results in the students since they are of great support for the activities proposed for the students, as well as the way in which they suggest us to apply them to obtain the best results.

2.4 Why is it important to teach listening?

In my opinion it is very important to teach this skill since it is one of the most fundamental to understand the other skills, in addition to that through this you can have better communication with other people, they will learn new topics just by listening , will improve opportunities in the future and if you mention it in the classroom, you will increase your participation, you will have better results in your

work, you will know the best relationship with your teachers and peers, in addition to continuing to learn the second language, it will be even easier.

Listening has been one of the key methods for a very long time. Going beyond education, it helps people understand others better, it builds trust and also makes others feel important. It is one of the key skills that can make or break a situation. Hub Techy. (February 21, 2018) Recuperado de <https://thetechyhub.com/reasons-for-listening-in-business/>.

2.5 Sub-Skills listening

It is of great importance to know these sub-skills since through these; the students will have a better idea of what it is to learn to listen, as well as knowing how to relate each of the points of strategies, understanding, etc.

Harmer (2007, p.132) remarks some sub-Skills which are of great importance and are as follows:

1. Listening for gist: It is extensive listening for skimming. This happens when we listen to get a general idea about a topic.
2. Listening for specific information: This is when we listen to something because we want to discover one particular piece of information.
3. Listening in detail: It is the intensive listening for scanning. This is when we listen, we listen very closely, paying attention to all the words and trying to understand as much information as possible.
4. Listening inferential: This used when students wish to know how the speaker feels. It may involve inferring. Harmer (2007, p.132).

Each of these sub-skills that the author mentioned is of great help to the teacher, as their strategies for students will be easier to apply and students will increasingly learn to understand what they hear.

In teaching the strategies, lessons should be structured to guide the students through the listening process. The kind of lesson in which students just listen whole segment and answer questions without any instructions must be avoided because it would be testing not teaching. That is, while students are actually listening, teachers should make them aware, beforehand, of what they should be listening for in the message, and, moreover, how they should do it. In other words, teachers should make students do focused listening

The sub-skills will be able to support the activities that they implement for my students and that they can take a bit of them in different strategies, for example "specific information" with the implementation of vocabulary with ordering of words, listening for gist" with the help of the "skimming" strategy to get a general idea of the topic with small reading exercises related to audios, videos or other resources, unrelated to the others.

2.6 Presentation Practice and Production (PPP) Method for Better Teaching

This method is very favorable to teach students the second language and in this case carry out the strategies for listening comprehension through the different activities planned for them; this method is divided into 3 steps. The first of them is the presentation where the vocabulary is practically presented, the second is the practice in this aspect the activities to be used with the students are taken into account, for example worksheets and at the end the production here the students will be able to put they approve of what they learned so that they can give new examples.

PPP stands for Presentation, Practice and Production. It is referred to as a procedure, model, paradigm or approach to teaching language components. The procedure is straightforward. The teacher presents the target language. The students are asked to practice it, first in well controlled activities, then in freer activities, It is only later that the students are allowed to produce the desired language. The process starts with the input and ends with the output. What

happens in between is practice. Mohammed Rhalmi. (October 18, 2016) Recuperado de <https://www.myenglishpages.com/blog/ppp-approach-to-language-teaching/>.

2.7 Skimming and Scanning

Skimming and scanning son dos técnicas de lectura que de ser empleadas correctamente, no solo aumentan tu velocidad de lectura sino que además incrementan tu comprensión”. Ismael Serrano (July 5, 2006) Skimming and Scanning. Recuperado de <https://medium.com/el-cafe-ingles/skimming-and-scanning-385f9f219236>.

There are two techniques that can be used to improve reading; each one of them has an excellent purpose and obtaining better results.

Skimming and scanning are two very different strategies for speed reading. They are each used for different purposes, and they are not meant to be used all the time. They are at the fast end of the speed reading range, while studying is the slow end. People who know how to skim and scan are flexible readers. They read according to their purpose and get the information they need quickly without wasting time. They do not read everything which is what increases their reading speed. Their skill lies knows what specific information to read and which method to use. The University of Tennessee Chattanooga (2012) Skimming & Scanning (2020), de University of Tennessee at Chattanooga. Recuperado de: <https://www.utc.edu/center-academic-support-advisement/tips-for-academic-success/skimming.php>.

