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"DIDACTIC STRATEGIES TO IMPROVE READING COMPREHENSION SKILLS IN ENGLISH LANGUAGE WITH SECOND GRADE GROUP C IN THE ESCUELA SECUNDARIA TECNICA INDUSTRIAL Y COMERCIAL No.90 OCTAVIO PAZ SOLORZANO"

MODALIDAD

ENSAYO ANALITICO EXPLICATIVO

QUE PARA SUSTENTAR EL EXAMEN PROFESIONAL Y OBTENER EL TÍTULO DE LICENCIADA EN EDUCACION SECUNDARIA CON ESPECIALIDAD EN LENGUA EXTRANJERA (INGLES)

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INTRODUCTION

INTRODUCTION

This document describes the development of the work carried out during this school year with the selected group, in which, the purpose is improving the reading comprehension skill of the students, because it was detected as the main necessity for them, this was done through the diagnostic strategies, the observation during the classes and the dialogue with other teachers; based on the establishments of the National English Program for Basic Education (SEP 2011, México).

Another purpose was the improvement of the teaching practice inside the classroom, selecting the topic “Didactic strategies to improve the reading comprehension skill in English Language” with the students of 2nd “C” of the school “Escuela Secundaria Técnica Industrial y Comercial Octavio Paz Solórzano”, as a part of the subject “Analysis of successful experiences”. Because it is important to detect which strategies can be useful to improve reading comprehension in the students, also to identify the challenges that teachers of a second language face, in the learning process of English.

I considered important to work with reading comprehension skills, because this is one of the main abilities that students must get in basic education, as a receptive skill, that enables the acquisition of the language, established in the National English Program for Basic Education.

This document is based on the diagnostic, context of the school and students, as well as, the strategies that enable learning styles and knowledge of the second language, also the research of proper activities to improve reading comprehension skills of the students of the group that was selected.

This document is composed by three chapters. The first one describes the contextualization of the topic, school scenery, the characteristics of the group, and the diagnostic that was done to know the previous knowledge of the group and the learning style of the students.

The second one, shows the political and legal policies which emphasizes what is expected from public education and teachers, the services that public education must attend, and the rights and obligations of each entity involved in the educational process, also there are presented some questions that help to the development of the topic of this document.

In the last chapter, I explain thoroughly what was done and how the strategies were applied, with the intention to give answers to the questions exposed in the previous chapter, as well as describing the knowledge that students got with these strategies and the difficulties I faced during the implementation.

Finally, the conclusions of this work are presented, after giving answer to the questions and the observation of my practice.

CHAPTER I

CHAPTER I

SUBJECT OF STUDY

During my performance in the “Licenciatura en Educación Secundaria con Especialidad en Lengua Extranjera (Inglés) and the work inside the classrooms, the observation and intervention, I could realize that students neither comprehend different kind of texts in their mother language nor in a second language.

This situation makes me think about why students cannot comprehend texts, even when there are different strategies that help us to understand and comprehend what we read. In the learning of a second language, I consider that is very important to take in account that problem, due to the communicative skills of the language.

In English language there are four skills that we must develop to learn the language:

Speaking: it is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. (Nunan, 2003)

Listening: it is a receptive skill. Is a vital component of the oral communication, or the interactive process, is the ability to identify and understand what the speaker is saying through understanding his accent, pronunciation, grammar, vocabulary and grasping his meaning. (Nunan, 2003)

Writing: it is a productive skill. Is the process of using symbols (letters of the alphabet, punctuation and spaces) to communicate thoughts and ideas in a readable way.

Reading: it is a receptive skill. Is a complex interaction between the text, the reader and the purposes for reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading and writing language and the reader’s language community which is culturally and socially situated. (Stanley, 2007).

During this essay I focus on the reading skill, my document will be set up through the purposes in the NEPBE (2011), which says that the curricular standards in reading comprehension are:

- Reading comprehension involves both understanding and using for specific purposes the main idea and some details of short texts from a variety of sources, such as reading to edit one's own and other texts.

- Understand texts written in common and colloquial English.

- Identify specific information in written texts of everyday use.

- Identify meaningful and relevant ideas in texts on everyday topics.

- Understand instructions to interact with common objects.

- Identify unknown words in texts of personal interest based on previous knowledge.

- Infer the meaning of expressions in texts related to familiar and known topics.

- Identify points of view in texts related to familiar and known topics.

- Use strategies such as skimming and scanning to interpret texts.

- Distinguish main ideas from ideas that expand, explain or exemplify them.

- Make guesses based on the reading.

The reason why I focused on this skill is because, I consider reading as one of the most important sources of knowledge, and because most of the time we do not understand what we read and then we do not know what to do with that information, because we are not able to comprehend it.

According to the pedagogic activities during my professional training, observations realized during the intervention inside the classroom and the results of the diagnostic exam, talking about the basic skills in English language, I could identify the opportunity areas in reading comprehension skill, for that I consider it can be carried out a didactic proposal that help students to improve this skill.

As expected, that proposal let me analyze deeply the results that could be gotten if I consider the levels of development in which students are during the adolescence.

I pretend to work with a document called “Didactic strategies to improve the reading comprehension skills in English language” with the students of the 2° grade group “C” of the “Escuela Secundaria Técnica, Industrial y Comercial No. 0090 Octavio Paz Solórzano” in thematic issue selected “Analysis of successful experiences”, because it is related to the strategies that I pretend to work with the students during my professional practice.

