ESCUELA NORMAL DE ATLACOMULCO
"PROFESORA EVANGELINA ALCÁNTARA DÍAZ"

Contextualized strategies for efficient reading with third graders

Ensayo

Que para sustentar examen profesional y obtener el
Título de:

LICENCIADA EN EDUCACIÓN SECUNDARIA CON ESPECIALIDAD
EN LENGUA EXTRANJERA (INGLÉS)

Presenta

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Reading is remarkable. For some children, learning to read seems effortless and rapid, whereas for others, it can be an arduous and frustrating chore. Reading may not be rocket science, as some pundit's note, but understanding how children learn to read, how to teach reading, and how to help struggling readers have been remarkably stubborn puzzles.

Paris, S. G., & Stahl, S. A.

To God.

To my parents, Jose Luis and Guadalupe, my sisters Erica,

Paty and Lupe, and my brother Jose Luis.

To William, Nina and Tom.

To myself.

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INTRODUCTION

Nowadays, the educational authorities are worried about students' progress in the academic area, it has been instituted a national test called PLANEA, which assesses students at their third grade of secondary school in language and communication, and Math's in their mother tongue (Spanish). However, there has not been a significant change from 2015 to the test results on 2017 because it has been noticed that students keep on the same level of proficiency (Inee.edu.mx, 2018). Nonetheless, Education is not only standards to be measured on, in fact, it is the teaching-learning process, which may evoke a difference.

This essay is divided into three major parts; in the first part there is an explanation about the topic of the study and the development of the topic. The National English Program in Basic Education (NEPBE in English, or PNIEB in Spanish) is the basis for the topic of study and its development. Due to the continuity of the program development through cycles, when students arrive to high school the quality of results have been poor. NEPBE suggests through its products to reach the bilingualism.

In this first part, it is also included a brief description of the context of the community where this research has been developed, as well as the purposes and some questions that have guided the study. The information background supports this educational intervention strategy in the classroom, because it has been considered the important authors who have research about the topic studied. The methodology that has been taken into account is the qualitative method and it has been considered the case of study which are also in this section. Another aspect that is included here, are the resources which have been a great tool for the development of the classes with students in the secondary school, which are the lesson planning, the teacher's journal and the didactic material and how they have improved the teaching and the learning processes.

In the second part, it is shown the development of the topic, providing a brief description of the group of study, emphasizing the progress of the topic in the group; where preparation takes a key role on it for its effectiveness. Moreover, there is an overview of the student's profile, taking into account four different students. In addition the teaching intervention strategy is developed through five situations, the structure to present them is a narration of the events that took place into the class while performing the lesson planning designed for those didactic situation, then there is an analysis that considers the aspects from the purposes and the questions to be answered that are described in the first part of this document, and finally a reflection of those aspects analyzed, and how the information has been treated for further practices.

Finally, in the third part of this essay, there are the conclusions that have arisen from the topic development and the suggestions about the contextualized strategies efficiency in reading. At the end of this document there is the list of references, which include all the authors that have been considered for supporting this pedagogical intervention, and that can be considered by whom reads the present investigation. The appendices are also considered in this final part to share a sample of the students' performance along the intervention strategy.

RATIONALE

Teaching English has been a challenging issue for most of the teachers, some of these challenges are the discipline in the group, communication with students, the excess of students' absences, the several family problems that students face at home, large groups for teaching a class, small space in the classroom, lack of motivation and interest for learning; besides the difficulties for developing the skills, in this case the reading comprehension. The topic was chosen mainly because the reading as a receptive skill which can provide input for English language learning, furthermore it lets the opportunity in teaching, to create or choose from a variety of contextualized teaching material, besides texts adapted contextually to the suggested product from the syllabus. It is vital to include students' needs to foster a comprehensible understanding of the English Language in the reading skill, when designing the lesson activities and tasks to be developed during the lessons.

According to the observations of the secondary school students from the 3rd grade group "E", they find hard to comprehend short texts given by the teacher or the ones used in their textbook. The first result appreciated to determine the difficulty in English reading comprehension was taken from the analysis of the diagnostic exam applied with third graders (see appendix 1), the exams were made by the English academy of federalized secondary's schools area. The importance of diagnostic exams as stated by Richards, J. C. (2001) relies on the diagnostic procedures that focus on specific learning difficulties those procedures examine individual's profile of strengths and weaknesses in comparison to certain norms, focus on students' learning problems and measure achievement of specific objectives all in order to describe students' performance in conditions of teaching and learning process.

The exam had different question types to be answered, such as filling the blanks, multiple choice, and chart filling, with a total of 40 items. If a student got 10 it meant that any answer was incorrect, they fully understood the verbs categorization per tenses, were able to read instructions, had a repertoire of adjectives words and knew

its antonym. Students understood sentences in simple present, past progressive, present perfect, comparatives, countable and uncountable nouns. Conversely to students who got a grade of five meant that students just did not know what was going on, and could not follow or read the instructions in order to answer the exam. Students of grade five had less than 24 correct answers. Third grade had not being able to achieve the goal of the NEPBE cycle 4, syllabus according to the graphics made out of the results (see appendix 2) besides that they show a low proficiency level in reading comprehension. It seems that some causes, which influence the results are that most of the students did not have English as a curricular subject in the elementary school. Moreover students affirmed that on first grade of their secondary school they did not have English teacher. It was observed that students are not skilled enough in reading instructions, they do not comprehend what they are solving or how do they have to solve it. Student's strategy while solving the diagnostic exam was to locate the low cognitive demanding questions such as the multiple choice question contrary to the open questions where students filled a grid, they got extremely confused, because that involved a higher cognitive discrimination and comprehension of answers.

The results in their mother tongue (Spanish) showed that students are capable of comprehending what they read at an efficient way. Overall, third group "E", from thirty seven students only one student got the average of ten in the diagnostic exam, the rest of the group could not have more than twenty two correct answers. This result confirmed what was written above, that students did not achieve the NEPBE B2 level.

A second source of information to determine the train in the reading skill were the results taken from a reading test in class, where students had to read a complaint and answer a set of five open questions regarding to the complaint. Most of the students could not have the five answers correct, so their grade was five out of ten. From observation, it was clearly seen that they were not skilled to locate information

easily. Students weakness was perceived while reading the questions and locating the key words which may help them in order to fulfill the answers.

Finally, the listening skill was not chosen, because listening was not even evaluated or considered in the diagnostic exam. The writing skill was not clearly evaluated in the diagnostic exam either. The speaking skill would not have an impact on third graders considering that they are about to conclude their secondary school and most of the students will take a test "Examen Nacional de Ingreso a la Educación Superior (EXANI I)" which assess their knowledge primordially of reading comprehension in English, that is the third reason from which the reading skill was chosen for the essay development.

Students' attitude towards their learning process, in an open survey they admitted that English language learning was not something they were into, they rather chose a different language. Most of the students just took the English subject, but without caring if they are learning or not. The aim for contextualized strategies arises from students' needs in their learning process of a second language (English). Student's needs were categorized into their learning styles, their past language experience, their learning gap, the goals and expectations form the English subject in the basic curriculum and students level of skill and knowledge all in order to promote encouragement for learners motivation.

There are several factors that influenced motivation, such as the meaningful learning considering the practical or useful knowledge for students. Contextualization takes a key role there to adapt the information for texts and generate effective reading. The interest in the target language culture will keep students motivation for their own and autonomous learning. Further reflection on the strategies have enhanced an efficiency in the reading skill. Strategies are alternated into collaborative and individual work, and they not only focus on expanding the cultural baggage of the learner, they also promote a way of learning to learn. Strategies have to adapt to time. National curriculum for secondary schools states that there will only be three

hours of the English subject per week, which means that time management suggests a work based on efficiency. According to the Cambridge dictionary, literally the adjective efficient means working well and quickly, as time in sessions and NEPBE products development demand time, efficient is a term needed for the student's purposes, which seek for a less tiring waste of time while reading, using the strategies to promote efficient reading with third graders.

The impact of this essay goes directly to third graders, because they are the ones who will continue studying, and consider if the strategies applied have been effective in the reading process. Students will be the ones who will assess if the essay had a result on their learning process and appliance in their future tasks. Community will have by the end of the pedagogical intervention third graders future conscious citizens from their own learning. It is expected that the graduated students get inserted into society with a vision of community, and have been working with strategies to read efficiently. Students might have an expanded vision about the world, society and its needs. Future teachers will appreciate reading not as a passive skill, but as a dynamic process which inserts input and positive feedback for students' learning process.

PART I.

THE TOPIC OF STUDY

1.1 THE TOPIC AND THE CONTEXT

Atlacomulco, state of Mexico is an urban area, the services this community has are bus station, taxi bases with routes to the surrounding communities of the different municipalities, and school service is covered in a 100%. There are several medical centers and a wide variety of departmental stores. The media range from postal mail, telephone booths, shipping and messaging centers, Internet cafes, a radio station, water service, drainage, electricity, sports areas, cultural centers, public libraries, a mall and a theater. The avenues are paved and with street lighting Atlacomulco.gob.mx. (2019).The language spoken is Spanish, besides that some students understand Mazahua and Otomí. Most of the families are low media class, parents' occupation is diverse (commerce, farming, transport service, workers among others). Some students miss classes due to their religion traditions, such as December 12, where most of the students go on pilgrimage to the Virgin de Guadalupe's Basilica. 65% of students come from surrounding communities, 35% from downtown.

The "Escuela Secundaria Federalizada "Lic. Isidro Fabela" C.C. T. 15DES0001R, CLAVE ES: 154-1, Zona 30 sector 8 is located in Juan N. Reséndiz No. 1 Main Avenue, in the center of Atlacomulco. The morning shift is from 7:00 am to 13:00 pm, and there are 34 teachers distributed among different subjects, a principal and an academic dean, three prefects, a social worker, ten secretaries, a comptroller and four janitors. Talking about the school infrastructure it has a perimeter fence, a principal's office, administrative offices, eighteen classrooms, two labs, a library, two media classrooms, a teacher's lounge, six technology workshop classrooms, three prefect offices, six toilets, a stationery, and a school cafeteria where most of the students have lunch. The classrooms have seats for each student, blackboard, desk, and a teacher's chair. The school is provided with water, drainage and electricity. The teacher's relationships are based on respect, tolerance and cordiality, while the relationship between teachers and students is interactive. The school is enrolled in

the Program called "Escuelas al 100". The state and federal programs are: parent schools, literary coffee, health campaigns, and government scholarships.

The parents' academic preparation ranges from elementary, middle, high school and university. The majority of parents are in high school education, which makes it easier for them to be more aware of their children's homework and be able to support them. 65% of students come from a nuclear family, consisting of father, mother and children, 30% are members of single parents (this is because many teenagers only live with their father or mother), there are also reconstructed families (the parents marry new partners) and finally 5% of the students are from extended families, given that the young people live with grandparents or uncles due to the migration of the parents.

The secondary school "Lic. Isidro Fabela" in 2018 participated for scholarships for third graders students to get their KET certification in the English Language, and this motivated students to improve their performance in the English class. Contextualized strategies for efficient reading with third graders seems to be adapted to the emergent area of Atlacomulco, which now this secondary school has been benefited with the scholarships, and even more and more opportunities are occurring every day. Students matriculate themselves to the secondary school Isidro Fabela because it gives results to the upcoming society, is always improving their educational service to be more effective, and provide students with enough tools to continue their educational career, primarily for the high school admission.

After a quick survey in the "get to know your student session" it was confirmed that third grade "E" is well supported by their parents to their educational development, the lowest student has at least 10 books in his house others have 200 books. Most of the students seem to be active readers in Spanish, but do not give a follow up to their process, because they only use it to reinforce their learning process, and acquire new useful and pleasant information for them. The topic for this students supports them to keep training themselves in the academic aspect.

1.2 INFORMATION BACKGROUND

Inee.edu.mx(2018) showed the results from English education in public schools from the basic education system in Mexico which from 50 years back there is a tendency to failure it could be due to several reasons such as lack resources, syllabus are not accurate for the specific conditions of the school, among others. However this is not exclusive for Mexico, and from time ago trainee teachers and general educators are looking for strategies to conduct into positive teaching-learning conditions to promote an effective instruction for English learning.

It is common to find several phrases and articles stressing the importance of reading, from the individual and collective points of view. Nevertheless based on the PLANEA evaluation applied in 2017 the results for the secondary school Lic. Isidro Fabela with third graders, where 74 students were assessed in their mother tongue Spanish Content and structure analysis, Knowledge of information sources, Development of a global understanding, interpretation, Critical evaluation of the text, semantic reflection, and Syntactic and morph syntactic reflection distributed in four levels of proficiency. Level 1 is the lowest and IV is the highest level, where students show higher knowledge and learning. The results were: I- 17.6, II- 45.9, III- 10.8, and IV- 25.7.

Students seem to have the basis for reading in their own language, which seems to be positive for the topic. There are several advantages to value reading as a literary activity, some neuroscientists had stated that reading helps to brain training, besides that benefits attention ability and prepares the student for further learning. Reading in Spratt, M., Pulverness, A., & Williams, M. (2005) the language skill is described as receptive, which means that readers respond to the text. The cognitive process implies a pragmatic understanding of the text at different levels; text to self, text to text, and text to world. Reading implies knowledge first of letters, words, grammar, sentences and finally of the world to get a deep understanding. It is a hard process

to acquire for teenagers learners which are not one hundred percent exposure to the English language.

Reading is sometimes difficult for students. Text length is longer than one sentence. Connected text, which has more than one sentence is a discourse. Discourse joins grammar, vocabulary and sense connection. Coherence, cohesion and conjunction are key characteristics a text possess. Reading reasons impact in how we read and which reading subskills we use; scanning, reading for detail, deducing meaning from context, understand text structure, skimming, inferring and predicting. Text structure is essential for understanding a reading. There are two ways of reading: Extensive and Intensive reading, and as reading it might be useful to use several subskills. The reading purposes vary such as reading for language study.

Spratt, M., Pulverness, A., & Williams, M. (2005) state reading is a dynamic process it draws a headway while reading. Understanding and meaning of the text occurs when the reader uses his linguistic and schematic knowledge, besides the input provided by the text. Wallace, C. (2010) in her book Language teaching- a scheme for teacher education determines that on every reading task, there is a consciousness of the way language is used, there are two ways, having the purpose, and the sense got from the context. Which basically means that reading as a cognitive process cannot occur without having in mind the reason for it and where the information takes place in order to make a comprehensible mental idea of it. Reading in simple words implies the acts of identify, decode and understanding. It is essential to take into account that that the material provided for students affects learner's interest.

Effective reading is acquire through a flexible and applicable interaction from the text. Besides that the reasons for even survival, learning or pleasure must be taken into account in order to follow the reading process. Another feature of effective reading is Reading round the class which commits to be a display function. Effective readers are characterized with the ability to reflect on what they read. In this sense

reading comprehension is a unitary aptitude. Effective reading takes place with the use of strategies.

In Wallace, C. (2010)' book Goodman in 1970 is quoted, he stated that reading is a psycholinguistic process, where the reader considered as a language user reconstructs a message, previously encoded by a writer as a graphic display. This provides an interaction between language and though. The reader decodes language to thought. The reader is active and had individual decision-making. Goodman enlists three decoding systems: first the graph phonic, secondly the syntactic, and thirdly the semantic cuing systems these three systems work for the reader to help him reconstruct the meaning encoded in a message by its writer. The student is able to base his support into the oral reading as a way to recognize and articulate new words.

The reading macro and micro skills based on Sketches, (2013). The micro-skills for Reading comprehension are to discriminate among graphemes and orthographic patterns of English. Retain chunks of language of different lengths in short-term memory. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses. The macro skills go directly to the recognition of the communicative functions of texts, infer links and connections, deduce causes and effects, and detect main idea, supporting idea, new information, given information, generalization, and exemplification. Culturally references and context support comprehension though the suggested use of reading strategies as scanning and skimming.

There is the principle to choose an appropriate text in terms of student's interest and academic level of understanding. According to Brown and Yule (1983) a text is a verbal record of communicative activity. Text is stated as functional, due to the fact that it provokes a response from the reader, its purpose comes from persuasion, to narration. Along the reading process occurs the "Discourse", which describes the meaning the reader built from the text. Discourse awareness is answered through

the questions: why the topic is being written, how the topic is being write, and what other ways of the topic there are. Discourse is in relation with the genre, which involves all the communicative function, organizational features, syntax and lexis of the text.

There is a special feature in reading which is called literary events, which develop in context, because the student is able to understand the language from the society in which he or she is part of. This is a main key for the development of the study. There are several definitions proposed for contextualization in teaching and learning purposes. Shrum, J., & Glisan, E. (2000) defined contextualization in teaching as:

> "Instructional strategies designed to link the learning of foundational skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context"

Contextualized instruction generally includes interdisciplinary learning, which goes beyond one single subject. The use of students 'informal and out of-school knowledge, active student centered learning, student collaboration and authentic assessment, where the teacher is able to identify real world examples and take them to the real world. The aim of contextualization for the topic of the study is to generate conditions for more valuable learning, expressed for example in higher grades and rates of retention in courses, and through succession to more advanced course work. Contextualized instruction could be contextualized or integrated, the correlation of basic skills instruction to applications and life goals is reliable with constructivism, which places students' interests and needs at the center of education

Harmer, J. (1998) in how to teach English highlights that on every classroom in order to teach English there should be taken into account the two agents for the learning process students and their motivation for the learning process besides their own responsibility for learning and Teachers their skills, knowledge and tasks. For generating a harmonious learning environment classroom management is key for promoting learning in teaching. Third graders in the secondary school use the term

"Learning" referring according to Harmer, J. (1998) to a conscious process where language is studied. Teachers are essential guides who provide accurate language exposure and help students in their learning process.

Learning and Teaching are a joined process Brown, H. (2007). The teaching and learning process as seen in a pyramid the first stage is teaching' decision based on content, the second stage is directed to student behavior that makes learning possible and thirdly how student' learn based on input and output modalities and learning occurs when background knowledge is modified. Effective strategies for reading are active learning, which enhances student's interest, which generates a stimulating classroom atmosphere. How to teach reading? Teachers want to look for authentic material while teaching English. However with third graders and them level it might generate student's frustration while reading and do not understanding. Harmer, J. (1998) In order to work with the reading text its design should be traced for intensive or extensive reading. Teachers should ensure to use simplified or graded readers including comprehensible input.

The teaching process includes reading by principles, which textually are:
> Principle 1: Encourage students to read as often and as much as possible. Principle 2: Students need to be engaged with what they are reading. Principle 3: Encourage students to respond to respond to the content of a text (and explore feelings about it), not just concentrate on its construction. Principle 4: Prediction is a major factor in reading. Principle 5: Match the task to the topic when using intensive reading texts. Principle 6: Good teachers exploit reading texts to the full.

1.3 THE TOPIC INTO THE THEMATIC LINE

The importance of choosing a thematic line relies on the essay structure and data requirements. Selection is closed to three thematic lines purposes by Publica, S. d. (2002). From the thematic line chosen the essay study is developed and integrated. According to "Orientaciones para la elaboración del documento recepcional" (Pública, 2002). There are three thematic lines from which the pedagogical intervention is based.

The first thematic line is "teenagers and their learning process" this means that the trainee teacher knows how students learn and their learning process. A group of four students is chosen and an analyses of them is made in order to formulate strategies and a planned plan to work based on students characteristics. The studies are based on students' abilities, and learning process in order to get a glance from the language level, students' social relationships and not only if students are in danger, but also understand the sociocultural knowledge and its relation with the English learning process. It is mandatory to keep follow up to the chosen four teenagers from which the study is based, so that explanations about: how scholar groups learn, teenagers' aspects, and in general how teenagers are in relation with the curriculum though in basic education are made. All efforts looking for improving students' knowledge.

The second thematic line is "Analysis of teaching experiences" which express the trainee teacher experience with one or two groups analyzing a particular content or topic. As we are focusing on English learning, it is mandatory to choose a social practice of the language, where the trainee teacher can explain and apply his/her pedagogy' initiative and imagination. In order to design, apply and analyze teaching activities in relation with the secondary school purposes. So when the trainee teacher exposes the study and analyzes his/her performance of the teaching strategies it has a relation with the approach and the assessment plus the use of didactic resources. The thematic line looks for an analysis supported by classroom

'tasks to provide the trainee teacher the opportunity to reflect about the achievements, and has been done to teach.

The third thematic line is "Scholar Management and the educative process" which is based on the teachers' organization to enhance the academic work of students in terms of organizing activities along a social program, make a close relationship community and school. The role of students in the school organization, such as academic events. Local context issues could be addressed from school support and students participation. Parent's participation in the educative activities. The third thematic line seeks to narrate the results from how the secondary school acts towards the cultural and social diversity and issues.