These two strategies as mentioned are used with the purpose of creating better results in people since each one of them has a very favorable result, in this case they were used to support the understanding of the listener since their

relationship is quite good and it comes to achieve in students a better learning, because they learn to look for specific information and something in general to know what their text can be about.

2.8. Skimming

This strategy is used is used to have a general idea of a reading, of a text, to obtain information only by observing or having as reference the title, a subtitle or the end, this type of strategy will give you a general idea of what that is, it is not exactly necessary to read an entire book or an entire text to be able to predict what you are talking about.

Skimming is one of the tools you can use to read more in less time. Skimming refers to looking only for the general or main ideas, and works best with non-fiction (or factual) material. With skimming, your overall understanding is reduced because you don't read everything. You read only what is important to your purpose. Skimming takes place while reading and allows you to look for details in addition to the main ideas. Recuperado de: The University of Tennessee Chattanooga (2012) Skimming & Scanning (2020), de University of Tennessee at Chattanooga. Sitio web: <https://www.utc.edu/center-academic-support-advisement/tips-for-academic-success/skimming.php>.

2.8.1 Scanning

This strategy used in reading is used only to search for specific information, it is not necessary to read a whole text again, but through keywords they could guide themselves and find what they need, In addition to that I consider that it is one of the strategies that can be used more frequently.

Unlike skimming, when scanning, you look only for a specific fact or piece of information without reading everything. For scanning to be successful, you need to understand how your material is structured as well as comprehend what you read so you can locate the specific information you need. Scanning also allows you to find details and other information in a hurry. The University of Tennessee Chattanooga (2012) Skimming & Scanning (2020), recuperado de University of Tennessee at Chattanooga. Sitio web <https://www.utc.edu/center-academic-support-advisement/tips-for-academic-success/skimming.php>.

CHAPTER III

ANALYSIS OF EXPERIENCES

CHAPTER III

ANALYSIS OF EXPERIENCES

3.1 Skimming

FIRST PERIOD

Unit 1

Social Language Practice: Express complaints about a product

Social Learning Environments: Family and Community

Expected Learning: Compose oral complaints

Product: Make a letter about a complaint of a product

A) Beginning

The class began with the game of the oca. This was developed in the way that all students participated in this case, they organized the groups of 5 people, and the purpose of this game was for students to remember vocabulary or learn the new.

B) Development

To start the class, gave my students a worksheet containing a letter about a product complaint. On this sheet students first had to identify the keywords that they have to mark with a preferred color for them.

For class development, I instructed my students to look at each of the paragraphs and try to identify what each paragraph was trying to say. I asked them to mention that they could rescue from each of them, so that I could continue this activities I explained that the subsections they had in the end had to be placed in a corresponding place.

I gave students a few minutes so they could locate each of the subsections the way they thought it was the right way to sort them. For some students it was a bit difficult because they were not very familiar with such cards or did not remember, so after a little while, I mentioned that they had to be silent as it would play them an audio to make everything easier.

The audio narrated the problem they disclosed in that letter and how the subsections were placed or rather what order was the correct order at the time of writing. I played the audio at least 3 times. During this time, I could observe that students did not understand or could not follow what they had in this sheet and at the same time, they were listening, so I had to give them a chance to understand it.

C) Closure

To finish the class, I gave students a series of questions that they had to answer in pairs, taking into account the vocabulary that they had already shown, as well as reviewed the letter giving the correct answers and I wrote on the board.

See appendix 1.

D) Evaluation

To evaluate this activity, I first took into account the participation of the students, each student could obtain up to 3 participations in a class, for the work that was carried out in pairs it was reviewed that had both questions and answers, I signed and wrote it on my checklist.

For the letter sheet, I first mentioned students who had at least five or four successful answers in a first reproduction of the audio were credited to an extra signature.