To develop my work and as I already mentioned, Reading is a receptive skill. It is a complex interaction between the text, the reader and the purpose of reading, which are shaped by the reader’s prior knowledge and experiences, the reader’s knowledge about reading and writing language and the reader’s language community which is culturally and socially situated. It makes me think and ask the following questions that will help me with the development of this document:

- * How does the adolescence affect the learning process of teenagers?**
- * Which are the main challenges for teachers of the second language to teach teenagers?**
- * Which cognitive processes are used for teenagers in reading comprehension activities?**
- * Which are the strategies that could help to students to improve the reading comprehension skill?**

These questions will be the guideline of the process and the progress of this essay, according to the achievements and purposes of the NEPBE (2011).

PURPOSES

The purposes that I present in this proposal are related to my performance in front of the groups I attend, these are:

- Design, organize and implement strategies and didactic activities, appropriated to the needs, interests and forms of development of teenagers.
- Value the need of reading comprehension in students
- Go deeply in the design of strategies and activities to work with different students' learning styles.
- Improve the communicative skills, through the reading comprehension.
- Raise the reading comprehension level that students have in English language.

SCHOOL SETTING

The school, is defined as a social institution specifically created for the transmission of knowledge, the formation of skills and the acquisition of values. It is located in a concrete physical space, with a particular temporal distribution, a series of patterns of behavior and policies that rules the school.

In this case, the “Escuela Secundaria Técnica, Industrial y Comercial No. 0090 Octavio Paz Solórzano” where I did my professional practices, is located in Cuautitlan Izcalli which is one of the 125 municipalities of the State of Mexico, is located in the area of the Valley of Mexico, and is part of the Metropolitan Zone of Mexico City. It is one of the most urbanized municipalities the State of Mexico.

Cuautitlán Izcalli borders with the north and northwest with Tepotzotlán, to the northeast with Teoloyucan, to the east with Cuautitlán, to the south with Tlalnepantla de Baz, to the southeast with Tultitlán, to the southwest with Atizapán de Zaragoza and to the west with the Municipality of Nicolas Romero. In the colony 3 de mayo, which is an urban context because it has all the public services such as drinking water, electric light, Internet, paving and transportation, some main avenues and streets are closed to the school, and according to UNICEF (2012) An urban area can be defined by one or more of the following factors: administrative criteria or political boundaries (such as being within the jurisdiction of a municipality or city committee); population size, population density; the economic function (for example, when the primary activity of a large majority of the population is not agriculture); and the existence of urban characteristics (such as paved streets, street lighting or sewage). Next to the school there is the High School number 114, also there is an elementary school and a kindergarden near.

The neighborhood seems to be secure, at the beginning and at the end of the school day, there is the police outside the school. Although at the end of the school day, outside of it there are some girls or boys waiting for some girls because they are their girlfriends or for boys because they are just friends. It

can be bad for the students because sometimes they fight with those people that are outside the school and when teachers realized that it causes a suspension for the students. Also, because we do not know what are their intentions or if they are in risky situations, they can manipulate the students to consume or sell drugs, or they are robbers. For example, last year, a boy of third grade was found selling muffins with drug inside the classroom, which caused his expulsion from the school.

In my opinion teachers must be alert with those people and take some measures to avoid the students to be in any risky situation. Teenagers are facing a life stage where they are trying to find their identity and to join the society. (SEP, 2001)

According to some observations, some questions and to some teachers of this school, most of the parents work and they do not have enough time to go to school and check the performance of their children or do an activity with them; they only go when they are called because the students have behavior or academic problems. The participation of the family in the education is very important because parents must support, make opinions about the school and be aware of the problems that the school faces; see the performance of their children, I mean the learning process of the students is not only school's work; school and family must work together to be better. "Disseminate, explain and generate the interest of teachers, mothers and fathers, the academic community and other sectors interested in public policies for education Basic of our country" (SEP, 2011).

The students go to school from 7:00 am to 13:45 pm in the morning shift and from 14:00 pm to 20:25 pm in the afternoon shift, because it is a technical junior high school which is characterized for being a bivalent educational option that offers additional value within the curriculum: students attend the regular middle school program because the curriculum and study programs are obligatory for all types and modalities (Mayorga, 1999) and, in turn, is trained in a technological area: they graduate with the junior high school

certificate and technical assistant diploma in a particular specialization. (SEP, 2013). The school offers four workshops that are mechanics, electricity, computing and accounting.

Most of the students get to the school by the school bus or public transportation, other get there walking, and some of them are accompanied by their parents.

At the gate there are some teachers, checking that students carry their students ID, the uniform and their hair correctly. Most of the students go to their classroom and others go with their friends from other groups. Classes start promptly at 7:00 am.

The school has 598 students, 32 teachers for each subject, some of them are distributed according to the specialty they have or the assignation in the groups which they work according to the schedule of each subject.

Also, the school has 4 guidance Counselors each one is in charge of 3 groups, they are in charge of the subject tutorship, also they have to work with specific situations about the students' health, behavior and situations with the parents; they have to be in the classroom when there is no teacher and they have to fill and register the evaluation sheets of the students; principal, sub principal, that she has the control about the students' behavior, she checks the lesson plan of the teachers and sometimes goes to the classrooms to check that teachers do the activities they have in their lesson plans, and when guidance counselors cannot manage a situation with the parents she attends these situations.