The line chosen was number two, for the reason that contextualized strategies for efficient reading with third graders expressed the trainee teacher experience with 3rd "E". It has analyzed contents from the annual dosage; the social practices of the language were: Read and understand different types of literary texts from English-speaking countries. Interpret and express information published in various media and Read and rewrite informative texts from a particular field. Teacher personal pedagogy, initiative and imagination took a key role in the relation with the social practices of the language and the specific competency plus the session achievements. Analysis was supported by classroom' tasks, which enhanced teacher' reflection about the achievements.

The essay express a measurable analysis of teaching experience developed with a study group 3rd "E". The pedagogical intervention is developed through a lesson plan, which includes the use of the sociocultural approach based on social practices of the language, specific competencies to preserve the formal aspects and functions of the language in social life. Moreover the social learning environments to create language learning conditions. Assessment is continuous and formative. The aim was to reflect about the achievements and implements of the contextualized strategies into the essay study.

1.4 PURPOSES

1.4.1 General Purpose

- To apply contextualized strategies for efficient reading with third graders.

1.4.2 Specific Purposes

- To activate students schemata prior the reading process

- To organize an efficient reading instruction in the comprehension process

- To perform close reading for text analysis

- To use graphic organizers to develop the comprehension sub skill

- To promote reflection with post reading activities

1.5 QUESTIONS TO BE ANSWERED

Nunan, D., & David, N. (1992) stated that the research problem is what is already known happens and the question of research is what is wanted to be discovered. Effective reading instruction occurs by the development of contextualized strategies. Nonetheless it is primordial to know is how contextualized strategies impact on efficient reading in terms of text comprehension applied with third graders in the secondary school Isidro Fabela.

Which are the main problems and the characteristics of the schemata activation in the reading process?

How could close reading promotes efficient text analysis with the third grade "E"?

What is the effect of organizing an efficient reading instruction in the comprehension process?

Have graphic organizers been a constant in the development of the comprehension sub skill?

How post reading activities affect the reading further reflection process with the third graders?

Lesson design is written in the lesson plan. During the application of the contextualized strategies the questions planted above are answered. Adaptation is a key concept, which rules the content, lesson plan stages and didactic material, promoting comprehension of texts. Essay end shows enough support to evidence the efficiency of the contextualized strategies in the reading' learning process as a language skill.

1.6 METHODOLOGY

1.6.1 Qualitative Method

This essay was based on the qualitative method due to the fact that the aim of the essay was to describe the contextualized strategies applied during the pedagogical intervention. There are three written texts on each strategy of intervention. The first one is the description, which encloses the comprehension process, the tasks performed, and the lesson development in general. The second is the analysis made from the description, which incorporates authors and data support. The third one is the reflection on the practice, where there are written some conclusions, suggestions, comments and further recommendations. The qualitative methodology is described into the phenomenology, humanistic and idealistic approach. Nunan, D., & David, N. (1992) explained that essay methodology is focused on getting data through being immense of a conversational communication. Data is obtained through everyday observation of students' performance.

1.6.2 Ethnographic studies

The methodology was an ethnographical qualitative study. It means it is the study of social interactions, behaviors and perceptions, which take place inside the groups and teams. The aim was to provide holistic insights of students' views and actions from the nature of the location students inhabit. (Nunan, D., & David, N. 1992) along the ethnographical study it was collected detailed not only observations and interviews, but also students' notes and grades. So it should be able to document culture, the perspectives, and practices of the students in the setting they are involved for their learning process. Evidence come from the analysis of data involved for explicit interpretation of the meaning and functions of student's actions.

1.6.3 Case studies

The methodology includes a case study, Nunan, D., & David, N. (1992) explains that a case study is a work focused on a single example from a phenomenon as the methodology for this pedagogical intervention is qualitative, the research is ethnographic, the process is to trace student's efficiency in the reading comprehension subskill with the group 3rd "E". The population consist of 37 students and certain population chosen consist of four students (A, B, C, and D.) Students' learning style was based on the VKA survey (see appendix three). It was needed to include a test to diagnostic students learning style, which is base for the intervention design.

The learning styles according to Brown, H. (2007) are the particular cognitive, affective and physiologic traits used to understand how the student perceives learning. Neuro means that every action results from the neurologic process while linguistics means that it language is used to organize the thoughts and behavior. For the pedagogical intervention Neuro-Linguistic Programming refers to the ways thoughts and actions are chosen to be organized. VAK initials mean the three basic learning styles. V is for visual where students learn commonly through images, readings and more. A Is for auditory where students learn by listening, oral explanations and more. K is for kinesthetic where students learn through touching, sense and body movements.

1.7 RESOURCES

For the development of the essay topic it was necessary to include the support of different resources, in general those were: The Lesson Plan, didactic material designed for the lesson purposes and the pedagogical intervention requirements and the trainee teacher journal, which was written according to the teacher needs and with the journal format requirements.

1.7.1 Lesson Plan

The Lesson Plan as Woodward, T. (2000) enlists the reasons for planning, from the internal reasons there are to make sure the teacher feels confident, enable smoothly lessons and anticipate problems. The external reasons want to satisfy supervisor expectations and guide a substitute teacher in case the teacher is not available to develop the lesson. Lesson planning benefits to think about content, sequence, material and timing for activities, in order to provide a possible and positive classroom atmosphere for the teaching-learning process.

Lesson plan considers students background and individual needs for its plan. It has been seen along the years the importance of designing an appropriate lesson plan to provide students efficient and contextualized learning. The purposed models began with a time management of the lessons length, then dividing the lesson into stages the model for lesson planning is divided into objectives, selection and organization of learning activities, and method for evaluation. The lessons were developed under the PPP approach where the clear objective centered on students to contextualized and benefit students' learning process in the comprehension reading subskill. The generic components of a lesson plan from the PPP approach include firstly a perspective, which is an opening, a stimulation, the instruction or participation, and closure with follow-up activities. However, according to the

coordination of English teachers in sector 8, teachers agreed to consolidate the same lesson plan template.

The lesson plan for third graders assorted. First template was distributed to firstly considerer warm ups in relation with the activity "Spelling Bee", which was mandatory for federal schools in the region V of the state of Mexico. Then the session' development, where the cognitive process and the main task is developed, and finally the session' closure, when a quick wrap up of the lesson is made, generating feedback from what was learnt in the session. All activities and lesson plan' design included the relation with the basic education curriculum NEPBE, just to mention it, it considered the social practices of the language, the specific purposes, the session environment, the unit and its product.

For essay construction, and positive teaching performance it was necessary to re design a lesson plan format (see appendix four), which included firstly general basic information for a lesson plan as is the secondary school, the mentor teacher and trainee teacher, the date, the groups working with, the unit, the social practice of the language, the specific competency, the product, the environment and the being through the language. Under the number of week working on, there was a chart, which contains the number of the session. Per session it included the achievement, the doing with the language, and the knowing about the language. Under the language requirements in a four column chart was distributed the session' stage, which are warm up, the development and the closure in front of each stage, there were written the activities, next to the resources and next the skill worked. At the bottom of the chart there was a section designated for comments.

1.7.2 Didactic Material

Materials in teaching to learn English reading are made to achieve what Woodward, T. (2000) suggested to achieve impact through novelty, which means that is new, variety, which goes from a range of materials, attractive in terms of presentation, and appealing content, not putting too much information in a poster, or even carefully select the key vocabulary for cue cards or word cards. All in order to help learners' learning process. It might be easy for students to feel engaged in the learning activities. Moreover, learners develop self-confidence. Materials have to be perceived as relevant and useful by the learner to facilitate student self-investment and self-discovery. Not only features what the learners are already familiar with, but also contains the potential for acquiring other elements of the input.

Didactic material draws learners' attention to linguistic features to get the target language. Material facilitates the acquisition process and provide opportunities for communicative purposes in a second language (L2) fostering language use. Learners may be able to rehearse certain information retrieve it from short term memory or to produce it when prompted by the teacher or the materials. Woodward, T. (2000) sees the textbook is a tool to reinforce learning in the sessions, besides that is helpful to realize if the contents of teaching are in cohesion with the curriculum. The book for third graders in the secondary school Isidro Fabela is "All ready 3" and has 192 pages. Generally the book has colorful and well organized activities, there is enough space to complete book' tasks.

"All ready 3" book includes a glossary, a list of regular and irregular verbs, listening transcriptions and self-evaluation exercises, which is efficient to learn English. There is an extra small book called the reader, where the student finds a reading comprehension task per product according to NEPIEN cycle 4. The product section elaboration encourages the student to work cooperatively. Some thematic were appealing for teenagers. However as the low English level students showed, some tasks are difficult to follow. The teacher as a guide and facilitator in the learning

process used some pages of the book, and some exercises and evaluations as didactic material.

Woodward, T. (2000) emphasizes the need to take into account students' different learning styles and relate to their emotions or affective screen. Third grade "E" showed a high preference for being auditory. The didactic material included should be primordially based on auditory activities for students. However the didactic material had also included kinesthetic material such flashcards, cue cards, word cards, posters, videos, audios, songs, board and memory games and even more, such as the appendices, which even though the majority of them are retrieved online, there are some aspects that were contextualize for a better learning and understanding.

1.7.3 Journal

The journal' goal is to engage teachers in a critical reflection process upon teaching practices as McDonough, J., & McDonough, S. (2014) wrote about the teacher diary, the diary is described to reflect about consequences of classroom actions, as well as the material. Journal seeks to develop pedagogical habits and skills for self-growth for an individual preparation. The Journal helps the trainee teacher to express herself without format, it means that there is no need to be as a perfect writer while writing an essay, there is a flexible opportunity to develop the teacher' ideas without caring too much about the grammar, order or even vocabulary choose. Besides the journal brought the opportunity to write about the chosen case group for study, the students and the sessions as a whole activity in relation.

The journal took into account the data required from the thematic line chosen where there is narrated the experience of the social practices of the language developed with the group of study 3rd "E" and comments about the other third graders from the secondary school "Isidro Fabela". It was also included the analysis of the trainee

teacher role and the students attitudes towards the situations designed. A reflection is made along the description and analysis of the different situations. The journal guideline was done in a notebook of A4 format of a writing paper, where sheets were removed if needed. The intended audience for the journal was the trainee teacher who is the writer, the seventh term assessor, and whoever who wants to read the vivid experience of the pedagogical intervention.

In order to reflect about the pedagogical intervention and in general the teaching practices, the journal was divided into seven parts labeled with a week day from Monday to Sunday. Monday included an introduction, the school context, the chosen group context, the external and internal information about the school in which the essay was developed, the students and some comments about the community. Tuesday began with the strategy of intervention one, Wednesday is two, Thursday is three, Friday is four, Saturday is five and finally Sunday included general conclusions and comments about the pedagogical intervention. The goal was to generate self-feedback for the teaching performance.

PART II.

THE DEVELOPMENT OF

THE TOPIC

2.1 THE GROUP OF STUDY

The appropriate third grade to work with was chosen based on understanding what a case study is. McDonough, J., & McDonough, S. (2014) stated that a case study benefits to study a phenomenon within its context in order to provide new ways of understanding the problem. How to choose a suitable case study started with the essay topic "Contextualized strategies for efficient reading". The selection of a single group of study means that they were the focus for this pedagogical intervention. However in the teacher journal it was also considered the selection of multiple groups, which means that it was also gotten data from 3rd A to F. In order to compare the groups and the strategies implemented, and general reliable information for the pedagogical intervention.

The third grade group "E" is integrated by 37 students from which 21 are women and 16 are man. Their age ranges between 13 and 14 years old. Nonetheless one student is 15 years old, and other student is 12 years old. The group is arranged by a group leader, a deputy chief of group and a treasurer. From the 37 students only 12 are from Atlacomulco, and the others come from surrounding communities such as: Acambay, San Lorenzo, Ejido del Tunal Nenaxi, La Palma, San Miguel Tenochtitlan, San Francisco Tepeolulco, Bassoco and Bombatevi. The majority of the group members live with both parents. There is only one student who lives with a single parent.

Regarding academic and professional preparation only seven parents concluded their bachelor's degree, four more are postgraduate. The majority ended the secondary and high school, only 5 parents have concluded their elementary school. According to the order of incidence the most predominant occupations are: employees in a company, followed by the housewife profession, only three are doctors, two are farmers, two are merchants and one is a teacher. Not all the students work, only one student has to, because of his low economical level. Most of the students in 3RD "E" have basic housing services and have their own home.

According to the data collected, they consider having an average economy, capable of paying for their children's school.

Two students rent a house to live, two students are based on the high social class, besides the rest who relies on the middle and low social class. 16 students affirmed to own a car, and 17 have a computer in their house. According to the data provided by parents and students, it is obtained that all of the students have a balanced diet, besides having breakfast, lunch and dinner. There were noticed some outstanding skills, which were categorized into sports, the fact of playing an instrument such as the flute, guitar and violin, what was more some students affirmed to like and know how to do declamation. Some extracurricular activities that students usually do in afternoons are: Box, play football, taekwondo and basketball, and some go to English classes.

An activity students enjoy to do while studying is to listen to music. In the academic area the subjects students enjoy the most are in order of incidence are: Civic formation, science, Spanish, history, mathematics, physical education. Four students like arts' subject, but only one student enjoys English. Few ones do not like the subjects of Spanish, mathematics, science, geography, eight students do not like English subject and one hates arts. Students stressed that their school grade' average of 15 students is from 7 to 8.5. 13 students are between the 8.7 and 9.8.

Nine students confirmed to have a scholarship support. Three receive PROSPERA, one receives BECA SINDICAL, one student is provided by BBVA por los que se quedan, and three students have BENITO JUAREZ scholarship. Representing only the 24% from the whole group. There are few illnesses that students face chronically. Four students wear glasses because they suffer from astigmatism and myopia. One student has a severe bones illness, she is in an iron, calcium and cortisone treatment.

2.2 STUDENTS' PROFILE

From the group of study four students were considered for the application of the pedagogical intervention. Students as part of the teaching-learning process are also considered as learners. Learners for the effective reading purposes should not be effective, and only be considered for the characteristics they have. Spratt, M., Pulverness, A., & Williams, M. (2005) refer to a motivation, which might encourage people to keep doing what they were about to do. For an effective language learning motivation is a key factor, it could be intrinsic and extrinsic, and is influenced by several factors as the learners' goals, the interest on what is being learning, the glorious feeling of being able to communicate gaining; confidence, autonomy, and even independence. Learners differ on their motivation.

In a classroom language learning the basic students profile is centered in two major areas. Firstly his age, which involves cognitive skills, attitudes towards learning, maturity, expectations, and motivation. Secondly the context and ways of learning, which includes the exposure to language and structure of some parts of speech, the teacher-learner interaction, language output, the fact of making mistakes, while learning the language. Besides the application of the VKA learning style test two different surveys were applied to students (see appendix five) about their personal characteristics and reading aspects. The survey was adapted to be written in Spanish, the translation was made by Jazmin Cerda Fuentes

Spratt, M., Pulverness, A., & Williams, M. (2005) had identified that there are several needs learners have which influence their learning. In order to generate and promote an effective reading with third graders, it was taken into account, firstly the personal needs, which basically are: age, gender, cultural and educational background, interest, motivation and personality. Secondly the learning needs, which are the learning styles, the past language learning experience, learners' level, learning goals and expectations, availability of time, exams, and finally the professional needs which are the professional language requirements for employment or education.

2.2.1   Student A

Student A is a female of fourteen years old who lives in a rented house in San Francisco Chalchihuapan. Her personality could be enclosed into be extrovert, cautious, accessible, creative, leader, empathetic, hardworking, practical and responsible. Her interests in general are women rights, pets, and books. The observed cognitive skills in English reading comprehension are fluency in reading aloud, visualization, memory, and inference. The attitudes towards learning and expectations are that she likes coming to school, learn English and history. Her behavior is as mature as her age demands to have. The motivation she shows for the English subject varies according to the days. Sometimes she misses classes.

In the aspect of showing confidence, autonomy, independence and the fact of making mistakes she is sometimes unsure while speaking in English, due to the accuracy, however she tries her best. Her exposure to language is not high, she does not take English classes, but she studies at home. She did not face any trouble with the trainee teacher. She has an extract academic relationship between teacher and learner interaction. The language output is shown on the products she handled. Her products are hard dedicated, and enroll all the requirements from teacher, this means that she pays attention to what the work is about, and develops the tasks.

Her learning activity shows that on the first trimestral exam she got all the answers correct in the reading activity, without making any notes on the exam. However Teacher support was observed, when teacher explained what the questions were asking. On November 22nd there was an activity to specify what this is. This activity was done individually, and students have to look at the number and color it with a specific color. This a reading activity. The student A took almost the hour to complete the activity, because previously the numbers were dictated and the colors meaning explained. Her learning style is visual, she automatically generates a mind representation of everything she reads o face.

In the learning experience she most of the time do autonomous learning along songs. She practices her English by listening to music, reading the lyrics so she can acquire and translate new vocabulary. She does not have an English certification. However the language level she shows is A2. Her general average in all the school subjects is 9.5, and in English is 9.5. In the diagnostic exam she got 5.0 (She understood the use of let's for future expressions. She knows about synonyms and antonyms. She could not recognize the past continuous, the simple past, comparatives and WH questions.) On the first trimester: 9.0 and she maintained on the second trimester with a grade of 9.0

For her future education she wishes going to high school. The reading profile shows that she has about 250 books. The student was observed to have an orientation to prior knowledge, she could make connections to self, others, text and world. She has enough develop the inferring reading comprehension subskill, and visualizing. She slows down when reading a difficult text.

The results student A showed were that she began to read at an early age, she was about six years old. Her mother used to read to her and she always have had books on her house. She does not enjoy reading at all, but she sees reading as an input language skill from which she would learn how to understand a text. Reading in English makes her feel bored and tired and she has to translate what she is reading. She likes to share what she understood from the text to her classmates. She usually highlight and underline difficult words and key ideas. She reads for pleasure and while she reads she makes mental images of the text. After reading she writes in a graphic organizer the text ideas to understand it better.

2.2.2 Student B

Student B is a male of 14 years old. He is from Diximoxi, Acambay. He has his own house, which has light, public water and drainage. He lives with his father and his mother. He always has breakfast before coming to the school. His parent's educational level is on secondary school. His father is a worker and his mother a house wife. His personality traits show that he is adaptable, Charismatic, clever, dedicated, dynamic, eloquent, energetic, honest, humorous, organized, relaxed, and sociable. The interests he affirms that in his free time he enjoys playing football. He is a horseman. Help family business. The cognitive skills observed in the reading comprehension are visualization, inference, memory, and background knowledge.

The attitudes towards learning and his expectations are that he wishes he could learnt a lot at the end of the scholar year. The maturity he shows is as he is a teenager. The motivation: He sometimes is too energetic in the class, so he needs to calm down. In the aspect of confidence, autonomy, independence and the fact of making mistakes shows that his English performance of accuracy is fluent, he does not get nervous easily while reading aloud. On individual reading he is focus on the tasks and rushes to finish on time. The exposure to language he faces is that he does not take English classes. He has individual and pair work in his free time.

The interaction between the teacher and the learner was mainly academic. The student sometimes tries to make fun in the class, but he is respectful. The language output seen on student' products is that he puts lots of effort on his activities, trying not to waste too much space on the notes. He is conscious of his English level and performance. Student B learning style is visual and auditory. The learning experience he has is mainly English reinforcement is done through repetition by himself. Even though he doesn't have a certification, the English level is A2. His average in all the school subjects is 9.7 and in English is 9. The grade he got on the diagnostic test was 5.0. On the first trimester was 10 and on the second trimester was 10.

The professional future the student visualizes is to be a veterinary. About his education he wants to study the high school in Atlacomulco, Mexico at UAEM, CBT or EPOANA. The reading profile he shows is that he has about 200 books in his house, and he has read 10 short books. From the survey applied he learnt to read when he was six years old. His mother did not used to read to him, but his cousins motivated him to read. He does not like reading for a long period of time, he enjoys short text or books. He affirmed that only if the topic is relevant for him he would read more about it. He finds it difficult to complete a reading task by his own, so he needs his classmates, or tutor support. He had not read any book written in English.

The reading strategies he uses when he has to read a text in English are to comprehend the graphic organizers added into the text. Make mental images of what is being reading. Register the information read from the text in a graphic organizer to understand better. Student B reading habits are focused on literature written in Spanish, the close he had read English was from his notebook notes and lyrics of the English songs he likes. Usually he reads a book per month. Frequently he manages his own time at home to review the notes from his notebooks, practice for a test and self-study.

2.2.3 Student C

Student C is a female of thirteen years old. She is from "El Rincon de la Candelaria", Atlacomulco. She lives with her father, mother, sister and brother. About her personality she considers herself as sociable, honest, creative, leader and talkative. Her interests are that her favorite color is blue, she likes enchiladas, she enjoys watching drama TV shows, and her favorite book is "Libro Salvaje". The cognitive skills observed when solving a reading activity were visualization, inference, memory, and background knowledge. The attitudes towards learning and her expectations are to keep studying and give your best on every task you do. The maturity she shows is as mature as a teenager. For her future she wants to be a psychologist.