E) Reflection

From this activity I had with the students, I could realize that for some students it is was not easy to listen, understand and at the same time take a reading and respond to an activity, nevertheless they put their efforts to achieve it.

Another important aspect is that, through this activity, students managed to remember or learn activities that may be useful for other subjects, but the most interesting thing is that they managed to develop their understanding skills and gradually increase the desire to acquire a foreign language.

I also gave myself the opportunity to see that students are inadvertently practicing their skills, listening to understand what was play, reading to understand what the text says.

3.2 Skimming and scanning with listening

SECOND PERIOD

Unit 2

Social practice of language: Read plays

Social learning environments: literary

Expected learning: Read short plays and understand general sense, main ideas and details

Participate in dramatized readings

Product: Participate in a play

A) Beginning

To start with the activity, I projected a series of images into few slides so students could predict what the new topic could be. After that, I asked them to write down the name of the person I would place on the board in their notebook.

The images I projected contained part of a character's life, even if they still did not understand what was referring to, what I wanted to accomplish with this activity was that students would predict the next activity through the name and projected images.

B) Development

For the development of the class, I provided students with a piece of text in which students had to predict what the text was about, as well as the projection of a video.

To continue the activity, I gave each of the students a worksheet which contained the name of the character written about on the board; in this case, I was referring to the famous author, Shakespeare.

I asked the students to give a brief review of the sheets and asked some students to participate. They told me some predictions about that sheet, they replied that at first glance and why it was a not-so-complex vocabulary they could mention that the most important thing about the author's life was probably discussed or that he was talking about his most recognized papers.

I asked students to paste the sheet into their notebooks and write on the next sheet some sentences they had to complete based on the information, and therefore they had to try to place the questions in a paragraph.

The sentences were the following:

Two of William Shakespeare's children were_____

He started writing poems when_____ were closed

The global Theatre was_____

He wrote comedies, tragedies and _____ plays

He invented lots of new English _____ and expressions

C) Closure

To finish the class, I planned to give them a series of questions, but due to the time, I told them what it would be in the next class. The activity remained unfinished as some students were unable to finish the task.

We stopped there to work next class, as I did not want to let them finish it because it could be a little harder for them to answer them at home or they could only translate all the information and that was not my purpose.

The next class began with the activity that had been left to culminate with the students, so I required my students to take out their notebooks and mentioned what had been seen in the last class. To give continuity, I asked students to identify keywords from the sentences they had in their notebooks. At the end of this short activity, I presented them a small video to make it easier to read, as the video showed how the story was happening.

With the help of the video, students could complete their sentences; I presented the video 3 or 4 times since because it was at first a little bit difficult for them to understand since sometimes, they were just watching the video without paying attention to the sentences.

At the end of the class, students were asked to respond their work, while I asked them questions about the difficulty they presented in preparing and understanding this activity.

See appendix 2.

D) Evaluation

For the evaluation of this activity, I only gave the students a few minutes to spend their work already completed and I was register on my checklist and their correct answers, each answer had a value of 20 points.

The value of each of the questions decreased to a lower value, to the students who gave me after time since they did not deserve the same percentage as the others. After this, the students were prompted to give their answers and I placed them on the board so that others would be watching their answers.

E) Reflection

In this session, I could see that students try to focus more on this type of activity since the first activity in which the listening was implemented, students observed that it is necessary to concentrate on what they hear in order to understand and respond to different exercises.

I can mention that I liked to work this strategy with them because even though it was somewhat difficult, I could realize that my students liked it since the simple fact of presenting them the life of a person that they like for their works and at the same time, presenting them a video to make the class session more interesting.

Although I can also mention that I could have made this activity shortened this activity so as not make it very long, but the satisfaction is that I managed to observe with the work and with some other dynamics that I understood that activity. Also, skills are developed in this type of activity.

3.3 Skimming

Social Practice of Language: Improvise a brief monologue on a topic of interest.