The school has a secretary, 3 people that make the administrative work, and 2 intendance people, which means that according to Sandoval (2000), the school has a pyramidal organization whose vertex is the principal of the school and at its base the students who officially are subject to all controls; from the top of the hierarchy (principal), through all the intermediates

(sub-principal, teachers, educational assistance staff and administrative services). In the school, the principal does not stay a long time there because he has commissions and he has a subordinate in his position.

This has helped to have a better organization in the school with some teachers, because some of them did not use to do lesson plan, even when the sub principal used to ask for it, so the principal, now asks for their lesson plans and she goes to the classrooms and checks the classes, she asked for an argued lesson plan, she has new rules, such as teachers must be always on time, they cannot leave the school unless is a very important situation, she changed the dynamic of the CTE, it is now is more focused on what the session says to do and teachers finish products, and she does some dynamics with the teachers, now she does the work that she has to do, because previously the work was in charge of the sub- principal.

Is important for the school to have a principal because “she is who plans, organizes and evaluates academic activities, educational assistance, administrative and quartermaster assistance; informs of the provisions of the educational authority and monitors their compliance; establishes the operation policies "for the achievement of the objectives of the establishment"; monitors compliance with the plan, study programs and school regulations; performs the necessary steps before agencies or authorities to provide the school with material resources; makes a budget of income to present to the corresponding authorities and verify the expenses; "foster a pleasant work environment, achieve the participation of the school community in school tasks, promote the constitution of the school cooperative and monitor its operation, promote the realization of cultural activities, authorize the official documentation to take care of the resources of the establishment and to keep informed the educational authorities of the operation of the school”. (Sandoval, 2000).

It means that the principal is a central character that defines the activities of the school, within the framework of the limitations imposed by the context in which it moves.

Sometimes the supervisor visits the school, checks the classes of some teachers and talks to the students about their performance in the school, he/she checks the teachers' lesson plans and has meetings with the principal and sub principal. "The supervisor, on the other hand, also has little presence in secondary school (unlike what happens in elementary school), his permanent contact is with the principals, with whom he periodically meets, and through which transmits different provisions to teachers, but makes few visits to schools." (Sandoval, 2000).

The school has three buildings, in the first one, there is the direction, sub direction, scholar secretary, two guidance Counselors' offices, and two audio visual classrooms, but only one is equipped with a computer, sound system and chairs for students, the other one does not have equipment and it is not used.

In the second building, in the first floor, there is the school store, the classrooms of second grade, girls' and boys' restrooms and the first floor of the library. In the second floor there is the teachers' classroom, also there are boys' and girls' restrooms, third grade classrooms and the second floor of the library, there is the other two guidance Counselors' offices. Next to this building there is the classroom of the workshop of mechanics.

In the third building, there is the classroom of the electricity and computing workshops and the laboratory; in the second floor there is the classroom of the accounting workshop and the classrooms of first grade. The school has green areas, sport or recreational areas. Also in the school there is the home of one of the intendance people.

They do not have a computer lab, which is important because students cannot work with some technological devices. Is important that the school has all the materials and resources to offer a good service to the students, because as Mayorga (1999) says, "The physical state in which many of the junior high schools are located in Mexico is another factor that influences the type of service offered to students. It also should consider laboratories, spaces for technological activities, physical education, the library and other annexes, to generate more favorable environments for teaching work.

I consider, the classroom is small for all students in each group, it is not possible to pass between rows while students are working, they are so close. All classrooms have the same space, all of them have enough chairs for the students although not all chairs are in good conditions, because some of them do not have the part where students write, or it moves too much, and some students cannot work well with chairs in those conditions, it can provoke accidents because they have screws and it can hurt the students, it happened with a boy of second grade, he was working and he wanted to save his notebook in his backpack and at the moment he passed his hand under the table where they write he did not realize that there was a screw, so he cut his arm and started to bleed and he had to be carried as an emergency to the doctor and he was sutured; also there are some left handed students and there are not chairs for those students, which can be a problem for them because they need a special chair for them.

All classrooms have a desk and a chair for the teacher, a whiteboard, electricity, four windows which help to have enough light and oxygen for the students. "The SEP is in charge of the construction and provides the basic work materials to each school only when it is founded. It can be said that the educational authorities lay the foundations for each school to function at its inception and, subsequently, its support is limited to the payment of personnel and to providing some indispensable materials. Additional improvements and maintenance are the responsibility of the resources that each school can gather and in this the principal has a central role" (Sandoval, 2000).

For that I consider, the principal must manage with the necessary authorities to get new chairs to change those that are in bad conditions and to provide the left-handed students a chair that helps them to work better.

GROUP CHARACTERISTICS

I decided to work with the group of 2nd "C" which has 48 students, 26 boys and 22 girls, they are between 13 and 14 years old. I could identify some physical changes in some of them such as boys and girls are a little bit taller, some boys already have mustache, some girls have their breasts developed and they have menstruation. For the stage that they are, they are facing some physical and biological changes: "Puberty refers to the period in which the young person is able to perform sexual reproduction. The average age of their appearance is between 10 and 12 years old for women, and between 12 and 14 for men.

Women reach puberty before men, usually between 10 and 12 years old. The first sign is the increase in the size of the breasts the appearance of pubic hair. Women have a growth spurt during the intermediate stages of puberty. Menarche, the beginning of the menstrual cycle, is usually the last physical change of puberty.

Men begin puberty two years later than women. Some changes in their genitals, accompanied by the appearance of pubic hair. The growth spurt starts more less after one year. After that come changes in the size of the penis, the appearance of facial body hair, as well as a gradual hoarseness of the voice. The growth spurt is accompanied by an increase in muscle mass of body fat, which increases the weight of the adolescent.