The motivation she shows is that she likes learning English, and confidence is her power to put her best on the English lessons. Talking about the confidence, autonomy, independence and the fact of making mistakes she feels ashamed when reading aloud, but does it, she slows down the voice tone while reading aloud. She was perceived to have autonomous learning in the English class. The exposure to language is low, she does not take English classes. The only English she hears is the one took in the classroom at the English subject. Student C is more sociable with the teacher, and likes to talk about other topics, or ask random questions. The teacher and student interaction is mainly for academic purposes.

The language output she had shown was that presentation and cleanness on products are vital for her. While reading aloud the student is not fluent for her English level. Her learning style is mostly auditory. She does not have a learning experience at any academic level. Her English level is considered to be A1. The results from the diagnostic test was a score of 5.0. The first trimester she got an average of 8.0, and for the second trimester her grade was of 8.0. She does not have books on her house, she believes English reading will help her to improve her English. She finds quite easy to find the answers of a reading activity.

2.2.4 Student D

Student D is a male of fourteen years old who lives in Atlacomulco. He consider himself as introvert, hardworking, responsible, shy, calm, thoughtful, and respectful. The interests he shows are based on television series, movies, and sports as basketball. The cognitive skills observed while answering the first reading task was visualization, memory, and inference. The attitudes towards learning and his expectations is that he sometimes enjoys the English class, but others do not, he is most of the time quiet, but he is cooperative in the teamwork. He expects to continue his studies. The maturity he has is as a teenager. His motivation is seen in the works he handle and the cleanness of his activities.

The confidence, autonomy, independence and the fact of making mistakes is that he does not enjoy participating in the English class. Nonetheless he participates, and due to his shy personality he cannot connect with the classroom. He has lot of potential for the English skills of writing, reading and listening, even speaking, he is just afraid of making mistakes, sometimes he focus on how perfect he could be. He does not take English classes, he studies at home and in the school. He pays attention to every subject. The products he had handled fulfil the teacher' requirements. He is careful while developing the tasks, and does his best to get his scholar certificate. The teacher learner interaction is an academic relationship.

The learning style for student D is visual. His English level is seen to be A1. His general average is 9.0 and in English is 7.5. In the diagnostic exam he got 5.0. On the first trimester he got 9.0 and on the second trimester he got 7.0. In the future he wants to go to the university. About his reading profile he has almost 20 books in his house. His cousins motivated him to read. He shows a pleasure for reading when he understands the topic, is relevant for him and can answer the questions from the reading activity. He highlights new vocabulary and tries to memorize it and summarizes the key ideas in order to keep the comprehension flowing. He rarely reads a book, only if he has an assignment.

2.3 THE TEACHING INTERVENTION STRATEGY

The intervention was ruled under the objective "To apply contextualized strategies for efficient reading with third graders". The main goal relies on the word efficient, which seeks to research about strategies for reading comprehension. The trainee teacher role was appreciated with the word "contextualized" which for this essay meant that the teacher had included her initiative, creativity and innovation in teaching. The pedagogical intervention was appreciated into the different contextualized strategies applied with third graders, which vary from activities, but reach the same goal, which is efficient reading in the comprehension subskill.

Reading strategies as stated by Ur, P. (1999) is the plan to decode and understand meaning. Brown, H. (2007) explains that the reading strategies start from bottom-up vocabulary strategies to comprehensive actions as text connections, in addition mentions that while teaching, strategies help students to get better results on comprehension tests. The pattern followed for the situations design takes into account the PPP methodology and the lexical approach for each intervention. The PPP methodology based on Spratt, M., Pulverness, A., & Williams, M. (2005) has a view of language of grammatical structures and functions. The language is learnt by seeing new language in a context, which shows its meaning, practicing it in controlled and guided conditions.

The classroom practices are focused on grammatical structures or functions, lessons have the presentation, practice and production stage, learners might not make mistakes in the practice stage. The teacher inputs language and guides students. Common activities are situational presentations, mimic for the presentation stage, drills for the practice stage, and role plays and information gap for the production stage. In the lexical approach vocabulary is key for language. In this case language is learnt by learning chunks as whole and complete units. Learners become awareness of chunks. Language chunks according to Woodward, T. (2000) are the words in language which do not easily are found isolated as set, lexical and fixed

phrases. In the classroom activities the main focus is the lexis, students work with authentic texts, strategies used are underlining. Each reading lesson has three stages.

The first reading stage is pre-reading. Woodward, T. (2000) points out useful activities for the pre reading stage. The second one is while reading stage, which follows the DART model, which in this essay the activities range from reconstruction to analysis activities. Finally the third stage is post-reading. Interventions arrangement is done through the design of strategies, which include the three reading stages (pre, while and post) and each one is based on the use of charts and graphic organizers, which all together were to work along efficient reading in the comprehension. The intervention one "Decoding in context" emphasizes the level one to reach comprehension "Phonological awareness" phonics decoding and fluency.

However, it takes into account the KWL chart for efficient reading comprehension. Intervention number two "pre-lighting the mind" is focused on mind awareness, which takes place before the reading process, setting a special emphasis to the pre-reading stage. The intervention three "Reading bulldozer" takes into account the cognitive strategies. Intervention four "A magnifying glass" as the title means, is about the close reading strategy for comprehending a text in deep. Although is not quite for efficient, it will be explained further in this essay about is relation with the term "efficient". Finally intervention five "Follow up reading" as it means it takes place after the post reading stage, its purpose was to wrap up the reading lesson and also promote a considerable wrap up to a productive skill, in this case the speaking skill.

2.3.1 Situation I "Decoding in context"

Date: 18TH October, 2019 **Grade:** Third **Group:** E **Schedule:** 8:40 to 9:30 am

Unit: I B Emotionary (Inventory of emotions)

Objective: Organize an effective reading instruction in the comprehension process

Question to be answered: What is the effect of organizing an effective reading instruction in the reading comprehension process?

2.3.1.1 Description

Students were demanded to bring only two white sheet paper. The lesson activator started when the trainee teacher said welcome in Japanese (Yōkoso). It is important to point out that the trainee teacher was dressing a typical improvised Japanese costume (see appendix six). This costume evoke faces of surprise and amusement among students while coming to the English classroom. For the pre reading stage the classroom arrangement was divided into four big teams, and students had the opportunity to choose the team they like to. For the warm up the trainee teacher pasted a pumpkin on the board and developed a rhythm song whit it, asking –how does the pumpkin feel today? Clapping two times on the legs and one palm to palm individually, then placing a pumpkin feeling face flashcard to a student and the student would say –the pumpkin feels embarrassed.

A big phonetic poster was showed to students in order to raise the awareness of phonetics for better pronunciation.

> Teacher: This symbols help you guys to read and pronounce better, so once you find a word you should be thinking on the symbol used to pronounce the word.

Some cards were displayed and students were encouraged to take a card, which vary from an item image, the word for the item or the phoneme for the item. The task was to match the three cards, once students get in trios and match correctly the item, the word and the phonetics it was ready to paste it on the back side from the

classroom (refer to appendix seven to see students participating). The time for this activity was five minutes. Consequently students received a printed sheet of the vocabulary with the images they had previously related to (refer to appendix eight to see the vocabulary worksheet). Now, students should cut it into four parts and match in the correct country. The model example was Mexico, students wrote when does the day of death is celebrated. The idea was to encourage students to match the key words from common activities for the Halloween celebration in four different countries: China, Japan, USA and Mexico. Student's product was to paste the images and draw a flag.

For the while stage students received the KWL chart (see to appendix nine), where they had to fill it with the trainee teacher support. The first requirement from the KWL chart was to write the title "Obon Fest". On the first column of the chart, students wrote what do you know about the Obon Fest, and then the second column what would you like to know. In order to provide more input for students to get more contextualized into the Obon fest students watched a video about the Obon Fest, it is important to say that the video was taken from an online source but edited by the trainee teacher, to make the length shorter. Students share their comments about what they saw on the video, and complement the second column from the KWL chart.

As practiced at the beginning of the lesson the phonetic sounds, the ones of focused for the text where the S and P. Students received a printed handout text (see appendix ten), where they should complement between S and P phoneme sounds. The tasks was solved as a group. For the second reading it was aloud, chorally and word by word. So that, last reading was for understanding, students make notes in front of each text paragraph and then fill the what I learnt column in the KWL chart, which means that students could identify the main idea from the whole text. All of the printable handouts were pasted in the white paper sheet. Students in order to socialize the main idea, rise their hand. Moreover only two students participated sharing their opinion, the rest leave their activity on the desk.

2.3.1.2 Analysis

The objective set for the development for this essay was to organize an efficient reading instruction in the comprehension process. The organization of the situation took into account what effective means. Wallace, C. (2010) defines effectiveness where the teacher has the role to set the comprehension strategies among students. The teachers have the enough knowledge about literacy and are able to share the curiosity of being part of it. The strategy for effective comprehension in the reading process was based on collaborative work, where students were arranged in teams. It was also incorporated students interest and contextualization for the reading task, in this case "how is the day of death celebrated in Japan", so that students could be motivated to be part of the teaching-learning process and promote an effective reading instruction.

Collaboration did help students for the situation one. However there are some areas of opportunity for students that should be taken into account. Firstly not all the students were working in tuning along the group to comprehend the tasks. Secondly it is assumed that student's interest was raised, and motivation was the door from which contextualized strategy could go into the reading instruction. Thirdly there was not enough time to perform the product task in terms of basic education curriculum, and the application of the intervention strategy, if well students had previously practiced readings along the product of writing a voicemail complaint, and continue working in their formative assessment, reading a visual comic strip collaboratively, - to express their emotions towards the literature. Literacy for the continuation of the Emotionary project, continued with the day of death literacy session.

Accuracy is the first term that might change the effectiveness for comprehension. However the effect of working with a glance of the phonics instructions did motivate students to first read the text building confidence, and generate in mind a sound visualization of the text' pronunciation. Students were exposed to the (IPA) International Phonetic Alphabet and could link the input vocabulary, which was the image, phoneme and word. For this strategy it was considered students' visual preference of learning style. The difficulty found for the IPA symbols writing was

when students received the images already ordered, not all the students could write on phonics under the image

The understanding of the text came later with the development of the KWL chart and the text filling. On the third activity from the session, was when students received the KWL reading graphic organizer. Roberta Kaufman, & Robert Wandberg. (2010) emphasizes that the effectiveness of graphic organizers requires students to slow down and think, which improves the weak reading skills. As it requires to express in the written form some important data. The instruction for the comprehension process was framed in the KWL chart. It was difficult for students to fill the KWL chart, because they were not guided before into an effective reading instruction.

The effect of this first situation demonstrates the critical role the teacher has on organizing an effective reading instruction, with the incorporation of contextualized strategies. Contextualized learning retakes the situated learning theory purposed from Lave y Wenger in 1991, which is conceived as a complete relationship individual and world that relationship is built between cognition and context. The student may learn better if he is immerse in a fully social, mental, and cultural participation of the real world. The contextualized learning takes that principle for the organization of this first situation, where Japan, and the Obon fest was creatively brought to the English classroom.

Students got immerse into a Japanese world. Contextualized function extends the capacity to provide learning for learners in an interactively way, with the support of motivation, and students interest. Chen, M., Wang, L., Zou, D., Lin, S., & Xie, H. (2019). Manifest that context awareness relies on personalized tasks based on location, real time scenarios and leveled content accordingly. Learning based on the situated learning theory within real-life contexts aids comprehension. Enhancing learning interests and efficiency.

A feature used for the organization of the effective reading instruction was also included in the contextualization, because, besides the teacher was dressing a Japanese traditional Obon costume, students also watched a video about the Obon celebration (refer to appendix eleven which shows an image of students watching

the video in the English class), which included a song that engage students for the reading process. The video length took into account student's attention.

It was observed that is hard for students to follow instructions, they are used to hear their mother tongue (Spanish) all the time, they shock their mind and that does not foster a harmonious English speaking environment. It was also not visible certain assessment criteria. Moreover to visualize if there was a measurable progress after the strategy application relies on observation and teacher's journal, which kept data collection. Nevertheless students showed interested in reading phonetics for the vocabulary input in the pre reading stage.

The major effect that effective reading had was observed when students read fluently, seem to have more confidence while pronouncing the learnt vocabulary and that made them reflect on the text' understanding by the simple fact of identifying the phoneme sounds S and P, was measurable seen that most of the students knew what was the task about, and could complete arguably correct the drills. Students realized that there is a way English is written, but this the beginning on how to start thinking. Despite the fact that KWL chart was new for students to solve, they did learnt and strategy to comprehend a text efficiently. Unfortunately students at the end didn't wrote anything in the learnt column, almost 5 students copied from the first paragraph the general idea of the text, and at least 4 students could comprehend what they had learnt after the session.

2.3.1.3 Reflection

It is acknowledged that the effects of the intervention in the essay vary widely. Firstly students A, B, C and D general results showed that student A' opinion towards the activity is that she believes Halloween is entertaining where she is able to learn about different traditions in different places. Talking about the KWL chart, she affirmed that it helped her to understand better, even though she doesn't enjoy when writing in the KWL chart. She learnt about the Japanese tradition where they put lanterns in the rivers to guide their ancestor's spirits. She loved the video, because that awake her curiosity towards the topic. Phonetics did not rule a good strategy to be fluent and efficient when reading English. However she made a mental image to understand the text (see appendix twelve for student A' evidence).

Student B' opinion towards the activity is that Halloween means something beautiful, because people celebrate ancestors. Moreover the KWL chart is funny, and they learnt something new. He could learnt about the Chinese, Mexican, American and Japanese day of death celebrations. He enjoyed everything and believes Phonics is a good strategy to be fluent and efficient in reading English (see appendix thirteen for student B' evidence). Student C' opinion about the activity is that she doesn't like Halloween because the Mexican tradition is becoming less popular and important for Mexicans. About the KWL chart, it helped her as a strategy to learn better a different culture, and get deep into the text. She widespread and learnt there is not only Halloween and day of death celebrated around the world. The meaningful idea for her is learning to remember the death ancestors in a different way was what she acquired. The fact of writing the phonetic symbols helped her to have a fluent reading. While reading she generated a mind image of the text, because of previous activity from the video (see appendix fourteen for student C' evidence).

Finally student D, while reading aloud the text he mispronounced some words, and sometimes he added unconsciously the word to his reading or delete it from the text. His opinion towards the lesson in general is that Halloween is cool to celebrate it. The Obon fest text helped him to understand better the text, and the tradition beyond it, taking him to a different culture. He did not understood how the KWL chart worked,

so it did not promote the strategy for efficient reading. Nevertheless he enjoyed the pronunciation section where he was able to identify the difference between sounds. He affirmed that the less he enjoyed were the figures. He doesn't know what the phonetic symbols are. While reading he generates a mental image of what is going on to understand the text (refer to appendix fifteen for student D' evidence).

The effect of organizing an efficient reading instruction in the comprehension process, as observed and taking into account students opinions they were guided for the comprehension process, staring from the phonics awareness, the use of flashcards, and phonetics symbols to label the vocabulary did help them to generate a mental image of what the text was about, consequently the had less doubts about unknown vocabulary, and as an strategy could identify the key vocabulary from the text, which is essential for text understanding. Furthermore the KWL chart was new for students to help them pre organize their ideas while reading a text, it took almost ten minutes from the class time to work along this chart, but as organized for the effective reading instruction it was a strategy and key tool for students to understand the text, even though as considered for the lesson purposes the text length was short, students did comprehend what was written.

Student's personality, interests and efficiency in the comprehension process were not a disadvantage for the organization of the instruction, students participated actively and it was a positive attitude towards the learning process, which led to a harmonious class environment. Teacher guidance was meaningful and necessary for this situation, due to the fact that she had organized an efficient reading instruction, and students participate gaining strategies in the comprehension process. Student's motivation was encouraged since they came in to the English classroom, and it flowed through the lesson length. Student's attention came down when they receive task number two, the KWL chart. Nonetheless the visual support of the video raise students positive attitude towards the reading activity again. It resulted vital to keep a graphic organizer as a strategy for understanding a written text. KWL chart brought the possibility of comprehension and clarifying of thinking.

Classroom arrangement was also positive for a harmonious learning environment. Brown, H. (2007) states that collaborative learning currently represents a solution for achieving and addressing pedagogical outcomes, by team works students cogenerate dialogues through keeping social interactions to achieve a common goal. On the pre reading stage the first thinking task, the strategy was matching through visuals cue cards, students had to get to know their classmates and participate collaboratively to solve the task. Roberta Kaufman, & Robert Wandberg. (2010) exemplifies that students are considered social learners. And there is rested a process of generating meaning during the application of contextualized learning strategies based on the social approach to teaching English.

Further implementations are required for the following application of the intervention strategies. It was noticed that it is hard for students to read and comprehend an instruction. Students are theorized to be emergent readers in the reading process, there is still higher encouragement of students into the application of strategies for effective reading. Roberta Kaufman, & Robert Wandberg. (2010) explains a way to uncover student strategies in learning is to assess by running record or informal assessment also fits if applicable. By the way there is also the possibility to integrate meditation or active pauses programs, which can not only focus on the academic field, but also involve students affective-learning.

2.3.2 Situation II "Pre-lighting the mind"

Date: January 8th, 2020.   **Grade:** 3rd   **Group:** "E" **Schedule:** From 8:40 to 9:30

Unit: II B

Social practice of the language: Interpret and express information published in various media

Objective: Activate student's schemata prior the reading process

Question to be answered: Which are the main problems and the characteristics of the schemata activation prior the reading process?

Pre-lighting the mind seeks for schemata activation prior the reading process. To see if there is an efficient reading in the comprehension subskill. This was the moment where students used their experience, background knowledge, inferencing and predicting strategies to understand a text. This contextualized strategy was divided into two parts, which have different social practice of the language and schedule.

PART ONE

2.3.2 .1 Description

Students arrived to the English classroom at 8:45. The trainee teacher wrote the date on the board and took attendance, then the counselor came to the classroom and took five minutes more, so the class started at 8:54. Trainee teacher asked students if they watch TV programs, students do not get it. Trainee teacher repeated in Spanish rise your hand if you watch TV programs, almost more than the half of the group raised their hand. Trainee teacher showed five different flashcards about TV programs' genres (reality show, soap opera, news, documentary, and sports)

Teacher asked, what you think are these.

Student A answered: TV programs.

Trainee teacher replied, yes you are right. This is our today topic "TV programs"

Trainee teacher organized on the board a concept map, where the arrows go to the five main TV programs' genres. T encouraged students to mention examples from each category randomly. Student A mention "Me caigo de risa". Student B said "Hechos AM, Liga MX." Student C mentioned "Nosotros los guapos and en punto con Denise Melker" Students individually added more examples on the different categories (refer to appendix sixteen to see an image where appears the board the flashcards of TV programs and the ideas brought from students).

Students received a printed text "TV programs are diverse" (see appendix seventeen) with a design of a TV on the top there was the title "TV program-Atlacomulco TV." That text was designed with spaces, so that students could fill the blanks. Students immediately pasted the text on their notebook. Trainee teacher read it for first time, while students follow with their finger the reading. Trainee teacher made some pauses before each period, in that moment students figured out the word that fits into the text, according to the sentence they had heard, and using their activated schemata about TV programs genres. Once that first reading was done and the text was completed. Students read aloud along the teacher the text. Final reading was done by the group.

Lesson time was about to end. It was designed on the board a chart of two columns and five lines. On the first column students completed it with the TV program and a draw. On the second column students wrote the explanation given in the text about that TV program (refer to appendix eighteen to see an image of one student who has the text folded and is filling the chart). Student A asked: Teacher, pero como lo vamos a hacer. Trainee teacher explained again. The majority of students' faces showed a confusing face, due to the body gestures, they non-verbal language invited the trainee teacher to repeat it. However the first example was modulated for students, then everybody started to read it again with the specific purpose to identify the TV program and the explanation given in the text.

Identifying the contextual clues help students to interpret the general meaning and some details of a TV program. Even though students are arranged in teams, they solved the task individually. The teacher role was to move table per table in order to solve student's individual difficulties while reading. Student's attitude towards the reading was lack of understanding, which promotes a feeling of boredom and frustration, unable to solve it. Students were motivated by the teacher to keep reading and they will find the answer. Definition clues were used to understand and infer the text. As students realized how easy was to do it, they continued by their own. Student A, B and C were chosen to write on the board the missing lines from the chart.

Student C said: pero que debo de escribir teacher. Trainee teacher answered: Complete the chart according to the text information. Student A explained to student C in Spanish that he only need to identify the TV program, and the definition comes right in front of it. Students correct their mistakes and grade the reading from 0 to 5. Once students were done, they gave their notebook to the trainee teacher before leaving the classroom. Trainee teacher signed the class work and grade quantitative the reading task.

The evidence got from student's product was quite similar in frame design due to the fact that they wrote the date, the title, the TV program genres and some examples of each, the text pasted and solved, and the chart of two columns categorizing on column one the TV program and a draw of it, on the second column the definition extracted from the text. Student A' (see appendix nineteen) pre-lighting the mind evidence. Student B' (see appendix twenty) pre-lighting the mind evidence, Student C' (see appendix twenty one) pre-lighting the mind evidence, Student D' (see appendix twenty two) pre-lighting the mind evidence.