Social learning environments: Educational and literary

Expected learning: Presents a monologue

Reviews genres of monologues

Product: Learning the types of genres of a monologue

A) Beginning

To start the class with, I made a small game based on a competition, in which the winner team could obtain two additional signatures; that game consisted of dividing the group into two teams choosing two students for each team.

The activity was that, in a time of approximately 5 minutes, they had to write the types of genres that had previously been seen in class in order to obtain the two signatures, they needed to have all types or most and well written.

B) Development

For class development, I gave each student a slightly extensive piece of text, so I asked students to look at their sheet quickly. To continue, I asked them for participation with quick search for information and to mention what they could rescue from it give me a general idea of what I was talking about, I projected some images for this.

The purpose of projecting the images was for students to try to come up with a general idea of what could be discussed.

To continue the activity, I asked for the participation of the students to mention what they could find, it was a little difficult for them since there were many unknown words within that sheet. To improve the activity, I instructed students to keep as quiet as possible because I presenting them a video indicating and narrating what students had on the sheet.

First, I asked them to watch the video, then the video and the text for a better understanding, and at the end they listened to it completely in Spanish for a better understanding. The moment they saw their sheet and video, I paused to ask questions about it.

To make it more interesting, I presented the explanation of the monologue to my students what they did not imagine is that it was based on a song by the singer Lana Del Rey.

C) Closure

To conclude the class, I asked my students to write what they understood about this and why they believed if I referred to a monologue. Also, I told them to write what kind of genre it was referring to and why they thought that might be, after knowing examples of each. And as homework, they had to look for the unknown words, and then they gave their meaning.

See appendix 3.

D) Evaluation

To start evaluating, it is important that the students understand and realize the importance of being silent and quiet so the first part was to evaluate attitude towards the video and attention to it. A second part was the signatures that I gave at the beginning in their notebook.

The third part was the opinion, the comment or what they understood that they had to write in their notebook, also taking into account the gender represented by that monologue.

E) Reflection

Along this session, I was able to analyze that the activity was a little extensive because the monologue I presented to them was quite long and contained words that were difficult for students to understand, so what I noticed was that students took longer to analyze that word than to concentrate on looking for other types of information or to follow the already known vocabulary to make this activity interesting. The monologue I presented was from an artist who they like for his beautiful songs in English, so I decided to look for something nice for them.

Also I could observe that if I implemented shorter activities and not with vocabulary that is difficult to understand because it would make it difficult to work with them and maybe they would not enjoy my teaching practices and I also have to take into account that they are just beginning to develop their abilities of understanding a foreign language.

3.4 Method PPP and listening

Unit 4

Social practice of language: Produces instructions to prepare for a situation arising from a natural phenomenon.

Social Learning Environments: Academic and Training

Expected Learning: Read, Understand and Write Instructions

Product: Make a Poster

A) Beginning Presentation

At the beginning of this activity, I told my students to relax while I played some sounds to them, the sounds we were working on, and in this case, it was natural phenomena and I showed images.

This activity was done so that my students would remember vocabulary and not forget the way it was pronounced, or that they could identify any of them without mentioning their name. The activity did not last more than 5 or 10 minutes so they did not feel bored.

B) Development Practice

For the development of the class, I gave my students a worksheet in which students, as a first moment, had to identify keywords in it that would help them to complete the information that was needed and that they had to write it on their notebooks.

To follow up on this activity, I asked my students to look at the sheet, title, the images that were there and mentioned to me they could rescue from that information that the sheet contained despite the missing words in it. Also, they had to find out what was the main message that this text probably wants to make known to its readers.

Once these two strategies were completed, I instructed my students to remain silent, as I was going to play an audio which contained that information, but they had to be attentive since they could respond this activity. After playing the audio for the first time, I noticed that my students found it difficult to understand the words, so I decided to play it once again, so that it would be better understood.

To help them, I wrote on the board the words that they had to place on that information, so I could see that it was a relief since having the words and listening to the audio would be the best way to complete that work.

In this way, I played the audio twice more and went pausing in the parts that mentioned some missing word and continued, so until the audio ended.