The adolescent's body seems to be totally out of proportion. In the early stages of puberty, the feet, the hands down to the legs seem disproportionate with the trunk." (Meece, 2001).

They like to be considered when we are checking some works and tasks and they like being included in the decisions that are made. The activities

they do in the classroom usually do not involve much movement. Most of the students participate during the class.

(González, 1990) talks about the affect as a primary need, or the primary resource that satisfies it; that is essential for the survival of a human and cannot be replaced by any other available resource. In my relation teacher- student I can identify that some students come to me during the class to talk about different aspects of their personal life, such as familiar problems, problems with their friends and with their couple.

They like socializing with their friends, laughing about any comment the teacher or they do. They talk about the girls or boys they like, I asked them and they like going out to parties and drinking alcohol or smoking; some of them already have a couple, I have seen their support among them. They like playing, enjoy making jokes, girls like make up and they are worried about their image, some of them like participating in the class, sometimes they are happy, angry, sad, confused, shy and so on.

According to Meece (2001), “Adolescence Produces changes in self-image, in self-confidence, in family relationships, in relationships with the opposite sex in many other behaviors. Mood changes more often than adults. It fluctuates as they change activity or environment. Less positive thoughts towards parents are observed, a little communication with them, more daily conflicts.

They are interested in relations with their friends, relationships with people of the opposite sex, they even have sex. Some have abuse in the consumption of harmful substances.” It impacts in my practice because I have to know their interests to develop strategies and activities according what they like and to make their learning easier. Tapia (1999) says that students are worried about learning something useful through things that are interesting to them.

Cognitive development, defined by Steinberg (1990) is a psychophysiological process, through which information is received, processed and a type of response is delivered and in which perception, memory, reasoning and reflection are involved.

According to Piaget the students are in the formal operations stage that describes the child as “the reflexive child” he says that humans face this stage from 11 or 12 years and more, is says that the child learns abstract thought systems that allow him/her to use propositional logic, scientific reasoning and proportional reasoning. (Meece, 2001). This means that the students do not need physical things to learn, so they can associate the words with the abstract images, and they learn from the general to particular things.

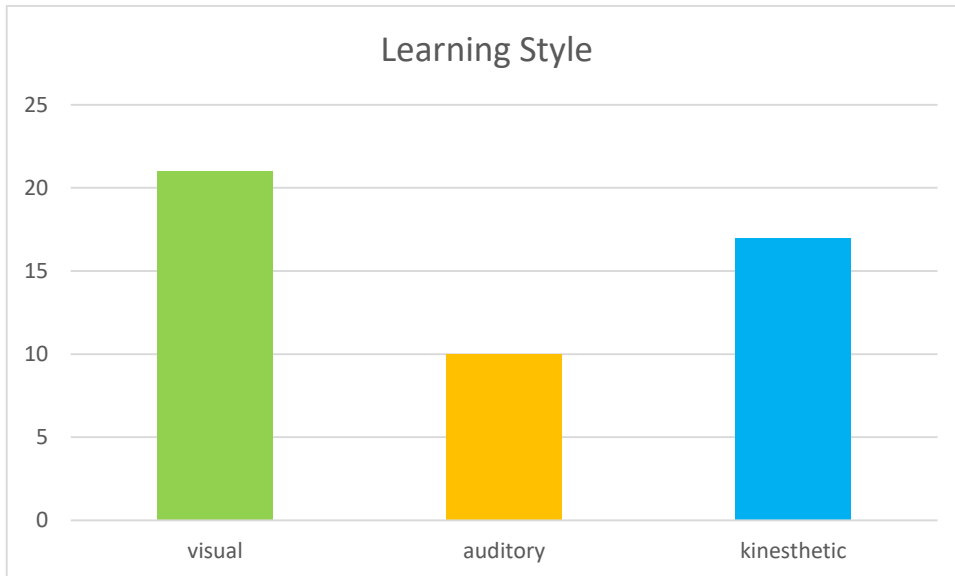
Motor aspect

Meece (2001) mentions that the motor development is the ability to displace and control body movements. These were classified in two. The first are the gross motor skills, which design the movement of the head, the body, the legs, the arms and the large muscles. For example, inside the school the students play soccer, basketball and run through the school; besides actively participating in physical education classes.

While the second ones refer to fine motor skills. These are characterized by including small body movements, which require excellent coordination and control. For example, when they are asked to draw, write, cut, paste or work on the computer.

DIAGNOSTIC

I did the learning style diagnostic and it says that 21 students are visual, 10 auditory and 17 kinesthetic. (Appendix 1)



What is more, I did the diagnostic about the language (Appendix 2) to know what students know about the subject of English. That according to NEPBE at the end of this cycle, students are expected to:

- Identify the main idea and some details from a variety of short oral and written texts, using their knowledge of the world.
- Understand and use information from different textual sources.
- Produce short, conventional texts that respond to personal, creative, social, and academic purposes.
- Adapt their language to unexpected communicative needs.
- Recognize and respect differences between their own culture and the cultures of English speaking countries.
- Express some judgments and opinions about issues that are interesting to them or resemble their everyday reality.
- Use appropriate registers in a variety of communicative situations.
- Master linguistic resources to understand the relationship between the parts of a statement or text.
- Edit their own or their classmates' writings.

- Use grammar, spelling, and punctuation conventions.
- Participate in formal communicative situations.
- Keep communication flowing, identify breakdowns and use strategic resources to repair it when necessary.