2.3.2 .2 Analysis

Lesson length was of thirty six minutes, as a result not much can be covered as planned during that short period of time. Plans for decision were re-arranged and modified the flow and activities from of the lesson plan. To begin with, Ur, P. (1999) showed that most of the reading tasks are guided, students role relies on perform the task to comprehend it. The activation of schemata took place before students perform the task. Nonetheless, without brainstorming previously student's role would not be done as expected. It is also mentioned that metacognition awareness is set as an essential basis for the pre reading stage due to the fact that on that stage student is activating what he previously know. In fact that was the main goal for this contextualized strategy of intervention.

Woodward, T. (2000) explained that a way to engage students into the reading practice is on the pre reading stage, where through obtaining background knowledge effectively increases knowledge from the text. Through the application of the first part of the lesson, was amazing to see how easy is to relate a particular content from the social practice of the language into students interest and local context. Pre reading is considered effective and motivating to increase comprehension of visual literacy. When students were giving their ideas and comments and sharing the among of time they watch TV, or their interest between each other's, realizing the value their classmates have on them, and how close each other are, just appears when content is connected to the student.

The contextualized strategy focused on the pre-reading stage with the activities to activate schemata prior the reading process in the comprehension subskill. The strategy used was signpost questions, asking students if they watch TV programs. To make it simpler and for better understanding. Students rise their hand if they watched TV. This raise student's awareness about the lesson' topic. Following to the activation of prior knowledge. Trainee teacher showed five different flashcards about TV programs' genres (reality show, soap opera, news, documentary, and sports)

Students repeated the pronunciation, and realized that most of the genres were cognates. By looking to the pictures students answered that those were TV programs.

The brainstorming strategy proposed was firstly purposed by Dr. Alex Osborn in 1953. Brown, H. (2007) retake the definition and explained that brainstorming is a determined procedure to portray the mind thoughts. The brainstorming strategy to activate schemata prior the reading process did motivate students to engage into the social practice of the language. In addition it was the contextualized strategy for efficient reading which could set students mind aware of the topic, which result into a complete understanding and connection with the provided text. It was heard that one student asked other if he knows there was a TV program called Atlacomulco, which was a proof that the text design evokes student' interest prior in the reading process

Roberta Kaufman, & Robert Wandberg. (2010) concluded that generating ideas in group is an effective strategy in teaching due to the fact that student's motivation rises by adding examples and ideas students activate prior knowledge, predict, and realize in advance about what the text will be about. Prediction skill was used to pre-light the mind, and it occurred when brainstorm examples about the TV programs genres' categories were being given. As a result it has a positive impact on student's comprehension ability. The text as it feature was linguistically appropriated for student's comprehension. Most of the vocabulary from the text were cognates English-Spanish, which promoted metacognitive reflection. When students received the printed text "TV programs are diverse" They asked if this paper belongs to a news program.

The social practice of the language interpret and express information published in various media, has particular classroom procedures to be followed. The ones used for this lesson were interpreted general meaning and some details of a TV program, and in order to reach that goal it was designed a chart on the board of two columns

and five lines. The first column was completed with the TV program and a simple draw. The second column was to write an explanation from the text about that TV program. Roberta Kaufman, & Robert Wandberg. (2010) describes that the use of charts facilitate text interpretation. Charts or graphic organizers support students in their learning process, so that students can visually notice and organize what they learnt and read from the text.

A difficulty observed for pre lighting students mind, is when students realize that what they read is complete English, they shock themselves, and the orientation provoked is that they are unable to continue. The teacher's role is firstly to realize the student has a difficulty, secondly to calm them down, and help them to continue. Show students to identify cognates, contextual clues and task context. Identifying contextual clues give students the opportunity to interpret the general meaning and some details of a TV program. The first contextual clue was the word, definition clues were used to understand and infer the text. As students realized how easy was to do it, they continued by their own.

Brown, H. (2007) had emphasized the importance of background knowledge, which is activated by schema-based pre- reading activities. Schemata refers to the underlying connections that allow new experiences and information to be aligned with previous knowledge. During the post reading stage students shared the information filled in the chart. Student cases were the chosen ones to write on the board the missing lines from the chart. This activity let students to correct if any mistake while reading and pulling out the information. The chart filling was graded quantitatively.

2.3.2 .3 Reflection

The pre-reading strategies such as questioning, picturing, brainstorming and the chart support efficient reading by activating learners' schemata. When the students could get into the topic (TV programs) with the application of the pre reading stage

strategy, their learning awareness rise, and were activated to reach the lesson aim. A weakness was the skill to infer by context. Contextual clues in definition, sort support student's reading comprehension, the basic limitations are the commitment teacher and teaching and the learning process tracing that students are being developing.

Woodward, T. (2000) suggests integrational activities in workshops as reading a story, where the group is divided into two teams while one team exposes the topic the other team make draws and reflect on the story theme, this activity could be modified if the authentic main character of the story is brought to narrate the story it provide a visual and tactile dimensions to stimuli students creativeness and engagement. In addition task-oriented reading will be a crucial point of the expository text, where students know in advance that the main source of information is the text, so there is where students can perform the task.

PART TWO

Date: February 25th, 2020 **Grade:** 3rd   **Group:** "E" **Schedule:** From 11:30 to 12:20
Unit: III B
Social practice of the language: Read and rewrite informative texts from a particular field

Description

The lesson started at 11:30 and finished at12:20. Students arrived five minutes later, the attendance calling took three minutes, and while encouraging students to design the unit divider, the lesson formally began at 11:45. Student's arrangement was into teams. The first activity was to write the title "Hall of fame" and draw whatever comes to their mind with that title. Timing with the activity was taken with a speaker and a song performing at the background, and only two minutes were given (refer to

appendix twenty three to see an image of students' A, B, C and D" showing their draws of hall of fame in front of the board where there is written the title "hall of fame") Student's behavior was getting into the topic. Explanation about a possible person chosen to be in the hall of fame will be "Superman"

Students were asked if they know the name of the first superman, randomly some students raised their hand and participated, but no answer was close. Later students received a printed text of the real Superman, students pasted it on their notebook. Four students were chosen to stand up and come to the front of the classroom, standing in front of four chairs, where there was a balloon. At the same time students sit and exploit the balloon (refer to appendix twenty four to see an image of students A, B, C and D exploding the balloons). Four questions were inside; what do I already know about this topic, what would I like to learn about this topic? Does this topic reminds me of any experience I have had, and what have I read that is similar. Trainee teacher was explaining each question and give thirty seconds for students to write it, aloud some students participation were said and shared in the classroom.

Student A: Teacher, can I write it in Spanish?

Teacher: Try to write in English the words that you already know.

The main trouble was for students to think in English, they wanted to write it in Spanish, because that is their strategy to deal with comprehension tasks.

Students designed a concept map, where the title written in the center was "components", its five parts were; graphic components, textual components patterns of text arrangement, topic and intended audience. It was a group work.

Teacher: Well guys, scan quickly the text structure; do you find any graphic component?

Student B: Images, a cartoon.

Teacher: Perfect, what about the background image, and this is a … timeline.

Student: Teacher, ya vamonos

Student: si, ya me aburri.

It is important to point out, that is a tiring cognitive process for students, and it involves thinking for learning, so not all the students were paying full attention to the lesson, because they wanted to avoid thinking and get distracted easily.

After finishing with all the components of the text, the lesson was almost over.

Teacher: Guys, repeat with me; Who do you admire

Students: Who do you admire

Teacher: I admire Christoher Reeve. Tell me people you admire

Student: Billie Elish

Student: My mom

Teacher: Yes, you can say your mom, your father, and even yourself. Well everybody chose, who do you admire. Now stand up, move around, move around. Choose three diferent classmates and ask them: Who do you admire. The lesson finished.

Analysis

The contextualized strategy for effective reading is pre lighting the mind. In this part two is extremely highlighted the idea of retaking previous knowledge for an effective reading comprehension. There are several issues involved in the reading process. For effective reading there were some issues involved in the process, the main causes as Brown, H. (2007) wrote about were the fact of schema in L2 comprehension, the effects of cross cultural difference in schematic knowledge, and the role of prior knowledge in comprehension. Pre-lighting the mind was applied during the pre-reading stage as defined by Brown, H is the pre-reading framework to assign a determined amount of time for the introduction of a topic, strengthen skimming, scanning, predicting and schemata activation, through this it is expected that students can take back their knowledge and skills to the text, and get into the text itself.

The first introductory activity for the pre reading stage was to ask students the meaning of –Hall of fame. Then students by picturing draw whatever comes to their mind with the word –Hall of fame. This was useful and done in concordance with the pre lighting what the student is about to read. For the second introductory activity for schemata activation students were asked if they know the name of the first superman. Students received the text and scan to find the name of the first superman actor. Once they recognized who was, on the board it was designed a mind map, which title was "A real superman-Christopher Reeve" Four students were asked to stand up and sit to exploit a balloon which has different questions inside; what do I already know about this topic, what would I like to learn about this topic? Does this topic reminds me of any experience I have had, and what have I read that is similar.

Schema as defined by Ur, P. (1999) occurs when the learners understand the meaning of the material being introduced. They did recognized who was superman, and that there were made several movies about him. Students made the connection with things they already know, their existing perceptions. Meaning constructions combine bottom up (word recognition) and top down (previous knowledge construction) process. The reason to have efficient reading requires efficient schemata encouragement, which according to Ur, P. means to have discussed the topic of a text before reading it, and arouse expectations.

Schema occurs when the reader decodes the text conjugating information, knowledge, emotion, experience and culture. Mark Clarke and Sandra Sulberstein (1977) are cited in this work, defining the schema theory, where they synthetize that the person who reads understands the text because of the stimulus beyond the patterns of text arrangement. Ur, P. identifies two schemata categories which are content (what is known about the world, culture, people.) and formal (knowledge about discourse structure) schemata. For this intervention both formal and content schemata were used. Content schemata, was applied when students were asked the questions about the text a real superman, and wrote them in a mind map. There

was noticeable that students could generate many ideas, and evoke all of their knowledge for the reading procedures.

Informal schema happened when students designed a concept map, where the title written in the center was "components". Students identified the graphic components, textual components patterns of text arrangement, topic and intended audience. They used they knowledge about discourse structure to make it easier and simple the text understanding and reading. However Schema theory and ESL reading pedagogy article by Ur, P.

> "The relevance of schema theory, in which reading comprehension is seen as an interactive process between the text and the reader's prior knowledge is shown through practical classroom applications."

This means that prior knowledge might not be measurable in theory, until practice and on the while and post reading stage its application takes importance. The lesson finished when students by pairs ask who you admire on an oral way (speaking). It is important to mention that reading process has not taken place yet. It were designated several activities to ensure the activation of students prior knowledge.

Students product (see appendix twenty five) for student A' activity sample showed that she did her notes colorful so that she could answer with a different color and empathize each title. However she missed one answer from mind map one. Student B' (see appendix twenty six) he wrote that he would like to learn superman strategies to save the world. Student C (see appendix twenty seven) she had to use two different pages of her notebook to wrote the mind maps, she left enough space for ha notes writing that she would like to learn how to fly, she missed one answer. Finally Student D (see appendix twenty eight) he did also the activity in two pages and he would like to learn to run.

Reflection

The characteristics of schemata activation prior the reading process began with the reading instruction. Spratt, M., Pulverness, A., & Williams, M. (2005) explained that

the reading process includes the ability to work with the reading micro and subskills, the ones used in this lesson where making inferences, predictions and noticing specific details. On noticing specific details the strategy used was scanning, because students had to identify the key components of a text.

> Brown, H. (2007) defines scanning literally as: A quickly searching for some particular piece or pieces of information in a text.

The scanning activities vary from requiring looking for specific names, dates and finding a key definition. The aim is to get specific information without reading all the text. Reading based on print materials serves the purpose of obtaining information.

The main problems of schemata activation prior the reading process observed are that students are not used to relate new information to the one they already know. Students only read and solve the task, could be the text depended questions, but do not really go beyond it. Moreover, teaching schemata activation should be framed only for the text purposes, and should length from about twenty minutes and no more. Teaching intervention and ask required did not motivated students at all, some of students comments where: can I leave now, this is boring. Metacognition and the thinking process is hard and tedious for student's minds who are not used to this kind of activities. However, it was necessary to apply this pre lighting the mind as a first activity to get involved students into an effective reading.

Further recommendations while teaching L2 reading suggested by Ur, P. strategies should be framed into contextualization, direct explanation, modeling, and recycling of strategies over the next tasks, which should be tough over a long period of time. There is still the need to keep stressing the strategies for effective reading working on and developing on the reading activities. Students must know which strategies should be effective for them when they take their first admission exam for the high school or even solve a simple task in the English subject. There is where effective comprehension is seen as developing automaticity in basic skills students should be aware of their own skills for their learning process.

2.3.3 Situation III "Reading Bulldozer"

Date: From January 14th to 15th, 2020. **Grade:** 3rd **Group:** "E"

Schedule: Tuesday 14th from 12:20 to 13:00. Wednesday 15th from 8:40 to 9:30

Unit: II B

Social practice of the language: Interpret and express information published in various media

Objective: Use graphic organizers to develop the comprehension subskill

Question to be answered: Have graphic organizers been a constant in the development of the comprehension subskill?

2.3.3.1 Description

Tuesday 14th from 12:20 to 13:00

Students arrived to the English classroom. Teacher took attendance and greet students asking: How do you feel today? Students answered: happy teacher. Trainee teacher pasted on the board a tongue twister (One-One was a racehorse. Two-Two was one, too. When One-One won one race, Two-Two won one, too.) The warm up was performed first by the teacher, who was saying the first word, students repeat it, and then the second word along the first one and continuously. Students did this warm up in almost 7 minutes, due to the fact that at the closure students perform their tongue twister per work table, and there was a competition between work tables. (Refer to appendix twenty nine to see an image where the trainee teacher is and the tongue twister is pasted on the board) The winners received an extra tenth.

Trainee teacher asked students using flashcards of common pets such as cat and dog, if they have a pet (refer to appendix thirty to see an image where there are the flashcards of pets pasted on the board from the English classroom). Students answered randomly yes. Trainee teacher asked students if would they abandoned their pet. Students couldn't comprehend the word abandoned, as a consequence. Teacher used body language and simulate with the use of the flashcard a dog

abandonee. Students replied: No, I wouldn't. Students were encouraged to open their book on page 185 (see appendix thirty one) only 6 students brought their book, fortunately in the English classroom were extra photocopies for students who need it.

Students were asked about who the speakers were in the text, students answered Paula, Callie, Jeff, and Eddie. Students follow the first reading with their finger along the listening from the text. Students were asked about what the program was about, students simulate they were looking for inferencing clues, but they did not, only seven students were finding inferencing clues. Student C was the first one to understand and come up with the program content. Student C went to the board and with a marker wrote the answer (It was about a person who abandoned a dog). After students took one color from their pencil case and read it aloud along the teacher on every emotion or feeling they find they highlight it (refer to appendix thirty two to see an image of the trainee teacher reading aloud along the students in the English classroom).

A chart of three columns was designed on the board, which said: speaker, emotion or feeling and situation. The first example to complete the chart was modulated by the teacher; Eddie feels curious to find out what the program was about. Student's task was to continue reading the text again between their teams and complete the chart, so that they can identify the main ideas and the information that exemplifies them. The assessment for the chart filling was done qualitative.

Wednesday 15th from 8:40 to 9:30

Students arrived to the classroom at 8:45. Students practiced the tongue twister orally, but now they stand up and raised their both hands. Students opened their notebook and wrote the date. Students were asked if the reading was formal or informal, and how do they know. Students replied that they do not know. The teacher explained them that the reading was informal, pointing out some expressions, which students highlighted them on the text. The title "Expressions for opinions" was written on the board and under it a chart of four columns about; giving an opinion, agreeing an opinion, asking for an opinion and disagreeing with an opinion.

Student A: Teacher what does mean those titles?

Teacher: Look at me; Bad bunny is the best singer of the world

Student B: Que el bad bunny es el mejor cantante, jaja.

Teacher: That is my opinión

Student B: Que esa es su opinion

Student A: Ahhh, claro y la otra.

Teacher: let's analyse them while solving the task.

Students per teams received a bond paper where they were assigned a category. Students per teams should identify from the reading the expressions that match with the proper category. Students took almost 8 to 10 minutes to sort of solve the task. Lesson time was almost over. Some of the teams matched the expressions on each category properly, others did not work in class. Students do not participate explaining their bond paper, trainee teacher pick all the bond papers and put them on the board, so that as a whole group work and could verify if the expressions where matched properly. Once the expressions on the chart were verified, students completed on their notebook their own chart (refer to appendix thirty three to see student' B evidence from the lesson).

2.3.3.2 Analysis

When students arrive to the classroom generates a waste of time, because they take from 3 to 7 minutes even to arrive. This generates less lesson time. A second issue is when students are getting ready for the class, they take too much time getting out their notebook. When trainee teacher asked how do you feel today? Students answered: happy teacher. Students constantly forget vocabulary to really express how they feel. When trainee teacher pasted on the board a tongue twister, students immediately wanted to copy it down on their notebook. Trainee teacher encouraged students to take this exercise as an oral example to train their mouth while speaking English.

Woodward, T. (2000) affirmed that the use of tongue twisters in learning make learners reflect of their own oral fluency, by differentiating the words sounds, and the constantly repetition makes the learner gain words' sounds easily. Even that tongue twisters are not completely graded on levels. The chosen one "One-one" is considered one of the easiest to perform. The technique to perform it was saying the first word, repeat it and saying the second word. This technique helped students to correct pronounce the words. The use of visual draws in the poster make students understand what where they repeating.

Rewarding students for their performance relies on the behaviorist theory. Brown, H. (2007) explains Skinner 1950's theory which controls student's behavior by either positive or negative reinforcement. Reward students who do well or punish students who do not well. Students felt motivated when trainee teacher gave them an extra tenth because of their performance on the tongue twister, the ones who did not receive nothing they simply where asking themselves what have they done wrong.

The pre-reading activity was to purpose generative questions. Students were asked using flashcards of common pets such as cat and dog if they have pets, if they would abandonee it, and what happened with the abandoned dogs in Atlacomulco. Sometimes it is hard for students to understand English questions, and they feel afraid of giving an answer, but once they get in the moment they believe on themselves and it has a positive intrinsic motivation during the English lesson.

Motivation as Spratt, M., Pulvermess, A., & Williams, M. (2005) is referred to the differences of personality characteristics. The affective factors generate a positive environment for learning.

However, it did not work as spectacular as it sounds, but it helped to the group of students who won in tongue twister competition, and to three teams out of four who were interested in their own learning process. At this point students were ready for the text. The chosen text is a conversation taken from all ready students book 3 page 185, where the transcript is. Six students brought their book, and the others received a printed photocopy of it. Further attention should be paid on this issue, because students are not being behavioral conscious of the fact from bringing their book, which potentiate their learning process.

One characteristic that is demanded for English teachers is the use of body language to help students understand the language, and the instructions requested. The different body movements or gestures made to communicate is called body language according to Roberta Kaufman, & Robert Wandberg. (2010) body language includes nonverbal behaviors as gestures. Identifying the speakers was challenging because students were not really paying attention to the trainee teacher, then they mention it. Students want every moment to solve a task, but attention is the main focus of the learning process that trainee teacher demands.

Spratt, M., Pulverness, A., & Williams, M. (2005) purposes some activities to improve the reading comprehension. Inferencing thought contextual clues is one of those, and besides of that as purposed by the SEP NEBEP curriculum. At least seven students were inferencing to find out what was the program about. In addition the inferencing process draws a conclusion based on what it is explicit from the text. It is easier for skilled readers to achieve better comprehension. Student C is a skilled reader, for that reason she could come up easier and faster with the answer than they classmates did. During the second reading students read it aloud along trainee teacher, and highlight the emotions or feelings they were finding out on the text.

The technique of reading aloud relies on the capacity to decode a variety of reading problems learners face. Reading aloud supports the learner learning process. In the

area of word recognition, which promotes the learning of new words, and pronunciation, where students connect the graphemes to their phonemes. Students while reading it, feel pleasure, because they were reading in English, and trying to use their best pronunciation. The use graphic organizers to develop the comprehension subskill, is appreciated o the chart as a basic strategy to extract information from a text and comprehend it.

Roberta Kaufman, & Robert Wandberg. (2010) found out that the majority of language learners get motivated through the design of graphic organizers, which makes the learning process appealing. In addition the use of charts is useful to construct, manipulate, critique, represent, and learn. Interpretation occurs when the textual form is extracted into the chart. To begin filling the chart the trainee teacher modulated the first example, so that students could generate an idea on how the information should be extracted, and unconsciously comprehended. Student's task was to continue reading the text again between their teams and complete the chart, so that they can identify the main ideas and the information that exemplifies them.