C) Closure Production

To conclude with the class, I told my students a series of questions that they had to answer with the information that was on their sheet, I mentioned that they could search by keywords of the question or something that relates it. It would be easier to search for the information as it was only to review the parts where the question was located.

Also, they made a short description of some natural phenomena with the help of three questions that I placed on the board.

See appendix 4.

D) Evaluation

For the evaluation of this work, I took as participation in which students were looking for their keywords and gave a review to the sheet to try to understand what it referred to; for this, all students who did this activity already had extra participation.

For the next activity, after two or three reproductions of the audio, I went to the place of the each of the students and those who had at least six correct words were part of the total number of signatures, which in that case were 200, already for students with less it would decrease but if it would be taken into account as long as the activities were all completed and well organized.

After concluding, the answers were reviewed together and organized as they were to be ordered and signed with less value. The questions that were proposed

were answered in the way that students asked for their participation and obtained extra signatures.

E) Reflection

From this activity, I can recover that implementing these two types of strategies can lead students to better analyze information, give them better understanding, and learn to develop their listening skills more often.

With these strategies, they support the knowledge that, when implementing the activity, they acquire more information necessary to carry out some kind of work proposed and is not only to listen and to understand to relate although with short activities but in the way in which they are successful.

That is why it is important to keep an eye on students and play the audio at least 3 times so that students become familiar with the topic. With this activity, I could see that one of the ways students understand and become familiar with the sounds is to put something in class on the subject to make it better understood. So, my idea was, as long as we had class, put audio of the topic either, just sounds, just vocabulary or small conversations.

3.5 Method PPP

FOURTH PERIOD

Unit 4

Social practice of language: Produces instructions to prepare for a situation arising from a natural phenomenon.

Social Learning Environments: Academic and Training

Expected Learning: Read, Understand and Write Instructions

Product: Make a Poster

A) Beginning Presentation

To start the class, I asked my students to leave the classroom to do a short activity. This activity consisted on the students finding their partner through images I had previously given to each one. Each image contained a sentence that had to do with the topic of imperatives.

B) Development Practice

To continue the class, I asked the students to come to the front in pairs and in an orderly way put on the board each sentence that was represented in the pictures and write them all down in their notebook. In the same way, I showed them a short video that contained a brief explanation about the imperatives and how they were going to be used with the topic they had known in the previous classes.

To follow up on the activities, I gave my students a worksheet in which they had to put the corresponding verb to form sentences as the examples I gave them at the beginning of the class

C) Closure and Production

To finish the class, I asked the students to create a product that they could best represent to expose their classmates and make them known within their institution.

A vote was taken that is what they preferred or equally preferences, according to the votes the majority decided to make a poster where they put into practice what they learned in the previous class and in this session already with a new related topic (imperatives).

See appendix 5.

D) Evaluation

To evaluate this activity as a first step, give the students two participations for the game they participated in and for coming to the front to write their sentences. The worksheet had a value of 100 signatures as long as all the sentences were answered. If it was delivered after time, its value would be less. As well as I gave an extra signature to the students who went to the board and wrote down the correct answer.

By the end of the class I gave extra signatures to the students who came to the front and presented their work, and also while they were doing their work I put on the board that the work had a value of 200 signatures as long as they took into account the subject with which we work and its relations with natural phenomena.

E) Reflection

From this activity I was able to find out that the students enjoy learning about a new topic with start-up activities that include fun games and activities of interest to them in order to acquire knowledge. In addition, I could see that my students developed their skills thanks to the use of teaching materials used and the presentation of audio and video for better results.

Although I can also mention that this activity was favorable for both me and my students, since I obtained good results in the works presented and my students managed to understand a new topic, as well as trying to make each class have different things for them but above all that through the activities used, observe their results and see improvement with each activity.

CONCLUSION

In conclusion, it is worth mentioning that during the practices, there are various situations since students are not familiar with a foreign language and it is difficult to work with its activities that did not work or rather have stopped working for a long time.