The diagnostic I did was according to some topics of first and second grade, such as personal information, verb to be, likes and dislikes, the use of adjectives, and reading comprehension. The results showed that most of the students are not able to identify personal information, verb to be and the worst score was in reading comprehension, even when the text was very short, they could not answer correctly those questions.

I can say that the English level that the students have is very low, there are very few students that have studied English previously in the kindergarten or in the elementary school, however there are some students that show an appropriate level according to the NEPBE (2011).

I could realize that inside the classroom there is not a trusting environment that encourages participation, due to the teasing they receive from their peers and because they are immersed in the stage in which they fear to make mistakes in front of their classmates and show their lack of knowledge.

CHAPTER II

CHAPTER II

CONTEXTUALIZATION

In the analysis of the educative process, that is the purpose of my document, is very important to consider the curricular basis that takes part of the educative system in our country, the population it serves and the kind of service it offers. That is why I considered some important official documents of the public educative system.

According to the modification of the 3rd Constitutional article “Constitución Política de los Estados Unidos Mexicanos”, says that every Mexican, must receive obligatory education, it is secular and free; Mexicans will have guaranteed by the state to receive quality education, and will be given all the materials, educational methods, infrastructure and the suitability of teachers and principals to achieve the maximum achievement of learning.

For us as teachers, is a new challenge and an anxiety, respecting to how it would be achieved, taking into consideration the social aspects that it implies being teacher. The same article says that, teachers must contribute to a better human coexistence, that allows the appreciation and respect of the cultural diversity, dignity of the people, the integrity of the family, and other that helps to avoid that students refuse people for their sex, origin, group, etc.

In the middle school “ESTIC 90 Octavio Paz Solórzano”, before mentioned, is easy to identify some situations that let us to realize the appreciation for the culture of our country and at the same time encourage the respect for it, trying to avoid the rejection to the cultural diversity. Some activities such as ceremonies where students present some performances and wear some typical clothes, musical presentations and poetry in different dialects such as Nahuatl are done.

To work with the family integrity, the area of counselors of the school is trying that parents approach to their children through the activities that students do inside and outside the school. For that at the end of the bimester, parents are called to see the performance of their children and those that are not working well, their parents must go to work with them one day a week. Also, is pretended to organize some conferences for the parents.

The OCDE (2010) in the agreement to improve the schools in Mexico, says that Mexico needs to develop an educative strategy that lets to guarantee a higher level of knowledge abilities in the students, and to help the economic increase and better life conditions for Mexicans. To achieve this, a limited number of objectives were included to focus on the improvement of the students' performance. (reduce the inequalities in the educative system).

The application of the reform also includes aspects that are related to the attitudes and aptitudes of the teacher in their teacher-student relationship, and require that the teacher, as mentioned in the agreement 696, must plan activities that make the students study and reach the achievement of competences, and that allows them to obtain significant learning. For that, I consider the learning styles of my students that involves all of them, in their own learning process.

Another problem in the school is the way teachers are evaluating the students because it is expected to have good results, and as the pedagogical principle "evaluate to learn" says "the evaluation will be according to a formative approach, it means that the evaluation must be part of the educative process, the feedback of the students and it must let to participate in the improvement of the students' performance. (SEP, 2011).

The same principle says that the evaluation will be composed of the register and observation of all activities that are done by the students: it must

get evidences and at the same time it must be shared with the parents and tutors that take place in the students learning process.

In English class is very important to know that is determined that all evaluation instruments being used will be shown to the students in their mother tongue, according to the sociolinguistic norms, this will be done in this way to be sure that students and parents are conscious of what and how are evaluated. For that during my practice I considered different instruments and moments of evaluation. Related to my topic I tried to look for readings that were according to the topics that the NEPBE establishes.

At the beginning and during this school cycle, there have been some sessions of “Consejo Técnico Escolar” that in the improvement route, teachers agreed that they must strengthen the collaboration between them, students and parents to improve the reading comprehension, mathematical ability, mainly to avoid the lag and students’ failure. I consider it is important and it is related to my topic, because through some strategies of reading comprehension I can contribute to the improvement route.

It is essential for the students to use different materials inside the classroom, such as books for the school library, audiovisual materials, multimedia, internet and all kind of educative materials for the free use of the students. For that, the school has decided to work with the National Reading Program to improve the reading comprehension in students, that as I mentioned before, the results in this area were not good at their mother tongue and in a second language neither.

After analyzing the political and legal contextualization, is necessary to answer the questions that will be the basis of my document to understand my topic.

***HOW DOES THE ADOLESCENCE AFFECT THE LEARNING PROCESS OF TEENAGERS?**

Talking about adolescents of the junior high school involves knowing their learning and development processes. Adolescence, according to the etymological definition, refers to the condition or process of growth that involves a crisis period, it means distinguish, solve or choose, that through it we achieve the personal identity.

The World Health Organization (WHO,1989), in a simple way it defines the adolescence as the period between 10 and 19 years old. Nowadays there is a great variation in the duration of the biological, psychological and social changes of the teens, but no in their sequence, dictated in all cultures of the puberty.

To work with teenagers is not easy because of the stage they are facing, my group which I decided to work 2nd "C", has students that are between 13 and 14 years old.

UNICEF (2011), defines some psychological characteristics of the early adolescence, according to the interdependence, they show less interest in their parents and a hard relationship with teens of the same sex, they demand their privacy and they test the authority. Talking about identity, they increase the cognitive abilities and the fantasy world, lack of impulse control, and they do not have any interest about their future scholar life, which is a typical way of the adolescent's thought, this is at the same time a defense mechanism against the reality that is imposed on them and they are obliged to change even when they do not want it. They are worried about the puberty changes and their personal appearance.