Assessment was done individually, once a student was done he or she can give it to the trainee teacher and verify they had identified the main ideas. The reading strategy closure started with a generative question: was the reading formal or informal. As students lack of interest and participation while answering the question, trainee teacher told them that it was informal, and in order to comprehend the speech register, students were encouraged to take one color and highlight the expressions trainee teacher was pointing out. "Expressions for opinions" was the lesson title, and was written at the top of their notebook, under the date. This is essential to make students conscious on what is being learnt on the lesson.

2.3.3.3 Reflection

There is still more to polish during the lessons. Suggestions involve a quick pre analysis of unknown words. The comprehensive Vocabulary Development (CVD) is an approach to vocabulary instruction, which explained by Ur, P. (1999) varies from the types of knowledge (how, when, and that.) its instructional goal, and the instructional method purposed. The author also purposes a clarifying cue card, which is a guide for students when they do not understand a word, it includes: context, synonym, structure or root, memory, ask someone, and place a post-it. Research-based vocabulary activities as Main Idea Words, Signal Words, Word Sorts, Semantic Maps, Word Scales and Stoplight Vocabulary sheets for instruction and the CVD strategy might support students into their vocabulary learning process,

To promote an impact on the comprehension subskill it is important to make sure vocabulary on each lesson is reviewed. Woodward, T. (2000) implements the rote memorization of word lists as a decontextualizing strategy of vocabulary learning leading to contextualized sentence-making practice. In order to work with decontextualized vocabulary is recommended to work with oral reading of a book or story. In addition games take a key role for reviewing vocabulary Calero, Y., & Madeline, D. (2015) suggests sorting, ordering, or arranging, information gap, guessing, search, matching, labeling, exchanging, board, and role play games to review vocabulary.

Woodward, T. (2000) suggests warm-up exercise, whose aim is to promote creativity, imagination and learner's interest, the task is to scramble 4 or 5 words, from which they will make a phrase. Warm ups are considered as an activators for prior knowledge. Moreover the warm up should be appealing exercises to raise awareness, using a picture or a humor story, and question and answer. A warm up fits perfectly on the pre-reading stage, which led to the while reading stage, and help students to get familiar with the vocabulary from the text. The English language exposure should be used when needed.

2.3.4 Situation IV "A magnifying glass"

Date: February 28th, 2020. **Grade:** Third **Group:** E **Schedule:** 8:40 to 9:30 am

Unit: III B

Social Practice of the Language: Read and rewrite informative texts from a particular field

Objective: Perform close reading for text analysis

Question to be answered: How could close reading promotes efficient text analysis?

2.3.4.1 Description

It started at 8:45. Once students arrived to the classroom an activator role the first stage of the lesson, it was to move along a video simulating going in a roller-coaster, its length was of about five minutes. Student's enthusiasm rise and attention was closed to the lesson purposes. Students opened their notebook on the text "A real superman" and numerate all the lines. The first reading was done chorally as a whole group. The task was to highlight with a color every verb. Students received an extra participation if they rise their hands saying aloud the verb. For the pre reading stage it were distributed four headings per teams, which students had to match along the four paragraphs (refer to appendix thirty four to see an image of the students looking to the text headings and figuring out where the heading goes). Once answers were correctly students had to write the headings in front of the number which are written on the text.

The first reading purpose was to identify and rewrite in the close reading handout (see appendix thirty five) each paragraph heading, the main idea and the detail that supports the main idea. As a choral reading were identifying and rewriting the key ideas and details. In the second reading students read, and use context clues for new vocabulary, Students choose an unknown word for them, instead of writing the definition they did a translation and sketch with a draw the word, at this point students get ready to talk about the personal history of Christopher reeve chronologically. For

the third and final reading students had to read and answer the text depended-questions. Before starting the activity:

Teacher: Guys, lets read question one, highlight the key words, which might help you to answer quickly the question; what, love and boy. Let's continue with the number two to six. Are you ready?

Time was set for answering the questions individually, students had the text and were answering the questions, and three minutes for first answer were not enough, son three minutes more were provided. Overall 10 minutes were designated for answering the questions for training and applying the strategy. After the answers, students connect the text to themselves, to the world and to the text itself, reflecting on what is similar to, what does the text remind them of and what does the text make them think of.

2.3.4.2 Analysis

A big achievement was seen at the time the lesson started. This was due to the fact that lesson' time was ruled by team assessment. Students were evaluated per teams, so if a student from the team is missing, the team will be losing points for their grades, as students worried about that, they tried to arrive on time. Fortunately or this application of this contextualized strategy the lesson started at 8:45.

The activator applied before the strategy took an important part in students learning process. It was noticed that interest and motivation raised. The roller coaster video, helped students to gain confidence in an English class, promoting a harmonious learning environment, and foster a positive attitude towards the topic for being developed in the lesson. The main reason from which this warm up was choose, is because the group demands it. They need an activator to wake up and move, so that their attention will be guided for the strategy purposes.

As a first strategy, before getting into the close reading task. Students numerate all the lines in the text "A real superman", which let them understand the text length, and figure it out about possible activities related to it. In order to speed up the lesson' time, as a choral reading students should highlight it with a color every verb in simple

past found. Unfortunately not all the students understood the task to do, but they did pay attention and focus on verbs in simple past, as finding them, students have also to give the translation into Spanish. That translation was to connect the mind meaning of verbs, and later on the tasks, reflect on the verbs power to comprehend a text efficiently.

While analyzing the power of verbs, students got a glance of what was the text about. To consolidate those ideas, students per teams matched and ordered four headings for the four paragraphs in the text. Writing the correct heading in front of the number the text has. The handout was a full A4 white paper, where students had to fill the information related from the text "A real superman" The first reading involved the reading' micro skill "identifying" students had to rewrite from the close reading handout each paragraph heading, the main idea and the detail that supports the main idea. This first task was done chorally and as a group work.

During the second reading the micro skill used was the use of context clues for new vocabulary. Students at this point should get ready to talk about the personal history of Christopher reeve. This means, that students had already analyzed what they read, and had a glance of comprehension gotten. The handout required to choose and unknown word from them in the text, but instead of writing the definition they did the translation and sketch with a draw the word. Some students with a high English level wrote the definition instead of the translation.

The third and final reading included two different tasks, the text depended questions and the text connections. The majority of the time was designated to the text depended questions, so that there it might be appreciable and measurable the comprehension skill. The strategy applied before answering the questions was to highlight per questions the key word; for example what did Christopher love when he was a boy? The key words were: what, love and a boy. That as observed, did help students to answer the questions correctly, as a quick survey, students raised they hand according to the grade they had the group majority had the six answers correct, and only five students got one answer wrong. The time it took for students

to answer the six questions was about ten minutes, time was set along a song, which as observed support students to focus their attention on the task development.

After the text depended-questions. Text connections took place.

Student: Teacher can we answer in Spanish?

Teacher: Well, ok, but try to add the majority of words in English.

Students reflected individually about what was similar, what did the text remind them of and what did the text make them think of. Text connections are important for wrapping up a reading activity, and have the function to close the lesson at any skill applied. However students wrote that section on Spanish, which is their mother tongue. This means that students could comprehend, but did not reflect on the content. Reflection is a skill generated for the text connections activity according to Dewey, J. (1933) reflection helps students in creating a consciousness of their learning activity. Dewey exemplifies that connections are linked to the world, experience and ideas. For an effective text connection is when personal cognition and emotion is in relation, the student is guided by the social influences.

2.3.4.3 Reflection

The title "a magnifying glass" was chosen in purpose to the close reading lesson performance. Close reading as stated by Hinchman, K. A., & Moore, D. W. (2013) means read closely a text, get deep into specific details from the whole text. The purpose of a magnifying glass is that through the lens it magnifies the image of an object. This as an analogy to the contextualized strategy means that students appreciate the text up and down in every direction considered for its analysis and comprehension. Close reading encouraged students to slow their reading to a meticulously analyze of it, with the only purpose of generate efficient reading comprehension. Text complexity was labeled to level A1 from CFEM.

This activity of close Reading was seen as a level of text-based understanding. The first reading looked to gain an impression of the text's contents and location of information, analyze the text's message at different rates (fast, medium, and slow). Efficient reading takes place along the student's strategies to identify key factual

information, and significant ideas in the text. Identify the most important words, phrases, sentences, or paragraphs. The third reading was to ask and answer questions about the text, commonly known as text-depended questions. The results from the text depended questions were that most of the students got an average of ten percent. Assessment by Ur, P. (1999) in the text depended questions advocates asking a sequence of questions, from which students think and analyses a text.

Close reading did promote efficient text analysis. It was due to the lesson plan desing. A handout (see appendix) was taken into account to design the lesson handout. The handout design was the base in order to develop the close reading lesson. Now that students had a specific handout to write in, they did first personalize it, make it them with the simple fact of writing their name. Close reading began with Ivor Armstrong Richards while he was teaching and view close reading as a means of understanding (This information was taken from Schiller, J. P. (1969) Close reading gained popularity among several universities that there is no possible to state a single author for this approach. However Richards' criticism in French is in relation to a text explanation.

Text analysis as for computers is also for students' learning a process of understanding a text, by dividing it, in order to manage and comprehend it, where the teacher role relies on teaching student to learn how to analyze, understand and decode meaning from the text. The intervention was based on the close reading instructional approach. According to Fisher, D., & Frey, N. (2012) Close reading goes into the text deep structures, including vocabulary, key details, arguments, and inferential meanings, and even go beyond through the reading connections. Close reading approach is not only to provide students a new set of information to their background knowledge in order to expand schema, but also to promote students' reading habits when reading a text. The target point of the strategy of intervention was to enhance reading strategies for efficient reading comprehension.

The strategies practiced were: skimming, scanning, deducing meaning from context, and making connections. Those strategies turned out to be effective in the comprehension reading subskill. In skimming students were reading for gist of the

text headings main idea as well as the details which support the main idea, as a result students could understand what the text says. In scanning and deducing meaning from context students were taught how to cope with a difficult word in a sentence from the text. In making connections students learned how to arrogate the text and reflect on this. The application of these strategies was guided by handout to make students internalize efficient reading instruction.

A test for reading comprehension was used to assess reading comprehension in the part three of the handout. Fisher, D., & Frey, N. (2012) published a guide in order to create the text depended questions which considered the text depended questions types as general understanding, key details and later on the text connections section from the handout students refer to intern-textual connections. The comprehension level considered was explicitly stated information. The questions format was open-ended questions, which required a written response and were scored by the teacher.

The effect of close reading instruction with students A, B, C and D was in general effective for the comprehension task where students answered the text depended questions and got six out of six answers correct. Student A (see appendix thirty six) she completed first reading for key ideas and details. On the second reading for craft and structure she completed the chart for the unknown word, the definition and sketch. However on the last column where she had to circle from one to two key sentences in each paragraph she did not completed that section. It is important to point out that in order to fill the handout students did not have to complete that section, unless they consider necessary to write the sentence from which they took that unknown word. On the third reading for the integration of knowledge and ideas, she had six out of six answers correct, her writing showed that she understood where to take the answers from. Finally on the text connections section she did not fill that section, she just could identify the text title.

Student B (see appendix thirty seven). He did not complete on the chart from the first reading the heading of each paragraph. He annotate the main idea and the supportive detail. However that showed a lack of ideas cohesion. For the second

reading in craft and structure it was noticeable that he understood from context clues the unknown words. On the third reading he identify and wrote simple answers, without the complete grammar structure to answer those questions. It showed that he had understood the text, and his personality reflects how practice he is even at answering reading comprehension questions. On the text connections section he did connect text to text, where he wrote that superman is similar to super girl because both are superheroes. Text to self he wrote that superman reminds him of other heroes because they save people. Text to world superman made him think of villains because the fights they have. This connections show what the student internalize and connected with the text.

Student C (see appendix thirty eight) she had perfectly completed the first, second and third reading. She highlight all the handout titles with a pink highlighter, this showed that she was enthusiastic and motivated to learn in the English lesson. On the text connections section; text to text she wrote that superman is similar to an object, but she did not wrote which or the reason. Text to self she wrote that superman reminds her of her grandfather, she wrote the information in Spanish. Text to world she wrote that superman made her think of cartoons. A possible hypothesis of the reason student C did not complete the because in the text connections section, might be because she wanted to hurry up and finish as soon as possible, without caring about her own learning process.

Finally Student D (see appendix thirty nine). He had almost completed the first reading. However he missed from the fourth heading the main idea taken from the text. On the second reading he missed to complete the sketch column only he draw two from four. On the text connections section he did not complete them properly, only the first text to text where superman was similar to super girl because both fly. This particular student told in the classroom that he appreciated when he highlight the key words from the text depended questions, which helped him to understand the text. However it was not important for him to go deep into text connections.

In the present strategy of intervention was examined the effect close reading had on the reading comprehension for efficient text analysis. This is the first intervention worked along the close reading approach with cooperative learning and was delivered and designed by the teacher. It was found that the intervention did promoted an efficient text analysis. It was observed that students internalized the reading strategies. Moreover the strategy affect the reading comprehension level, which was assessed qualitatively. In conclusion the effects of close reading intervention are small and its efficient for the reading process is not vital, until high strategy training exposure is delivered to students. Brown, H. (2007) suggests to frame the reading teaching lesson into principles as working along skills, elicit motivation, text suitability, giving enough classroom time, follow a sequence, divide the lesson into pre, while and post reading, and evaluate the strategies. The main source of focus is to provide students more time for the activities, even though students took more than one lesson for this intervention, they should perform it as the time the activity demands them to do it, in concordance to their English level and proficiency.

2.3.5 Situation V "Follow up reading"

Date: March 06th, 2020. **Grade:** Third **Group:** E **Schedule:** From 8:40 to 9:30 am.

Unit: III B

Social Practice of the Language: Read and rewrite informative texts from a particular field

Objective: Promote reflection with post reading activities

Question to be answered: How post reading activities affect the reading further reflection process?

2.3.5.1 Description

The English subject is at 8:40. The application of the contextualized strategy began at 9 am, and ended at 9:30. Students participated per teams in the hangman game, saying aloud a letter. The hangman figure was completed and students could not guess the title "TV reporter" (refer to appendix forty to see an image of the hangman figure and title on the board from the English classroom) Students received a printed handout (See appendix forty one), which has boxes and student had to complement them tracing the questions from exercise three in the close reading handout. The questions were; what did Christopher love when he was a boy, what did he like, what he did for several years, and where did he graduated from (see appendix forty two where there are some students filling the handout)

The next activity was developed per teams, students choose a pair of students to represent orally a set of three questions to her classmate, one student will be A and the other student B, one choral practice was done to encourage the task understanding, and elicit accuracy. The second practice was by pairs. Students in their teams divided by pairs and finally a pair participation per teams, where students mimic a report from a TV program asking questions about Christopher Reeve (refer to appendix forty three to see a pair of students representing orally the question).

2.3.5.2 Analysis

Follow up reading activities are often misunderstood to be located at the post reading activities in the close of a reading task. However follow up activities are meant to foster reflection where the student is able to think, know more, and feel differently after the reading process (Wahjudi, A. 2010). Teaching reading make students reflect on what they have read, and what they will take in their academic life. Harmer, J. (1998) mentions that reading should not be teaching by isolating the language skills. A reason to consolidate comprehension is when the student before finishing the reading activity is able to say what the student had read. Reading is fully in connected to writing as note-making, to listening as hearing and reading comparison or speaking to discuss after the reading task.

Wahjudi, A. (2010) purposes different activities to follow up reading. The focus for this contextualized strategy was speaking, due to its effectiveness to work. There was not a measure for this task, due to that the aim was to elicit participation and after reading engagement. The speaking skill was easier for students because they could represent they were real TV reporters and the main character to get the information from was Christopher reeve, a real superman who goes beyond the "actor role" to a human role engaging students personality, interest and even forming identity. Students had the opportunity to be television reports and summarize the key events from the text.

It was clear to see that principle three from Harmer, J. (1998) which is to base on the teaching-learning objectives, students' profile and classroom conditions. That principle did create an enthusiastic, innovative and effective follow up for a reading activity. Student's communicative competence was included to consolidate reflection after reading.

2.3.5.3 Reflection

Post reading activities to follow up reading have a positive impact on further reflection process in different aspects, the ones gotten from the application of the contextualized strategy were that students could interiorize that reading is not learnt isolated from the language skills. Some students saw this activity as funny, and interesting, they first wrote the questions from the handout and later used them to be a television reporter this led students to practice the writing skill and all came further a reading activity. Nevertheless there were some lesson aspects which need to be adapted and improved.

Firstly, follow up activities are meant according to Remmen, K. B., & Frøyland, M. (2015) follow up strategies suggests are to begin as soon as the post activity was done to preserve student's memory. Follow-up activities should be framed into the PNIEB curriculum and supported with technological resources as pictures, and presentations. It could be added to connect text information to have a deeper content understanding. Students can also take part of interactive discussions. Student's product could be a report, a poster or a presentation that could be share in the class, which enables collaboration and interaction, and even generate a formal assessment.

PART III.
CONCLUSIONS AND SUGGESTIONS

3.1 CONCLUSIONS

In this final paper it was applied contextualized strategies in order to seek efficient reading with third graders from a secondary school. On each contextualized strategy it was a description, which enlist literary the procedures made inside the English classroom, an analysis which went deeper in the understanding of the procedures made and a reflection which mentioned possible suggestions, recommendations and an a final conclusion of the strategy, which answered the questions to be answered from this final paper. It was also included the lesson plan template, students profile, and in the appendix section from this document the images taken on each strategy applied and the products developed by the students.

The strategies applied did follow a strategic pattern where all seek for efficient reading in the comprehension subskill. The results showed that the learning output across the teaching procedure was efficient in terms of comprehension strategies According to Harmer, J. (1998) the intensive reading work developed along the strategies was used as a source of information to go into different learning activities. The lower-level graded texts used for each strategy did encouraged motivation and self-confidence for students, they mentioned that they just need to focus, some of the words were cognates, text are not as difficult as they seem too, in addition on text depended questions, students could infer that each question had similar words the text had, as a result students used they inferencing strategy to get efficient as readers.

The first texts where a big deal for students to even look at them. Later on, they had the text and from the strategy of intervention one "Decoding in context" they had an efficient instruction in the English classroom for the reading skill with only two phonemes from the International Phonetic Alphabet worked, students could have accurate reading, and text understanding. This session is explained on its section from the final paper. However the results it promoted had an impact on students further reading activities. That comprehensible input from the efficient reading

instruction did arise student's interest in graphic organizers and videos to support their own learning.

Secondly the teaching pedagogical interventions was divided into five situations which had a controlled trial in the social practices of the language from the NEPBE cycle four. The first one "Decoding in context" focused on organize an efficient reading instruction in the comprehension process under the social practice of the language "read and understand different types of literary texts from English-speaking countries". The second situation "Pre-lighting the mind" attempted to activate student's schemata prior the reading process where on part one the social practice of the language was interpret and express information published in various media and on part two read and rewrite informative texts from a particular field.

The third one "Reading bulldozer" which aim was to use graphic organizers to develop the comprehension sub skill its social practice of the language was to interpret and express information published in various media. The fourth one "A magnifying glass" determined to perform the close reading approach for text analysis which social practice of the language was "read and rewrite informative texts from a particular field". The final situation "Follow up reading" driven to promote reflection with post reading activities under the social practice of the language "read and rewrite informative texts from a particular field"

Furthermore, it was compared the performance in learning between third grade "E" and A, B, C, D, and F. It turned out that students make a difference in their reading learning. Besides, the results showed that the warm ups and activators for the development of the NEPBE cycle four' products played a positive role in the reading instruction. However efficient reading is the beginning of a series of future adjustments and innovations in the academic field from basic education in Mexico. The findings of this final paper serve to anyone who wants to see what has to be deal in a classroom and what efforts could the teachers intervention could benefit students learning a foreign language.

As mentioned, the general purpose was to apply contextualized strategies for efficient reading with third graders. The specific purposes look to activate students schemata prior the reading process, organize an efficient reading instruction in the comprehension process, perform close reading for text analysis, use graphic organizers to develop the comprehension sub skill and to promote reflection with post reading activities. The objectives were all developed to be applied along the situations. As a result even if it says activate students schemata, schemata was activated in each situation, but it was clearly descripted and showed on that specific purpose the effect schemata activation had on the comprehension reading subskill.

Effective reading was developed through reading instruction with the innovation of contextualization in the strategies for comprehension. The observed impact was determined through the questions to be answered.

For situation "Decoding in context" the effect of organizing an efficient reading instruction in the comprehension process is similar to the learning theory "situated" because the Obon Fest was brought from Japan to Mexico. The effect demonstrates the critical role the teacher has on organizing an effective reading instruction, with the incorporation of contextualized strategies. The environment between the individual and the world is linked between contexts, so that the student could learn better by being immerse and part of that environment. A second effect was that students had more confidence while pronouncing the learnt vocabulary, through the phonemic awareness strategy students could identify the key vocabulary from the text and understand it. Furthermore the KWL chart help students to organize their ideas while reading.