Given the theory with practice and experiences, I can conclude that the skill of listening is of great importance since it helps them to have a greater approach with a foreign language and also to be able to practice it.

The decision to work the ability with this group was because, through observation practices and with an applied diagnosis, I realized that they did not practice this skill and that they also mentioned that it was quite difficult to collect information from audios because they understood nothing.

Based on my experience on this last journey, I was able to observe in my students that I managed to implement the two strategies that had the greatest weight in my work through implementation of learning a new vocabulary, knowing a new topic or following another.

Taking into account these two strategies for understanding listening, I was also able to learn as a teacher that can be derived from short activities to acquire them and achieve greater learning in students and develop their skills as good listeners.

It should be mentioned that skimming and scanning are strategies that are used for reading, but in this case, I take them for listening, because when understanding a text will be of greater help accompany it with an audio and manage to capture keywords, extract vocabulary, understand a reading at a glance, collect information from a question taking into account a paragraph or some more.

I can also conclude that the activities that are implemented for listening teaching can vary depending on the subject, but never leave behind the opinions and interests of the students, for example, a monologue of an artist that everyone likes to their songs, learn a new theme with music or sounds, identify images through an audio, etc.

The implementation of the PPP Method (presentation, practice, and production) in my essay was very useful since it helped me to have better results in the activities that I proposed with my students and I was able to carry out a better order regarding the development of each one, in addition to carrying out a better sequence that will make the students end up having a good product.

The type of activities that they implement for the students was according to their needs and interests and, above all, activities that really teach the students, for example, audios related to the topic, videos to rescue some information, the projection of images, and games. According to each of the activities that I implemented, I observed in the students who really showed interest in wanting to learn, since their participation in classes of increase, the results of their work were better, they asked for my support to carry out their work and the students who they had a better average, they were always willing to help their classmates when something was difficult for them.

I can say that it was not fulfilled 100 percent the purpose developing their ability towards listening, but I am sure that they improved and created a greater advance, although I feel that I could see implementing other activities or in the end make evaluations to see exactly what was improved, but I am sure that at the time of using this skill will be easier for them.

It is of great importance to recognize the effort that students made day by day to learn something new and to have an interest in acquiring new things. It is also important to know that, if we want to give everything, we have to do it with heart and enthusiasm towards the students, taking into account what they want and need.

I am sure that thanks to this test I can better develop my skills as a teacher in training and I was able to acquire new ones, in the same way, I improve my listening skills and I discovered strategies to work with my students, in addition to when I am doing my profession it will be easier apply activities for my students about listening and understanding.

That is why I want to keep preparing to give the best education to my students, I am sure that I will achieve it and overcome every challenge that arises and day by day I will prepare to be the best with my students who are the future.

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APPENDICES

Appendix 1. Skimming



October 14 2019

1. Instructions. Read the complaint letter below.

(V) 17 Woodland Avenue Oxford OX12 6HG
 (P) December 20th, 2019
 (b) Mr. Potter Jones General Manager Clothing Store
 (c) Dear Mr. Potter

(A) I am writing to inform you of my dissatisfaction with your bad service in your store and with the dress and my skirt that I bought last week. I have been your royal customer for many years. Last Friday, I bought a dress from your shop and the poor quality of these clothes makes me very disappointed. First of all, the fabric is not the same as I saw when I tried on the dress, which makes me impossible to wear, the dress is very big, and I pay a lot of for this.

Also, the skirt is very different because is smaller and the color does not match the sample that I had decided in your shop.

I had already discussed these problems with one of staff - Mr. Robert in your store by phone. But he was very rude and told me he can do nothing about it, as it was purchase at a reduced price.

The situation made me feel very angry because that dress needed him for last Sunday and I couldn't use it for such a situation.

(C) To resolve the issue, I would like my refund my money or my clothes in good. Or I will be forced to take a legal action.

(D) I look forward to your reply. Please contact me at the address above or by telephone at 01 993 553725.

(g) Sincerely,
 (h) J T Taylor.