The search of the autonomy and the identity is the result of the rebellion against the authority, due to that the behavior of the teenagers. Aberastury (1989), says that "the social attitude will be common in teens of this age"; it

means that all changes and ways to think are because of the bio-psychological changes that teens have, without taking into consideration that it involves the social environment where teens live, adolescents will behave not only because the changes they are facing it also affects the way these changes are presented in their lives.

The majority of these characteristics are present on the group of 2nd “C”, in some cases the interest towards their parents is still there, but most of them are not interested in the subject of English or in other subjects that they have to study, for that I think is not easy to work with teenagers, because we have to know them, to know what they like and what they are interested in.

Even taking account of all these things is complicated to make a class interesting for them, because some cases they are happy, sad, angry, excited, bored, sometimes they love you but the next day you are the worst person ever for them, or maybe they are more interested in being with their friends; in this group is very common that they want to work or be all the time with their classmates. This is what Knobel (1989) calls “group tendency” that is normal in this age and says that the group of friends becomes very important in the teenagers’ life.

The influence of the pairs in this age is very important, because teenagers think that the information they receive from their classmates, who are in the same age as them, have the same likes and interests, is much more trustworthy and credible than the information than adults give them.

I have seen that teachers have to do many activities and they have some challenges inside the classroom, that is why I considered to look for those that teachers face when they are in front of a group.

***WHICH ARE THE MAIN CHALLENGES FOR A SECOND LANGUAGE TEACHER TO WORK WITH TEENAGERS?**

To be an English teacher is not easy, because we as teachers we have to know our students and how they learn. As mentioned before, teenagers are facing a complicated stage and maybe this makes teachers' work more difficult to do with them. Also, because of the stage we have to know the cognitive processes they use to acquire a second language.

But all begins since the teacher's preparation, we have to be ready, we have to know the language, some teaching techniques and strategies, our program (NEPBE), we have to know our students and be aware of their biological, psychological and social changes, and that they are worried about many things, but in those things the school is not included; we have to know how to evaluate our students.

Another challenge that teachers face is that education is a fundamental right therefore, opportunities must be expanded, intercultural relations must be implemented, inequalities between social groups must be reduced, gaps must be closed, and equity must be promoted. therefore, the education system enforces this right by offering a relevant and inclusive education. (SEP, 2011).

We have to be able to work with students with different characteristics such as: learning styles, beliefs and thoughts, learning necessities, maybe different languages (Nahuatl, otomi, etc.). We have to identify students with learning barriers, avoid the discrimination as possible, create a good learning environment for all and make the students feel comfortable in the school; teachers must look and apply strategies according to the necessities and interests of the students.

Another challenge for a teacher is, that they have to know about the technological devices that are used according to the school they are working

at, because is part of the students' life, and is important that they use technological materials in their classes. They have to include social relevant topics in their activities, because this is what students are living and we can make them part of their learning process, so, in this way they can achieve a significant learning.

On the other hand, we also have the problem that English is not our mother tongue and it differs from English in both spelling and grammar. (Goldfus, 2011). For that is more complicated for students to learn a second language.

As we realize is not easy to be a teacher, we have a great responsibility in the students' learning process. We have to work with them by helping them to develop cognitive abilities and to know more about them. I mean we have to be empathic with them, so they can know more about themselves, and be confident about their abilities, the way they learn, all those things that a teacher must know. But all the responsibility is not only for us, we have to work with parents, tutors, other teachers and authorities to build them a good learning environment, so they can learn significantly.

To develop my topic that is the Reading comprehension I considered to take into consideration to look the way that students achieve this through the cognitive processes that are used.

***WHICH COGNITIVE PROCESSES ARE USED FOR TEENAGERS IN READING COMPREHENSION ACTIVITIES?**

The students of the group 2nd “C”. are in the formal operational stage according to Piaget, it says that children are able to think beyond the immediate context in more abstract terms. They are able to carry out logical operations such as deductive reasoning in a systematic way. They achieve “formal logic”. (Pinter, 2006).

According to the contemporary neuropsychology, the reading constitutes a complex psychologic activity that is not located in a particular area of the brain. The organization of reading requires the participation of different brain mechanisms which are formed during the human life.

According to Frith’s basic causal modeling (1997), cognitive abilities underlie observable behavior, and these are based on neural systems in the brain. The chain of causal links from the brain, to the cognitive abilities to behavior has to relate to the context of the environment thereby addressing the nature/nurture interactions. (Cited in Goldfus, 2011).

It is related to Vygotsky’s theory that says that knowledge is built among people as they interact. Social interactions with peers and more knowledgeable adults are the main means of intellectual development. (Vygotsky, cited in Meece, 2001).

But in second language there are some processes that the acquisition and comprehension involve.

Input: is all the target language that a learner is exposed to, both spoken and written, inside or outside the classroom, formal or informal. Sources of input in reading can be the teacher, friends, newspapers, internet, course

books, novel, dictionaries and so on. Some input will contain language which the learner does not understand and/ or cannot use. (Pinter, 2006).

Noticing: Learners will notice only some of the language they are exposed to. Some of this they will already know, and some may be new. In this case the learner may notice a gap in their learning, or the gap be brought to their attention by the teacher.