For situation "pre-lighting the mind" the main problems and the characteristics of schemata activation in the reading process were that students do not connect with the text while reading it. They focus on answering the text questions. Besides that it was observed students lose interest in reading activities, do not have a pleasure to do it or see it as a learning strategy. Teaching schemata should not last more than

twenty minutes. Schemata activation is the pre connection text ideas, and student background knowledge in order to promote efficient reading. The characteristics do not go further than get to know what you are about to read.

For situation "reading bulldozer" graphic organizers have been a constant in the development of the comprehension sub skill. In the application of this situation the result was that the use of charts eventually guides the learner to extract information from a text and comprehend it. Identification of the information result in efficient reading. For situation "A magnifying glass" Close reading promotes efficient text analysis with the third grade "E" assessed qualitatively in an informal test with text depended questions. Students slow their reading to a meticulous analysis of it, using several strategies for the understanding as scanning and skimming. The handout designed for this situation did promoted efficient text analysis and generated a text explanation. The effect with the close reading approach was that students A, B, C and D answered the text depended questions and got six out of six answers correct.

For situation "Follow up reading" post reading activities affect the reading further reflection process with the third graders with the application of follow up reading activities which generated with third graders a positive impact on their reflection. Students could interiorize that reading is not learnt isolated from the language skills, in this case the follow up activity was focus on listening, which elicit interest in the task. Students took some written questions to be a television reporter.

3.2 SUGGESTIONS

From the practical perspective the current pedagogical intervention may have implications for teachers and researchers due to the fact that it is shown a series of contextualized strategies with the only purpose of generate efficient reading with third graders, and a reflection section to provide more valid interpretations of students' practical performance. It may be possible for researchers and teachers to fathom into the reading comprehension progress through contextualized strategies and gather more authentic information to improve students' academic performance in the current basic education program, this pedagogical intervention might be reluctant to make decisions on teaching performance or curriculum changes.

Skimming and scanning are the basis for the development of the contextualized strategies, what I mean is that the strategies for reading comprehension of skimming and scanning can be widely taught through the contextualization of a guided reading instruction in the classroom, where students can go beyond the standards and even if they have a low English level, it is not seen as a boundary for the application of the predicting, inferring, interpreting, guessing comprehension strategies for efficient reading. The following suggestions are essential to elicit student's comprehension in the basic education with an effective model that can allow students learn, and use for future academic purposes.

It is suggested for readers when performing future studies to take into account the five situations explained in this final paper in order to keep a record of an authentic pedagogical intervention applied, there is evidence enough to show how students react towards a series of instructions with the only aim to promote efficient reading. An interesting suggestion at some point in the future is to be creative, and keep a detailed record of the students' sample analysis, and to apply constantly test samples to make sure students had interiorize the strategies and could apply them in less time to solve a reading task in an efficient way. New research can come up from this intervention in different fields, as schemata activation, graphic organizers,

close reading performance, follow up activities, and efficient reading instruction this ideas could be explore in further detail.

Potential studies can occur after reading the results from the different interventions. Did metacognitive awareness rises student's efficient reading in the comprehension process? Do graphic organizers as charts have an impact on student's comprehension, where later students can retell what they have just read? How could close reading performance work with a specific book of more than 100 pages written in English for student's comprehension. How could follow up activities be adapted in a lesson of thirty minutes without giving extra home work for thirty seven students? Which is a lesson outline to follow in order to build a successfully reading instruction in the English classroom? Extensive reading would also be an interesting topic of research applied with the strategies mentioned above.

For future studies the steps that should be followed are that it is needed to implement a particular teaching measurement of the strategies worked for the reading activity. Teachers should frame their lesson plan with an accurate assessment record, where they can visualize students are applying those strategies or if the effect seeks for efficient reading. Teachers should also consider students attitude towards the learning process, because sometimes students do not come with the same energy as yesterday, or are not even aware as the lesson they have early that morning in this field teachers can apply an activator, an active pause or a warm up to rise students interest and move them to the learning process.

The benefits of further studies in the reading comprehension of a foreign language could be used to provide a freely access for students who go to basic secondary schools. Teacher's knowledge and the information provided in this pedagogical intervention elicit a committed and academic participation in order to guide students for efficient reading. However there is a need to fill the gaps from this pedagogical intervention that were not able to get covered as time management, student's

discipline, classroom collaborative work arrangement since the beginning of the course and a final comprehension assessment for students.

The potential developments that could come about over time could vary from the field the reader of this paper is from. For example computer engineers might develop an application where students have free access to comprehension activities from a specific book or several tasks with the use of a mobile phone and teachers can grade student's performance from the commodity of the house. Teachers can adapt their lessons by implementing an interactive notebook specific to develop the reading activities, and adhere suggested text from the teacher design or the ones provided in this final paper. Researchers can figure where the mistake from which students do not have positive results in the reading comprehension activities, and how could the people who teach the students benefit from the findings the researcher got.

This study is relevant in additional improvements in the reading teaching and strategy learning, in order to see reading not only as it is a language skill which needs the reader to be focus, but also an area of opportunity where the teacher creates a specific lesson adding videos, wearing costumes, creating a fully scenery where the student could get involve in the reading process. The student seen as a reader who can understand a text in English language.

Overall the suggestions are to put an emphasis of the teacher work inside the English classroom and how the reading environment is created in concordance between the social practices of the language from the English program and the teacher lesson plan. Teacher innovation and curiosity in the involving of a reading activity can rise student's motivation and understanding of a text. Students profile might be a double-edged sword on one hand it helps the lesson plan for a better adaptation of the classes to the results purposed, on the other hand the whole world is heterogeneous, for instance the students in the classroom are too, so it would not necessary generate a negative impact on the strategies application. Classroom practice is as the weather, you can predict, but you would be 100% sure if it will rain.

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APPENDICES

Appendix 1. Diagnostic exam applied with third graders

DIAGNOSTIC EXAM   3rd GRADE

STUDENT'S NAME: Griselda Garcia Gonzalez   GROUP: 3C

Complete with *let's* and a verb from the list.

Close   go   open   sit down   stop   turn off

Eg. It's hot. *let's open* the window

1) come on _sit down_
2) it's late _open_ the tv and go to bed.
3) I'm tired _turn off_
4) it's very cold in here. _close_ the window
5) there's a service station _stop_ and have a coffee.

Replace each underlined word with an antonym. Use words from the box

| said | easy | wrong | ugly |

6. The English test was very **difficult**. _easy_

7. Alan **bought** a new car this weekend _wrong_

8. My best friend got the **correct** answers _ugly_

Underline the best option.

9 - They _are_ (be) happy to be home
a) were   b) was   c) are

10. She _listen_ (listen) to music when I called
a) is listen   b) were listening   c) was listening   d) are listening

11. _Has_ he been to new York?
a) Has   b) Did   c) Have

12 - I _not like_ tamales.
a) no like   b) not like   c) don't like

13. My father is the _taller_ person in my family
a) tallest   b) taller   c) stronger

14. If she _breathes_ (to breathe), she lives.
a) had breathed   b) breathes   c) breathed

15. My son is always telling lies, he is very _dishonest_
a) dishonest   b) unhonest   c) inhonest

16. Hi, _what_ is your name?
a) How   b) Why   c) What

17. Excuse me, _what_ is the toilet?
a) What   b) Why   c) Where

14.- He _can not_ swim when he was four
a) have to   b) can not   c) could not

15.- They don't like that restaurant. (go to a better one)

They _should_ to a better restaurant
a) must   b) should   c) have

16 - You _would_ write your letter with better puntuation
a) shouldn't   b) must   c) haven't to   d) would

17.- We can go to a restaurant _and_ _sty_ at home and order pizza
a) while   b) and   c) or

18. My mum is really _____ but I love her.
a) unpatient   b) impatient   c) Non patient

19. Brayan _am_ from Bombatevi, ejido.
a) are   b) is   c) am   d) be

20.- I've read the book, but I _haven't saw_ the film.
a) Don't see   b) haven't saw   c) haven't seen

21.- That is _the_ good suggestion
a) a   b) an   c) the

22.- I ate _a little_ soup for dinner
a) many   b) a few   c) a little

23. There are _a little_ oranges in the kitchen.
a) any   b) much   c) some   d) a little

24.- I _am going to_ travel to Paris next spring.
a) going to   b) will   c) am going to

Complete the sentences with can or can't and the verbs
I'm sorry. _I can't remember_ your name. (Remember)

25.- She _____ French, but not Spanish. (speak)

26.- _____ you _____ me? These bags are very heavy. (help)

Write the missing verbs

SPANISH	BASE FORM	PAST SIMPLE	PAST PARTICIPLE
ser/estar			
			Watched
		went	
	Play		
		had	

Appendix 2. Graphics of the results of 3rd E from the diagnostic exam

THIRD GROUP "E"

3%

97%

■ GRADE 5
■ GRADE 10
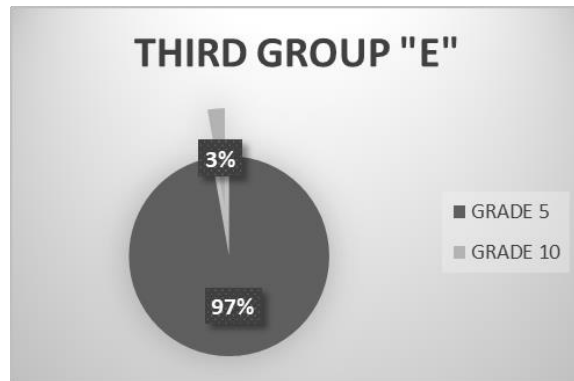
Appendix 3. Learning style VKA format

ESCUELA SECUNDARIA LIC. ISIDRO FABELA
CLAVE ES:354-1 C.T. 15DES001R
TEST VAK

NOMBRE:
GRADO _____ GRUPO _____ ESTILO DE APRENDIZAJE _____
Para lograr una mejor comprensión de tu estilo como estudiante necesitas evaluar la manera como prefieres aprender y así obtener provecho de tus cualidades.
El test Barsch permite conocer cuál es tu vía dominante de entrada, aunque es posible tener una combinación de las tre
CONTESTA CON HONESTIDAD.

INSTRUCCIONES: Debes anotar en el paréntesis que corresponde según consideres si la información que se muestra se presenta: Siempre =2   A veces = 1   Nunca= 0

1	Recuerdo mejor algo cuando lo escucho que cuando lo leo.	(
2	Sigo mejor las indicaciones escritas que las orales.	(
3	Me gusta anotar para repasar.	(
4	Aprieto el lápiz o pluma con mucha fuerza al escribir.	(
5	Prefiero tener una explicación oral que con uso de gráficas.	(
6	Disfruto el trabajo con herramientas.	(
7	Disfrute leer gráficas, diagramas, mapas conceptuales y esquemas.	(
8	Puedo distinguir un sonido del otro cuando se presenta de modo simultaneo.	(
9	Recuerdo mejor las cosas cuando las escribo varias veces.	(
10	Puedo entender y seguir instrucciones leyendo mapas conceptuales.	(
11	Soy mejor al escuchar los temas que tengo que aprender en una cinta que al leerlos.	(
12	Me gusta jugar con las llaves y monedas que tengo en mis bolsillos.	(
13	Me resulta, más sencillo aprender cómo se escribe una palabra repitiéndola mentalmente que cuando la escribo en un papel.	(
14	Le entiendo mejor a un artículo cuando leo acerca de el en el periódico que cuando lo escucho en la radio.	(
15	Me gusta masticar chicle o comer algo cuando estudio.	(
16	Trato de recordar algo imaginándolo en mi cabeza.	(
17	Aprendo a deletrear una nueva palabra trazándola con el dedo.	(
18	Prefiero escuchar una buena lectura o conferencia que leer acerca del mismo material.	(
19	Soy bueno resolviendo crucigramas, rompecabezas y laberintos.	(
20	Prefiero revisar material escrito en lugar de discutir sobre el tema	(
21	Prefiero escuchar noticias en la radio que leerlas en el periódico.	(
22	A mí me gusta obtener información sobre temas interesantes leyendo el material relevante	(
23	Me gusta expresar mis sentimientos abrazando a la gente.	(
24	Me resulta más fácil seguir instrucciones orales que escritas.	(

VISUAL		AUDITIVA		TÁCTIL	
	PUNTAJE		PUNTAJE		PUN
2		1		4	
3		5		6	
7		8		9	
10		11		12	
14		13		15	
16		18		17	
20		21		19	
22		24		23	
TOTAL		TOTAL		TOTAL	

Appendix 4. Lesson plan format

SESSION 2				
ACHIEVEMENT	Formulates questions in order to distinguish main and secondary ideas			
DOING WITH THE LANGUAGE	Identify new terms. Point out information about key events. Make questions to distinguish between main ideas and secondary ideas.			
KNOWING ABOUT THE LANGUAGE	Verb tenses			
STAGE	ACTIVITIES		RESOURCES	SKILLS
WARM UP	Ss highlight the verbs in simple past on the text and write the verb definition in Spanish	5'		Reading
	Ss close their notebooks. T says a verb: was, studied, became, began, and traveled. Ss spell with their bodies the verbs	5'		
DEVELOPMENT	Ss receive a handout APPX#2 Close reading handout. T provides the topics for each paragraph per team.		APPX#2	
	First reading T reads the text and Ss circle the new words. Ss match the topic to each paragraph. Ss identify the key ideas from each paragraphs and the details. Ss write them along T on the handout	10'	Topics for each paragraph per team	Reading
	Second reading Ss read in their teams the text and complete the second part of the handout in their teams	8'		
	Third reading Ss individually read the text and fill the third part answering the text depended questions. Ss highlight the answer on the text and next to them they write the question number	7'		
CLOSURE	Ss individually, and with T support complete the last part of the handout "Text connections" To self, to text, to world.	5'		Reading
	T collects the handouts	2'		
COMMENTS				

Appendix 5. Reading profile survey. Translated and adapted by: Jazmin Cerda Fuentes. Taken from: Boakye, N. A. (2017). Exploring Students' Reading Profiles to Guide a Reading Intervention Programme. English Language Teaching, 10(7), 158-174.

(Selecciona el número que más se asemeje a tu respuesta) 1=De acuerdo 2= Incierto 3=En desacuerdo.	1	2	3
Past experiences with reading			
Comencé a leer en las edades de 4 a 6 años			
Antes que comenzara a leer, miembros de mi familia solían leer para mi			
Mi mama o familiar solía motivarme a leer muchos libros			
Mis maestros de primaria y secundaria me motivaban a leer (libros, periódicos, revistas, artículos, entre otros.)			
Siempre hay libros en mi casa			
Attitude towards Reading			
Creo que la lectura es una buena actividad a realizar			
Mis géneros de lectura favoritos son:			
Yo disfruto leer cuando entiendo el tema			
El leer bien en un idioma extranjero me ayudara con mis estudios			
No me gusta leer textos difíciles en ingles			
Encuentro las lecturas académicas de inglés difíciles de leer			
La lectura me ayuda a entender diferentes conceptos			
Si el tema para la tarea me es interesante, yo leería más sobre ese tema			
Si mi maestra menciona algo interésate sobre la lectura, yo leeré más sobre ese tema			
Reading and self-efficacy			
Yo pienso que en ingles leo y comprendo el texto			
Cuando leo lento tengo menos problemas para entender el texto			
Considero difícil el completar una actividad de lectura			
Leer lento en ingles me hace sentir cansado y aburrido			
Tengo dificultas para entender las palabras en un 50% o más en una actividad de lectura			
Debo traducir lo que leo antes de entenderlo			
Me resulta difícil leer un texto académico en ingles			
Me resulta difícil identificar la idea principal de lo que leo			
Cuando leo siempre estoy dispuesto a explicar a mis compañeros o amigos lo que entendí			
Me resulta difícil responder preguntas base a la lectura			
Requiero ayuda de mis amigos, compañeros o maestros para entender la idea principal del texto			
Siempre intento entender la pregunta ates de responderla			
No tengo problemas para entender lo que leo			
Soy un lector lento			
Reading strategies			
Cuando leo un libro por gusto lo leo de diferente manera que cuando leo mi libro de texto de ingles			
Antes de leer un libro, veo la tabla de contenidos, y ojeo los títulos y las ilustraciones			

Subrayo o escribo las nuevas palabras que encuentro y trato de memorizarlas			
Cuando leo ignoro los organizadores gráficos			
Siempre tomo notas cuando leo			
Siempre subrayo las partes del texto que son importantes cuando leo			
Intento relatar lo que leí con mis propias ideas y conocimiento previo			
Las preguntas; por qué, que, y como me ayudan a entender un texto mejor			
Cuando no entiendo el texto lo vuelvo a releer			
Cuando leo formo imágenes mentales			
Resumo las ideas principales en mi mente mientras leo			
La oración en contexto me ayuda a entender palabras difíciles			
El registrar la información del texto después de leerlo en tablas o algún organizador grafico me ayuda a entenderlo mejor			
Reading habits			
Leo por gusto			
¿Qué tan seguido leo un libro?			
He visitado la biblioteca de la escuela			
Siempre leo mis notas de inglés después de clase o para estudio propio			
Solo leo textos cuando me lo dejan de tarea o es parte de la clase			
Diseño mi estudio propio con tiempo y espacio en mi hogar			

Appendix 6. Trainee teacher dressing a Japanese costume

Appendix 7. Students participating matching the cards.

Appendix 8. Vocabulary worksheet (words, phonemes and images.)

Created by: Jazmin Cerda Fuentes

ˈkɒstjuːmz	ˈpʌmpkɪn	skʌl	ˈkændl	gɪfts	tuːm	ˈlæntənz	preɪ
	gəʊst		ˈɒfərɪŋz		swiːp		ˈspɪrɪts

Appendix 9. KWL chart - Grphic Organizer

RETREIVED FROM: Houghton Mifflin Company. All Rights Reseved. https://www.eduplace.com/graphicorganizer/pdf/kwl.pdf

KWL Chart   Name: _____   Date: _____

KWL stands for Know, Want to know, and Learned. A KWL chart helps you organize information about a topic.
1. Before reading, brainstorm and record everything you know about a topic in the **K** column.
2. Make a list of questions about what you want to know in the **W** column.
3. During or after reading, record the answers to your questions (plus other things you learned) in the **L** column.

Topic
_____

K (Know)	W (Want to know)	L (Learned)

Appendix 10. S and P consonants handout text about the Obon Fest.

Information taken from: https://www.japan-guide.com/e/e2286.html

Text adapted by: Jazmin Cerda Fuentes

Name: _____   Date: _____   Group:___

S and P Blends consonants

When the letter s or p comes before and after a vowel it has a different sound.

Instructions: Complete the text using the phonemes >   S / P

The Obon festival is a **Ja__ane___se holiday. It i__ celebrated in August. __eo__le** commemorate **death ance_tor_.**

Spirits return to **vi_it** their **relative_.** People hung **_a_er lanterns** to guide the spirits. People pray and dance.

Floating lanterns float down a river that **run_** to the **_ea** to **_end** their **ancestors' spirits** into the sky.

Appendix 11. Students watching the Obon Fest video

The video was retrieved from (2018, August 22). Retrieved October 30, 2019, from https://www.youtube.com/watch?v=1OAa-kop6Jo.

Adapted by: Jazmin Cerda Fuentes

Appendix 12. Student A' evidence

DAY OF DEATH

Today is Friday 18th October 2019.

REVISED!
Miss Jazmin
DATE ___/___/___

MÉXICO

skʌl | kælndl

ofʼbɪ²ⁿ November | ofrɑnz

USA

kɒstjuːmz | pʌmpkɪn

31ˢᵗ October | gəʊst

JAPAN

ˈlæntənz | preɪ

14th Agost | spɪrɪts

CHINA

gɪfts | tuːm

14th. April | swiːp

KWL Chart

Name: America Monay Mendoza   Date: ___

KWL stands for Know, Want to know, and Learned. A KWL chart helps you organize information about a topic.
1. Before reading, brainstorm and record everything you know about a topic in the K column.
2. Make a list of questions about what you want to know in the W column.
3. During or after reading, record the answers to your questions (plus other things you learned) in the L column.

Topic: OBON FEST JAPAN

K (Know)	W (Want to know)	L (Learned)
I dont Know anyting	Why Japan celebrates obon? Why they put lotens on the river? Why boats?	The Obon festival is celebrated in August, put laterns float that runs a the sky.

Name: ____ Date: ____ Group E'

S and P Blends consonants

When the letter s or p comes before and after a vowel it has a different sound.

Instructions: Complete the text using the phonemes

S / P

The Obon festival is a Japanese holiday. It IS celebrated in August. People commemorate death ancestors.
El festival se celebra en Agosto, donde la gente conmemora a sus ancestros.
Spirits return to visit their relatives. People hung paper lanterns to guide the spirits. People pray and dance.
Los espiritus regresan a visitar a sus familiares, a cada uno se le pone una linterna.
Floating lanterns float down a river that runs to the sea to send their ancestors' spirits into the sky. Guiar su camino por el mar y llegar al cielo.