2. Instructions. Match the following words with the correct paragraph.

A) Contact information p) Recipients C) Suggestion to resolve the problem
 B) Body letter A) Greeting N) Date B) Farewell M) Sign (name)
 Address despedida firma
 dirección

Appendix 2. Skimming and Scanning with listening

BRITISH COUNCIL Learn English Kids

William Shakespeare

William Shakespeare was born in 1564 in Stratford-upon-Avon, in England. His father, John, was a glove-maker. His mother, Mary, was a farmer's daughter. He had two older sisters, two younger sisters and three younger brothers.

William probably studied Latin, Greek and history, and left school when he was 14 or 15. Three years later he married Anne Hathaway. They had a daughter called Susanna and twins named Judith and Hamnet. Sometime before 1590 he left Stratford and went to London, the capital city of England.

London's first theatre opened in 1576. Shakespeare worked in London as an actor and then started writing plays too. In 1595 the plague, a terrible disease, killed thousands of people and theatres were closed. During this time William started to write poems instead of plays. His short poems are called sonnets.

Shakespeare helped build a new theatre called The Globe. It opened in 1599. It was round and had space for 3,000 people. At The Globe some people stood in front of the stage and others had seats. The audience shouted, clapped, booed and laughed while they watched plays. Musicians created special noises to make the plays more exciting and they had a cannon to make big bangs! No women acted in Shakespeare's time: men and boys played all the parts.

Shakespeare wrote comedies with happy endings, like *A Midsummer Night's Dream*. He wrote tragedies which had sad endings, like *Romeo and Juliet*. His history plays are about kings and queens, like *Henry V*. Shakespeare wrote 36 plays, maybe more. He loved language and invented new words and expressions that we still use today.

William became rich and famous. He had houses in London and in Stratford. He died when he was 52 on 23 April 1616. His plays and poetry were very popular 400 years ago and they are still popular today. People all over the world love his work because he wrote wonderful stories about very interesting people.

Learn the story: <https://www.britishcouncil.org/learn-english/kids/short-stories/william-shakespeare>

November 13th, 2019

Activity

Instructions: Choose the correct answer

- Two of William Shakespeare's children were twins.
a. sons, b. twins, c. brothers
- He started writing poems when theatres were closed.
a. schools, b. libraries, c. theatres
- The Globe theatre was round.
a. round, b. square, c. long
- He wrote comedies, tragedies, and history plays.
a. geography, b. history, c. science
- He invented lots of new English words and expressions.
a. words, b. letters, c. sounds

Activity

Map structure

- Start - Exordio - Ending → Final
- Characters → Personages - Middle -
- Emotions, feelings - once over End - Fin
- Settings - escenografía
- Dialogue → Script - guión

Appendix 3. Skimming



Appendix 4. Method PP with listening


March 2nd, 2010

| | |
|-------------------------|-------------------------|
| Natural Disasters (5) | hurricanes ³ |
| Bushfires | Typhoons |
| Earthquake [~] | Flooding |
| Droughts | Volcanoes |