Automating: this means that the language has to be stored in the memory so that it is immediately accessible and remains there. Learners need to keep using new rules and language in order to maintain this stage. (Lindsay, 2006).

Perception: the objective of perception is to get information about the environment and make sense of it.

Attention: the attention is the process by which, at a given moment, certain information is highlighted and another one is inhibited. The relief allows us to select certain information to process it more and inhibition allows us to leave certain information apart.

Memory: It is the process by which information is encoded, stored and retrieved. It is a cognitive process by which the information that is collected can be encoded, stored and eventually retrieved when needed (Smith, 2008).

All of these cognitive processes are developed in the way the students interact with others and when they have contact with the reality where they live.

We as teachers, have to make the students interact with different situations that make them develop these processes, in the stage they are facing is easier, because they are in the formal operations stage according to

Piaget and it helps them to comprehend better what they learn, also because they have previous knowledge, and they have contact with different kind of texts such as magazines, newspapers, letters, posts on internet, books and so on.

I contemplated these cognitive processes, because through the use of it is easily to achieve the skills that reading comprehension involves. I will explain the reading skills.

Reading involves other skills such as:

- Learning to read in various ways. Because of this I consider working with different reading strategies.

- Adapting the way they read according to the text and their reason for reading.

- Reading actively (my students did it by using their dictionaries and guessing and asking about unknown words).

- Helping understanding by using textual and visual clues. (I tried that the readings I worked with them, had some pictures, signal words, and language according to their level).

- Using contextual clues- where the learners are, what they and other people are doing at the time.

- Guessing meaning, I worked this part with my students using their previous knowledge and by using cognates.

Learners need to be able to interpret a text in order to be able to understand the message being communicated. (Lindsay, 2006).

It is important to carry out some strategies that will help to students to improve the reading comprehension skill, that is why I look for some strategies that are explained in the following question.

***WHICH ARE THE STRATEGIES THAT COULD HELP STUDENTS TO IMPROVE THE READING COMPREHENSION SKILL?**

There are different strategies that can help the students to understand and comprehend a text. The ability to read something quickly and efficiently is an important skill for learners to acquire.

During my intervention, I will try to apply the following strategies with my students:

Reading for gist/ skimming: when we read for gist or skim a text we do not try to understand everything in it- we read fairly quickly to get a general idea of what it is about. (Pinter, 2006).

Scanning: this is the kind of reading we do when we want to find out about something specific, for example get a particular piece of information from a text. We run our eyes over the text looking for a specific word or phrase. (Pinter, 2006).

Reading for detail: we read more slowly. We need to make notes and we read more carefully as we read. (Pinter, 2006).

Identifying cognates: In this strategy a reading with some cognates was presented to the students, the use of the cognates let the students to understand and comprehend the text because they could match the reading with their mother tongue also the reading had images to make it easier for the students to understand what they read.

The application and the evaluation of these strategies will be presented in the next chapter.

CHAPTER III

CHAPTER III

During this chapter I describe the strategies I applied to achieve the purposes of my document that is to improve the reading comprehension with the students of second grade in the middle school. But before is important to consider what the program says.

In the NEPBE (SEP, 2011) there are some establishments that define the participation that teachers must have at the moment they work in the school with the students.

The approach of the NEPBE (SEP, 2011) is the social practice of the language, to achieve this is necessary that the teacher helps the students to participate in communicative abilities that are related to their reality; also, the teacher must help the students to be active subjects in their learning process through the knowledge and experiences they have. At the same time is important that students ask themselves and reflects about what they do and learn in each class.

The competence in English is more than a simple exercitation and the exposition to this because it requires personal and collective experiences that involve different ways of participation in oral interchanges, the reading and the writing.

Cycle 4 that is the cycle which middle school belongs, is focused on a communicative skill, that will be developed in each learning environment. It is very important to consider this in my document, because the skills related to reading comprehension are specially worked in the literary and ludic environment.

This learning environment focuses on the approximation to literature through participating in reading, writing, and oral exchanges in order to activate students' experiences and knowledge so that they share and contrast their interpretations and opinions. This generates the necessary learning conditions to participate in a social structure to broaden socio-cultural horizons and to value beliefs and expressions different from their own. (NEPBE, SEP 2011)

During my intervention I considered to carry out a formative evaluation because in this process the teacher collects evidences and qualitative data on the students' performance; that is, their strong and weak points, so that positive and effective feedback among students and among is guaranteed.

In the purposes that I want to achieve with the students. I pretend that they are able to improve their reading comprehension and at the same time to improve their writing skill. To achieve this, during my intervention I applied some strategies that help the students to improve mainly the reading comprehension skill.

To develop this chapter I used the Smith's cycle to reflect about my practice, in this there are four main elements that are: description, in this I described all the activities I did with the students during the intervention; explanation, here I explained why and what was the purpose of each activity; confrontation, I identified my opportunity areas and how I should work on it, to improve my work as a teacher; and finally the reconstruction about the practice, here I stablished some compromises as a teacher, that would help me to improve my intervention and to develop myself as a professional in education.

FIRST STRATEGY: COGNATES

DESCRIPTION

The purpose of the first strategy that I carried out in the literary and ludic environment was the use of audiovisual material, the achievement was the comprehension of a text through the use of cognates and some images to make it easy for the students to comprehend a text, the text was about Canadian adolescents, it described the activities that adolescents do, what they eat, how long does it take them to study middle school, some traditions and some famous places of the country. (Appendix 3)

To start with the activity the students were taken to the audiovisual classroom, then I showed the title of the reading, "Canadian adolescents" and I asked to some students what they think the reading will be about just by reading the title, they claimed some ideas. I started to read the text, then some students continued reading, at the end of each paragraph I asked for the main idea of it and if what they read is similar to Mexico, so they told me yes or no and what was the difference, and they asked me about some unknown words.