99

Appendix 13. Student B' evidence

Today is Friday 18ᵗʰ october, 2019.

Juan Carlos Plata Plata

Mexico

skull   friend

Noviembre
noviembre   altar

Estados Unidos
USA

costume   pumpkin

Octubre
october   ghost

Japon

lantern   pray

Agost
Agosto   tooth

China

gift   lion

April

Obon Fest

KWL Chart   Name: _____   Date: _____

KWL stands for Know, Want to know, and Learned. A KWL chart helps you organize information about a topic.
1. Before reading, brainstorm and record everything you know about a topic in the K column.
2. Make a list of questions about what you want to know in the W column.
3. During or after reading, record the answers to your questions (plus other things you learned) in the L column.

Topic
Obon Fest Japón

K (Know)	W (Want to know)	L (Learned)
I don't know anything	Why Japon celebrates Obon? Why they put lanterns on the river? Why boats?	I learned that Celebrated in Japan and Agost conmemorate death ancestors

Name: Juan Carlos   Date: 18/oct/19 Group: E

S and P Blends consonants

When the letter s or p comes before and after a vowel it has a different sound.

Instructions: Complete the text using the phonemes >   S / P

The Obon festival is a Japanese holiday. It is celebrated in August, people commemorate death ancestors.
Se festeja en japón la muerte de ancestros de muesto
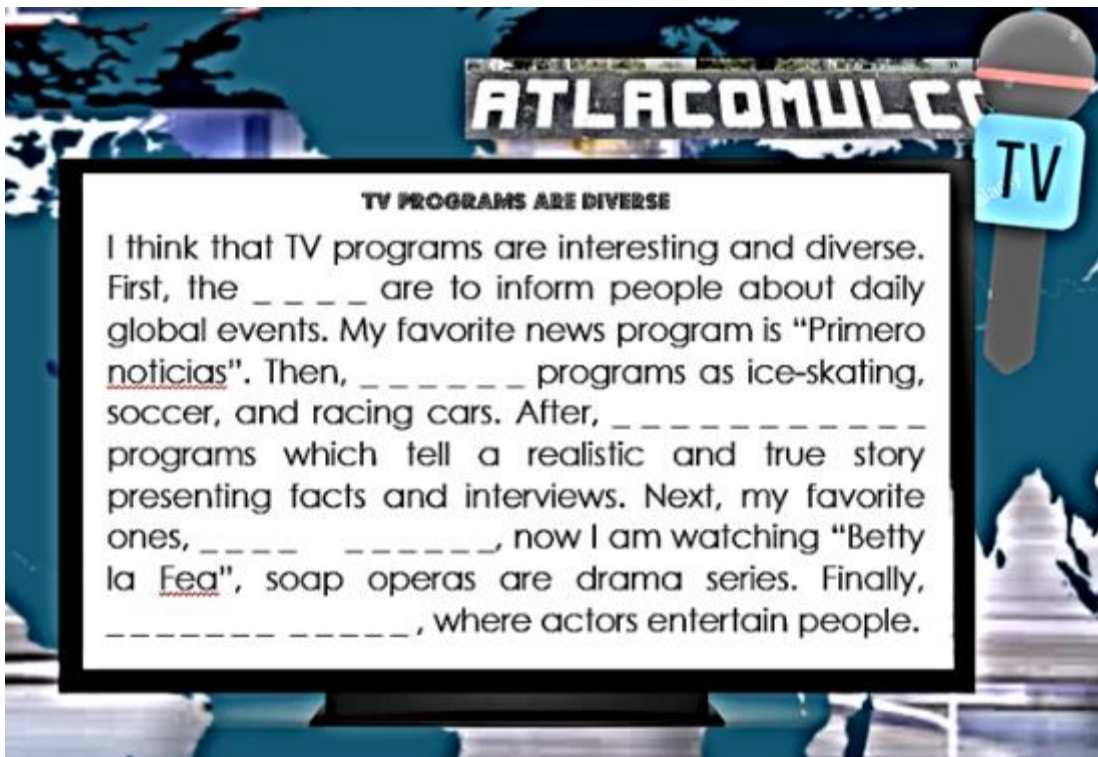Spirits return to visit their relatives. People hung paper lanterns to guide the spirits. People pray and dance.
Visitan a las familias

Vaile en el Festival
Floating lanterns float down a river that runs to the sea to send their ancestors' spirits into the sky. Para guiarlos al cielo.

100

Appendix 14. Student C' evidence

Today is Friday 18th October 2019

Day of death

« Mexico »

skal   kaendl

November 31

ofrenz

« E. Unidos »

'kostju:mz   'pʌmpkan

october 31   gaust

« Japon »

'toentanz   prei

14th agost

spirits

« CHIna »

grits   tu m

April 14th   swi p

KWL Chart

Name: Lessiy Reyrs Gutiérrez   Date: _____

KWL stands for Know, Want to know, and Learned. A KWL chart helps you organize information about a topic.
1. Before reading, brainstorm and record everything you know about a topic in the K column.
2. Make a list of questions about what you want to know in the W column.
3. During or after reading, record the answers to your questions (plus other things you learned) in the L column.

Topic

K (Know)	W (Want to know)	L (Learned)
I didn't know any ting	why Japan celebrate obon? why They Pun lahans on He rio? why boat?	I learnt that The obon festival is celebran in agril put Laterns float runls

---

Name: _____ Date: _____ Group: _____

S and P Blends consonants

When the letter s or p comes before and after a vowel it has a
different sound.

Instructions: Complete the text using the phonemes

S / P

The Obon festival' is a Japanese re holiday. It IS celebrated in
August. Peo ple commemorate death ancestors.

Spirits return to visit their relatives. People hung paper lanterns to
guide the spirits. People pray and dance.
Los espiritus regresan a visitar a sus familiares
cada uno se to pone una informa
Floating lanterns float down a river that runs to the sea toSend
their ancestors' spirits into the sky.
Quien 50 caminen pas cada uno de tio familiares

Appendix 15. Student D' evidence

Today is Friday 18th October 2019,

name: Jose Luis Alvarado Plata

skʌl   'kaendl   kostjuːmz   'pʌmpkɪn   'laentanz   prez

Noberber 2nd   October   Agost

          ofernz   gaust   sports

gɪfts   tuːm

April

swɪp

KWL Chart

KWL stands for Know, Want to know, and Learned. A KWL chart helps you organize information about a topic.
1. Before reading, brainstorm and record everything you know about a topic in the K column.
2. Make a list of questions about what you want to know in the W column.
3. During or after reading, record the answers to your questions (plus other things you learned) in the L column.

Topic: **Obon Fest**

K (Know)	W (Want to know)	L (Learned)
I did'nt know my thing	Why japan celebrates Obun? Why they put lanters on the river? Why boats?	The obon festival is a Japan is holiday.

Name: _____ Date: _____ Group: _____

S and P Blends consonants

When the letter s or p comes before and after a vowel it has a different sound.

Instructions: Complete the text using the phonemes

S / P

The Obon festival is a Japanese holiday. It IS celebrated in August. People commemorate death ancestorS

Spirits return to viSit their relativeS. People hunppaper lanterns to guide the spirits. People pray and dance.   Era solo una creencia

Floating lanterns float down a river that runS to the Sea to Send their ancestors' spirits in to the sky.

Appendix. 16. "Pre-lighting the mind"

Appendix 17. TV programs text
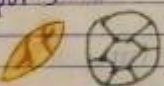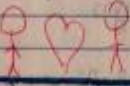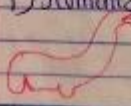

TV PROGRAMS ARE DIVERSE

I think that TV programs are interesting and diverse. First, the _ _ _ _ are to inform people about daily global events. My favorite news program is "Primero noticias". Then, _ _ _ _ _ _ programs as ice-skating, soccer, and racing cars. After, _ _ _ _ _ _ _ _ _ _ _ programs which tell a realistic and true story presenting facts and interviews. Next, my favorite ones, _ _ _ _   _ _ _ _ _ _, now I am watching "Betty la Fea", soap operas are drama series. Finally, _ _ _ _ _ _ _ _ _ _ _, where actors entertain people.

Appendix 18. A student who has the text folded and is filling the chart
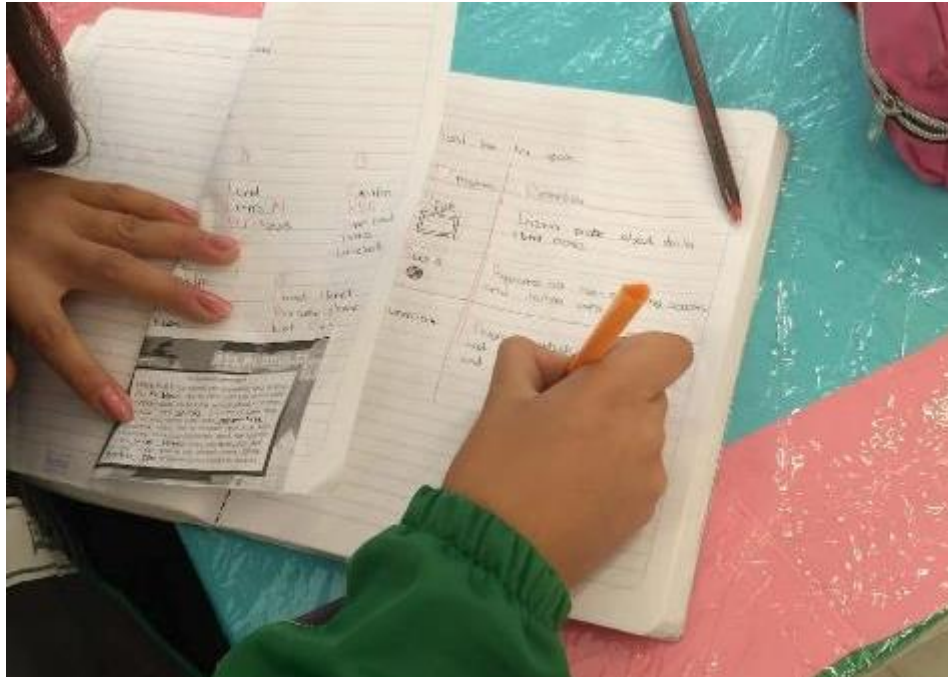
Appendix 19. Student A' evidence
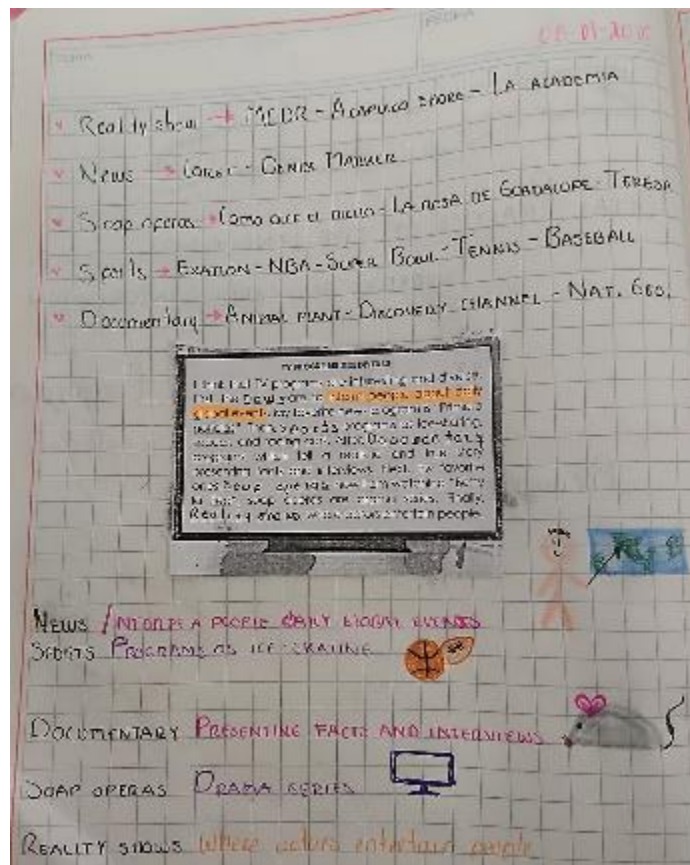
Appendix 20. Student B' 'pre lighting the mind evidence
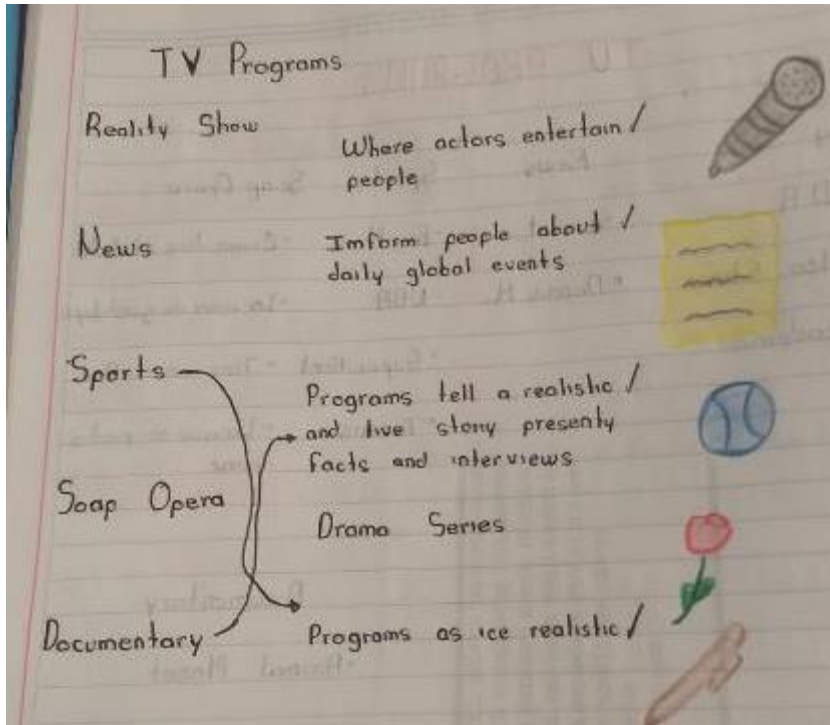
Appendix 21. Student C' pre lighting the mind evidence
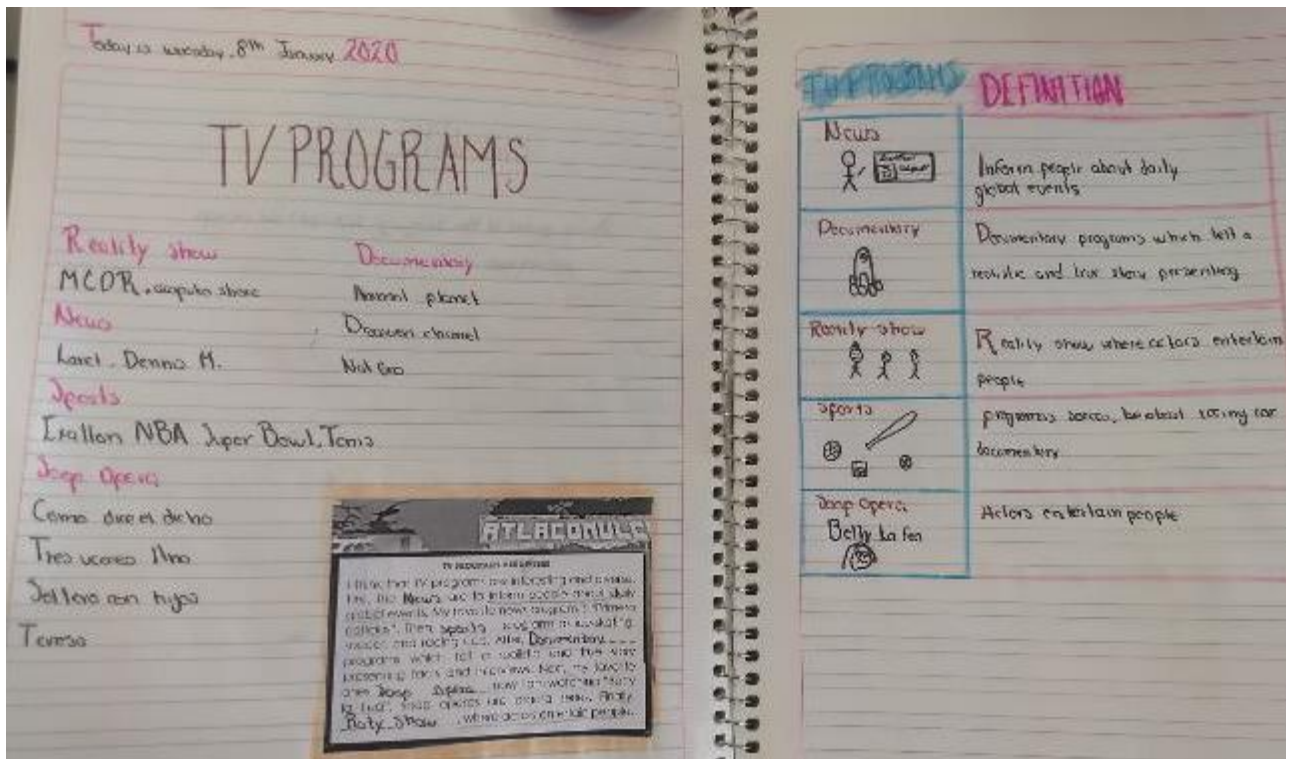
Appendix. 22. Student D' pre-lighting the mind evidence

Appendix 23. Students' A, B, C and D" showing their draws of hall of fame

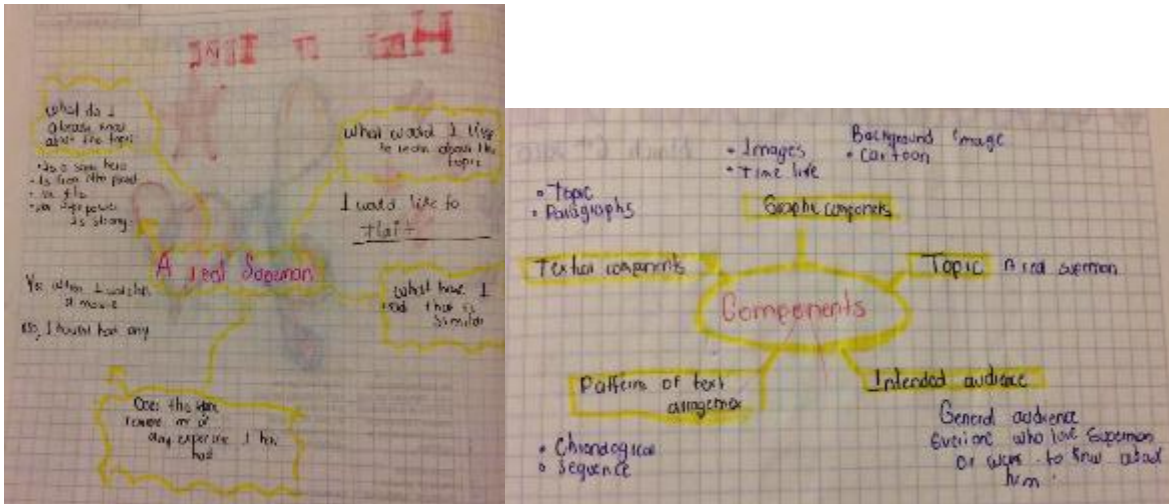Appendix 24. Student's A, B, C and D exploding the balloons.
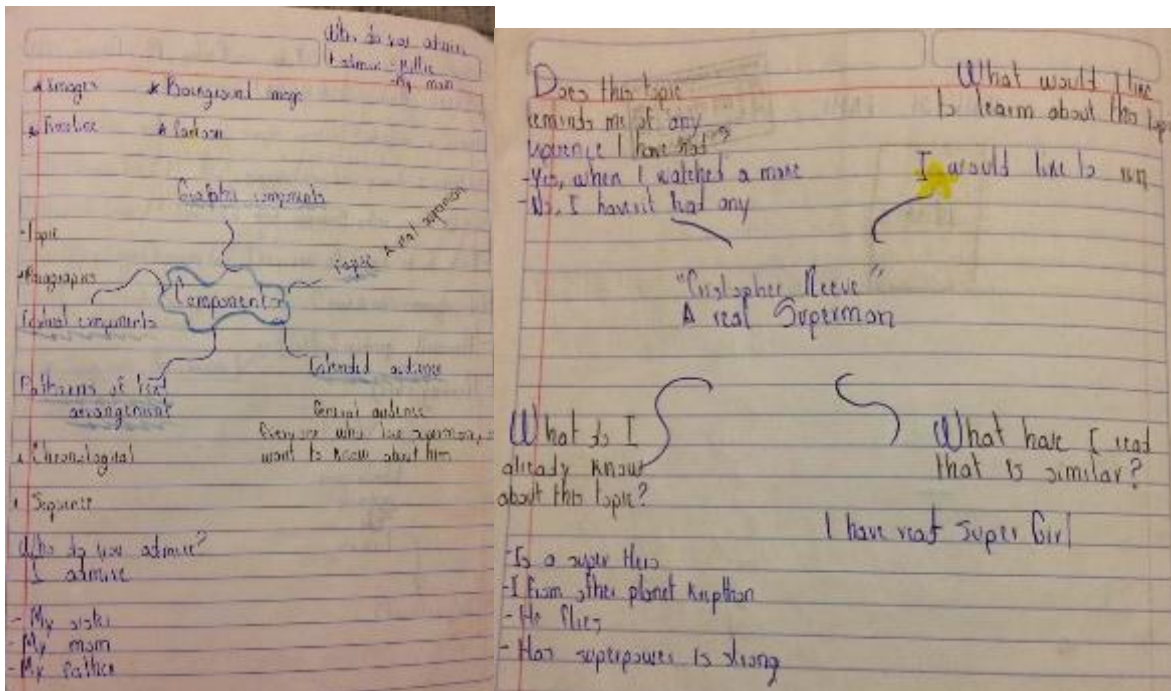
Appendix 25. Student A' pre lighting the mind (part two) evidence
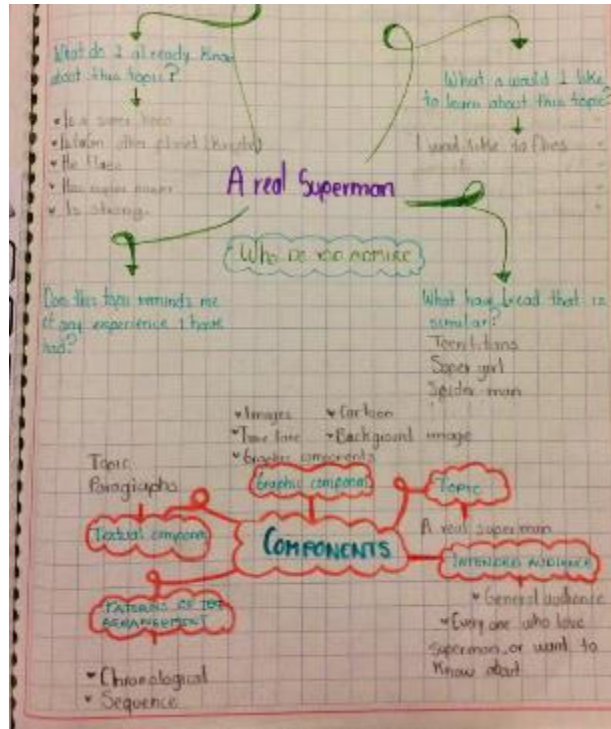
Appendix 26. Student B' pre lighting the mind part two evidence