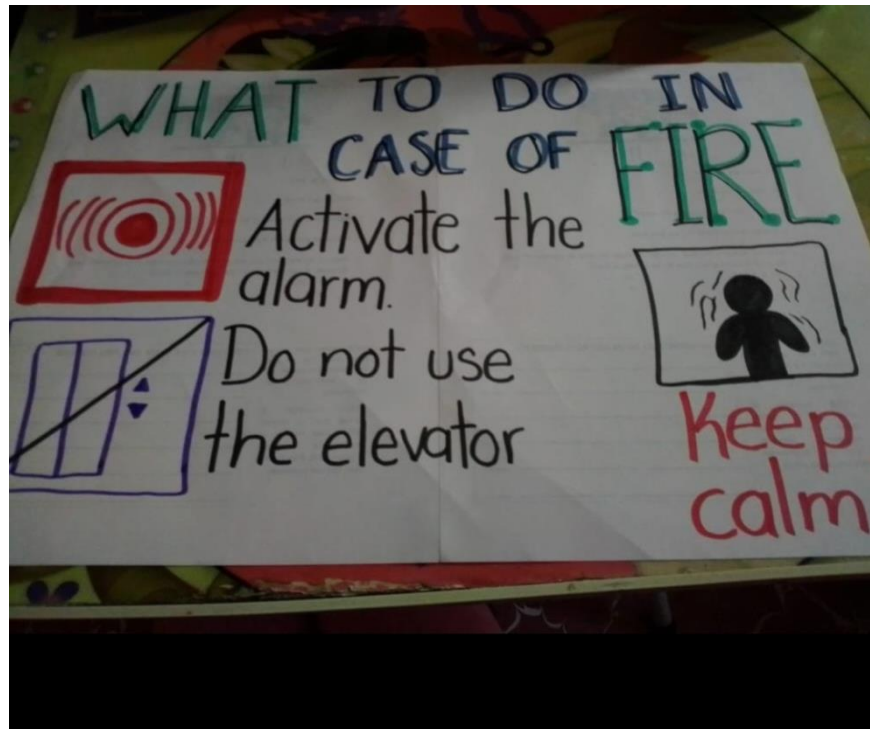
LISTENING - NATURAL DISASTERS

Listen to the audio and complete the sentences with the correct words:

I don't know about you, but I think there are more Natural Disasters now than before. Every time I turn on TV there are bushfires in Australia and California, earthquakes in China, hurricanes in México and droughts in Africa. I'm sure global warming is creating more Natural Disasters. I'm lucky. Where I live, we don't really have Natural Disasters. I've never experienced anything like the things on TV. Japan has many Natural Disasters. They have earthquakes, typhoons, volcanoes, flooding, all kind of things. They are lucky they have money to deal with them. There are countries in Africa that aren't rich. When a Natural Disaster hits them, everyone suffers terribly.



Appendix 5. Method PPP



ASUNTO: Responsiva

Ixtapan de la Sal, México., 30 de junio 2020.

DR. ARTURO GIL MENDOZA
DIRECTOR DE LA ESCUELA NORMAL DE IXTAPAN DE LA SAL
PRESENTE.

Quien suscribe, docente en formación **Sandra Liliana Bustamante Guadarrama**, de la Licenciatura en Educación Secundaria con especialidad en Lengua Extranjera (Inglés), Plan de estudios 1999, Generación 2016-2020; por medio de la presente asume la responsabilidad absoluta del trabajo motivo de titulación **Skimming and Scanning as Strategies for Listening Comprehension**, que presenta en la opción de Ensayo.

Por lo que ha de responder por el proceso de elaboración del documento y su reproducción; dado que en su momento y con base en el Reglamento y Normatividad vigente, recibió por quien corresponde las orientaciones, guía e indicaciones en cada aspecto del mismo.

Sin otro particular, agradece el interés y apoyo recibido durante el proceso de titulación.

ATENTAMENTE


SANDRA LILIANA BUSTAMANTE

"2020. Año de Laura Méndez de Cuenca; emblema de la Mujer Mexiquense".

ESCUELA NORMAL DE IXTAPAN DE LA SAL

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ASUNTO: **Se autoriza Trabajo de
Titulación para sustentar
Examen Profesional.**

Ixtapan de la Sal, Méx., 1 de julio de 2020.

**C. SANDRA LILIANA BUSTAMANTE GUADARRAMA
P R E S E N T E**

La Dirección de la Escuela Normal de Ixtapan de la Sal, a través de la Comisión de titulación y el área de Exámenes Profesionales, comunica a usted que ha sido autorizado el Trabajo de Titulación bajo la opción de **Ensayo**, que presenta con el título: **Skimming and Scanning as Strategies for Listening Comprehension**. Por lo que puede proceder a realizar los trámites correspondientes para la sustentación de su Examen Profesional.

Se comunica lo anterior para su conocimiento y fines consiguientes.

"FORMANDO DOCENTES CON HUMANISMO Y VOCACIÓN"

ATENTAMENTE

DR. ARTURO GIL MENDOZA
DIRECTOR ESCOLAR

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