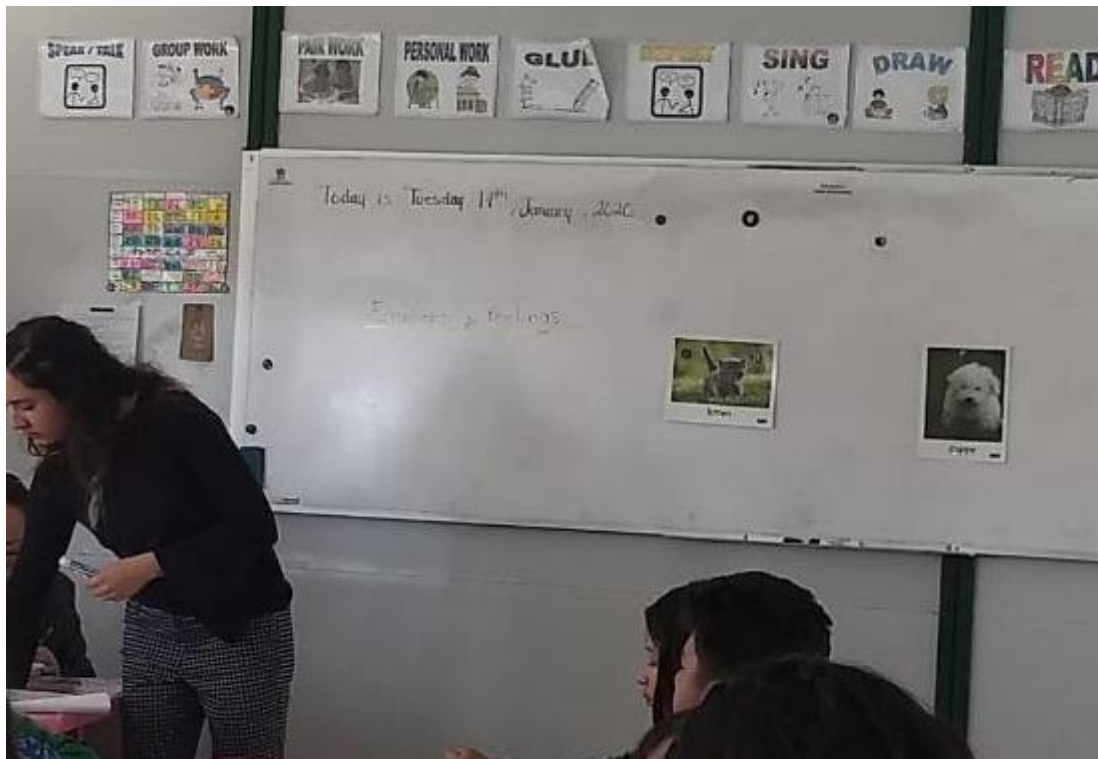Appendix 27. Student C pre lighting the mind part two evidence

Appendix 28. Student D pre lighting the mind part two evidence

Appendix 29. Reading Bulldozer- Tongue twister

Appendix 30. Reading bulldozer- flashcards of pets

Appendix 31. Sample conversation

Taken from: All ready! Student Book 3 Mcmillan 2012. Mexico, D.F. page 165 and 185.

12 Lesson 4 / Activity 3 / Page 58

Listen to the conversation and answer the questions. How did the kids feel after watching the TV show?

Paula: Wow. That was pretty intense.

Eddie: Yeah. I didn't expect that at all! At first, I was curious to find out what the program was about, but then I started to feel really angry.

Jeff: Me, too. Those pictures of the abandoned animals made me feel sad. What about you, Callie? You're pretty quiet. How do you feel about it?

Callie: I'm upset about it. I'm really angry at Jamie's dad for abandoning that poor dog. How could someone do something like that?

Eddie: Yeah, I think we all felt bad about that. But the ending made me feel more optimistic. I really liked the part about the *Save the Animals* club.

Paula: I agree. The last part was very motivating. I felt really happy about the dog, Scout, that the kids adopted.

Callie: You're right, I guess. I got really frustrated about all the abandoned animals at the animal shelter, but when they started talking about the *Save the Animals* club, I felt like maybe there was hope for those animals after all.

Jeff: You know, we could do something like that! We could start a club like that at our school!

Paula: That's a great idea, Jeff! I feel better already just thinking about it! Let's talk to Ms. Parker about it on Monday.

Appendix 32. Reading bulldozer- Trainee teacher reading aloud

Appendix 33. Student' B reading bulldozer evidence

Appendix 34. Students looking to the text headings..

Appendix 35. Close reading handout

Created by: Jazmin Cerda Fuentes

1ST READING: KEY IDEAS & DETAILS

Write the headings on each paragraph

Highlight the key ideas and supportive details that helped you to match the heading on each paragraph

HEADING			
MAIN IDEA			
DETAIL			

2ND READING: CRAFT & STRUCTURE

UNKNOWN WORD	DEFINITION	SKETCH	Circle 1-2 key sentences in each paragraph
			* *
			* *
			* *
			* *

3RD READING: INTEGRATION OF KNOWLEDGE & IDEAS

Read and answer the questions. Highlight the answer on the text writing the number of question

#	QUESTION	ANSWER
1	What did Christopher Reeve love when he was a boy?	
2	What did he like?	
3	What did he study at Julliad school?	
4	What did he do for several years?	
5	Where did he graduated from?	
6	Who did he want to help after his accident?	

Text Connections

Text to Text	Text to Self	Text to World
_____ _____ is similar to _____ because _____	_____ reminds me of _____ because _____	_____ _____ makes me think of _____ because _____

Appendix 36. Student A' close reading

1ST READING: KEY IDEAS & DETAILS

Write the headings on each paragraph

Highlight the key ideas and supportive details that helped you to match the heading on each paragraph

HEADING	His childhood	His education and big opportunity	the accident	he life after is accident
MAIN IDEA	Christopher was born in New York	he graduated from Cornell University	He fell from a horse	He didn't want to live
DETAIL	As a boy he loved sports	He was chosen from more than 200 actors	He was paralized	He continued to act in movies

2ND READING: CRAFT & STRUCTURE

UNKNOWN WORD	DEFINITION	SKETCH	Circle 1-2 key sentences in each paragraph
Neck	Cuello		•
acted	actuó		•
became	saber		•
movies	peliculas	"The titane"	•

3RD READING: INTEGRATION OF KNOWLEDGE & IDEAS

Read and answer the questions. Highlight the answer on the text writing the number of question   6/6

#	QUESTIONS	ANSWER
1	What did Christopher Reeve love when he was a boy?	As a boy, he loved sports
2	What did he like?	He liked the theater and movies
3	What did he study at Julliad school? Juliet	He studied drama.
4	What did he do for several years?	He acted in plays and television soap operas
5	Where did he graduated from?	Cornell University he graduate from
6	Who did he want to help after his accident?	Dedicated to help other people with paralysis

Text Connections

Text to Text	**Text to Self**	**Text to World**
Super Man ___ is similar to ___ because ___	Super-Man ___ reminds me of ___ because ___	Super-Man ___ makes me think of ___ because ___

Appendix 37. Student B' close reading
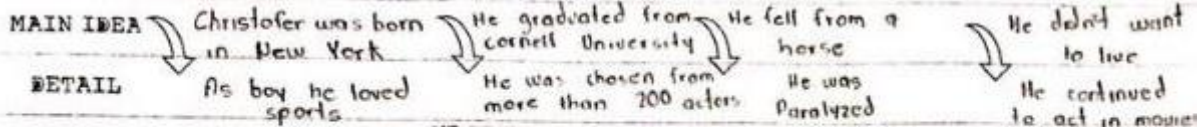
CLOSE READING   Name Juan Carlos Plata   Date Today is Fiday 28

1ST READING: KEY IDEAS & DETAILS

Write the headings on each patagraph

Highlight the key ideas and supportive details that helped you to match the heading on each paragraph

HEADING

MAIN IDEA → Christofer was born in New York   → He graduated from cornell University   → He fell from a horse   → He didn't want to live

DETAIL → As boy he loved sports   He was chosen from more than 200 actors   He was Paralyzed   He continued to act in movies

2ND READING: CRAFT & STRUCTURE

UNKNOWN WORD	DEFINITION	SKETCH	Circle 1-2 key sentences in each paragraph
Neck	Cuello	→Cuello	. .
Paralyzed	Paraleado	-Paralyado	. .
Down	Abajo		. .
Acted	Actor		. .

3RD READING: INTEGRATION OF KNOWLEDGE & IDEAS

Read and answer the questions. Highlight the answer on the text writing the number of question

8↑

Nº	QUESTION	ANSWER	
1	What did Christopher iteeve love when he was a boy?	He love sports	✓
2	What did he like?	He liked theder and movies	✓
3	What did he study at Julliad school?	He studied Drama	✓
4	What did he do for several years?	Play and TV Soup Operas	✓
5	Where did he graduated from?	Cornell University	✗
6	Who did he want to help after his accident?	People with paralysis	✗

Text Connections

Text to Text	Text to Self	Text to World
Superman		
Super main ___ is similar to Super Girl because Super Heroe	Super Main reminds me of Other Heroes because Por que he save people	Super main makes me think of The hare peeple en Villions because Fights

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Appendix 38. Student C' close reading

CLOSE READING   Name Leasy Reyes G.   Date 28/02-2020

1ST READING: KEY IDEAS & DETAILS

Write the headings on each paragraph

Highlight the key ideas and supportive details that helped you to match the heading on each paragraph

HEADING	He childhood	His eduiation and Big opportunity	The accident	He after
MAIN IDEA	christopha woo boin	He graduated from are universit)	He fell from a house	He didn't wont to live
DETAIL	As a boy he loved sports	Te was chose from more tan 200 ator	He was finalized	He continurd do act in moves

2ND READING: CRAFT & STRUCTURE

UNKNOWN WORD	DEFINITION	SKETCH	Circle 1-2 key sentences in each paragraph
Neck	cuello		• •
Shcool	escuela		• •
Movic	celulai		• •
Star	estrella		• •

3RD READING: INTEGRATION OF KNOWLEDGE & IDEAS

Read and answer the questions. Highlight the answer on the text writing the number of question

9/9

#	QUESTION	ANSWER	
1	What did Christopher Reeve love when he was a boy?	he lourd sports	✓
2	What did he like?	He like the theatu and movies	✓
3	What did he study at Juliad school?	He retudied drama in New York	
4	What did he do for several years?	he acted in plays and television soap operas	✓
5	Where did he graduated from?	He graduated from Cornell University	
6	Who did he want to help after his accident?	help other people with paralisis	✓

Text Connections

Text to Text

superman _____ is similar to

es similar a un objeto

because _____

Text to Self

superman _____

reminds me of me hace

recuada ami abuelo

because _____

Text to World

superman _____

makes me think of

Pienso en cartoon

because _____

Appendix 39. Student D' close reading

1ST READING: KEY IDEAS & DETAILS

Write the headings on each paragraph

Highlight the key ideas and supportive details that helped you to match the heading on each paragraph

HEADING				
MAIN IDEA				
DETAIL				

(handwritten, largely illegible)

2ND READING: CRAFT & STRUCTURE

UNKNOWN WORD	DEFINITION	SKETCH	Circle 1-2 key sentences in each paragraph
sports	deportes		•
paralysis	parálisis		•
people	personas		•
foundation	fundación		•

3RD READING: INTEGRATION OF KNOWLEDGE & IDEAS

Read and answer the questions. Highlight the answer on the text writing the number of question

| #	QUESTION	ANSWER
1	What did Christopher Reeve love when he was a boy?	As a boy, he love sports
2	What did he like?	He liked the theatre and movies
3	What did he study at Julliad school?	Studied drama
4	What did he do for several years?	He acted in plays and television soap operas
5	Where did he graduated from?	He graduated from Cornell Univ
6	Who did he want to help after his accident?	The people helped with paralysis

Text Connections

Text to Text	Text to Self	Text to World
Superman is similar to in Superman because Fly	Superman reminds me of _____ because _____	Superman makes me think of _____ because _____

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Appendix 40. Follow up reading- hangman figure and title.
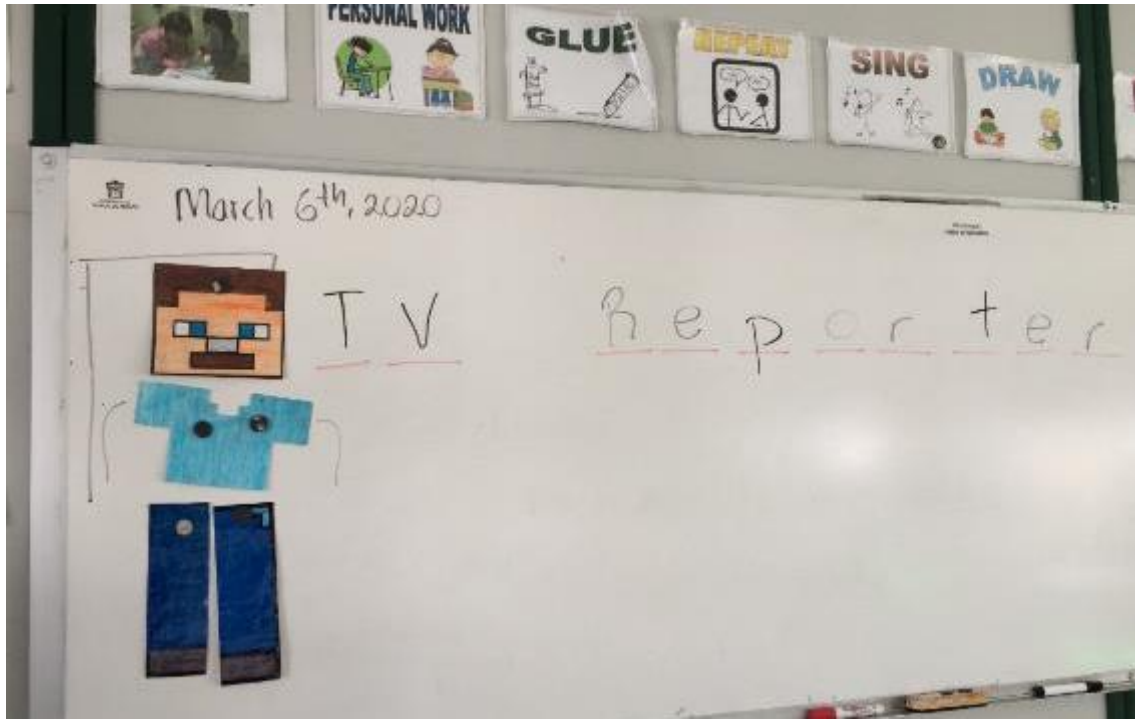
Appendix 41. Boxes handout
Created by: Jazmin Cerda Fuentes
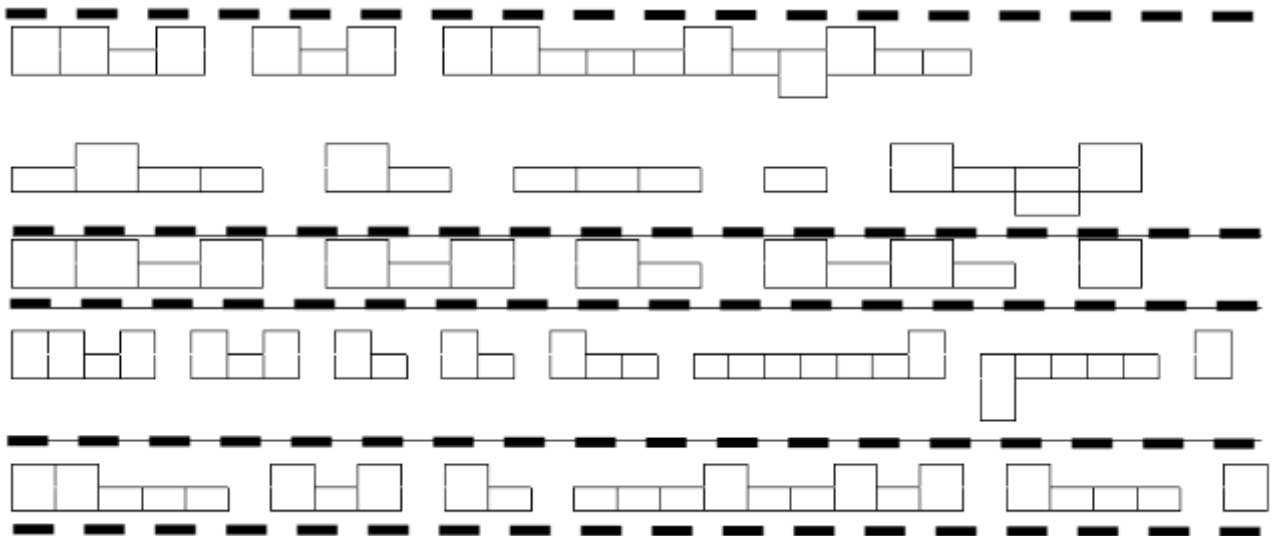
Appendix 42. Students filling the handout

Appendix 43. A pair of students presenting the TV questions

Atlacomulco, México., a 15 de junio de 2020.

C. MTRA.
ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
PRESENTE

La que suscribe **Dra. Yedid Monroy Segundo**, tiene a bien informarle a usted, que el Documento Recepcional titulado **"Contextualized strategies for efficient reading with third graders"**, de la C. **Jazmín Cerda Fuentes**, egresada de la Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés), del cual se me nombró Asesora, ha sido concluido conforme a los criterios establecidos por la normatividad vigente.

Sin otro asunto que tratar, le reitera las muestras de su consideración.

ATENTAMENTE

Dra. Yedid Monroy Segundo

Atlacomulco, Méx., 7 de julio de 2020.

MTRA. ALEJANDRA VELÁZQUEZ MONROY
PRESIDENTA DE LA COMISIÓN DE TITULACIÓN
P R E S E N T E

Quien suscribe **C. Jazmín Cerda Fuentes**, asume de manera total la responsabilidad de haber estructurado el trabajo conforme al REGLAMENTO DE EXÁMENES PROFESIONALES vigente y bajo la dirección del Asesor del Documento Recepcional titulado: **"Contextualized strategies for efficient reading with third graders".**

Así como haberlo adecuado conforme a los dictámenes hechos por los especialistas del área y finalmente defenderlo suficiente y argumentativamente ante el HONORABLE CUERPO DE SINODALES, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del Examen Profesional.

Agradezco ampliamente el interés y el apoyo que siempre brinda a sus estudiantes y egresados.

A t e n t a m e n t e

Jazmín Cerda Fuentes