To make the evaluation I prepared some questions about the text, so I formed two teams and one person of each team had to pass, read the question and touch the correct answer, the winner was the person who touched first and correctly, and they got points for their team. It made me realize that students had comprehended the text because they answered the questions correctly, also they could express some similarities and differences between both countries using the information of the text.

Finally, I gave to each student a worksheet where they had to complete some sentences about the reading. And I asked them what they learned from the text.

EXPLANATION AND CONFRONTATION

The purpose of this session, was to know about cultural aspects of an English-speaking country, I made use of cognates and images that helped to students to comprehend and understand better the text, I considered to make a presentation and to use the technology as part of the plan 2011 that says that teachers must use diverse materials to stimulate the learning. It is related to what Ramos (2000) says related to the expressive potentiality of an audiovisual media and defines the ability that it has to transmit an educative content.

This potentiality is conditioned if the content is visual, auditory or audiovisual, and for the expressive resources and the narrative structure that have been used in their elaboration, and says that the presentation will have a greater or lesser potential according to what expressive audiovisual element it uses, for that the presentation has a greater potentiality because of the good diction and the visual elements that it had, it provoked the attention of the students.

I added some images with some movements to catch the attention of the students and to help the students to understand by watching the images. I asked to compare the information with their reality because NEPBE (2011) looks to encourage a more free and creative attitude, to approach literature through participation in reading and invite students to value and go into it, I could identify it when students said I could understand this, this is different from Mexico, in Mexico we do this, or is similar.

According to Delval (1997) adolescents during puberty are more related to relate content when they have a motivation to do so, which leads me to realize that indeed the use of a presentation with cognates and images for reading comprehension of students was a favorable strategy, because I encouraged students even though reading is not an activity of pleasure for students of the group 2° "C".

RECONSTRUCTION

After applying this strategy, I could realize that it was relevant for the students, but on the other hand the organization of the activity was not good, because we had to move to other classroom and I had to organize the students in the correct place and to give instructions so we lost class time, but the effective time of the class was used correctly, because students could do the activities on time but it was not possible to evaluate them because there was no more time, so it was done the next class.

With this activity the curiosity of the students was motivated, because they asked about unknown words, words that were not in the reading and more information about the country or other countries, which it was part of the content because they have to compare cultural aspects of an English-speaking country with Mexico, but in that moment we had specific information about Canada.

Talking about reading comprehension, I could say that the strategy was satisfactory, because they could comprehend the text, thanks to the use of the cognates and the images, I considered the cognates was part of their previous knowledge because these are words that they know and are similar to their mother tongue.

With this strategy I realized that I have to manage the class time to complete the activities that were planned for every class, also it let me know more about my students talking about their interests, to know more about their prior knowledge the topic, the way they participate in an activity like this, so, I can use this to plan new strategies for a different content. Also, it let me evaluate them in a formative way, because I appreciated their development during the class to get the comprehension of the text, not only the products they did in this class. (Appendix 4)

SECOND STRATEGY: SCANNING

Scanning: this is the kind of reading we do when we want to find out about something specific, for example get a particular piece of information from a text. We run our eyes over the text looking for a specific word or phrase. (Pinter, 2006).

DESCRIPTION

In this case to carry out this strategy I chose a reading about the description of the activities that a girl did during the week. Here students had to identify the vocabulary they knew, they underlined with different colors the words that they knew and the words they did not know, with other color the verbs and with other the subjects; in this reading the vocabulary was related to days of the week and some verbs.

I had difficulties at the moment I gave the instructions, because it was not clear for the students, so I had to repeat the instructions several times, also I had the problem that students did not know what was a verb, or a subject, and I had to explain it. The strategy of the scanning was presented at the moment that students had to look and underline specific words in the text, then when they had to look for those words to answer the questions about the text.

To start, I gave each student the reading with different activities that they had to do after reading. The first activity had some pictures of the activities the girl did according to the reading, so students had to write the day of the week she did the activity of the picture. Then, they had to mark true or false in some sentences according to the reading, finally they had to answer some yes/no questions.

After that I asked them to tell me what unknown words they underlined, to check the meaning in group, in this activity some students with a higher level helped me to answer the questions that their classmates had.

Finally, randomly I chose some students to say the answer of the questions, it made some students feel uncomfortable, because they were

scared to have a bad answer. But I told them that if it was wrong, nothing bad will happen, only we would help to find the correct answer. According to Tapia (1999) is important to increase and maintain the students' self-esteem, because nobody likes to feel that he or she worth and is not able.

Also, at the moment of the evaluation of the activities, I asked them if they did one or more activities that the girl did during the week: they told me yes or no, or they told me what different activities they did during the week. The results of this strategy was successful in the way they could comprehend part of the text, because they could answer the questions correctly and they commented about it. But on the other hand some students were not very interested in the reading, especially those with a higher level, because they claimed that it was too easy for them.

EXPLANATION AND CONFRONTATION

The purpose of this session was only to work with reading comprehension as part of the main purpose of this document, as mentioned before in the results of the diagnostic, the English level of the students is low, that is why I considered to work basic readings with a vocabulary that they could comprehend and is basic to their level.

I considered that the strategy was successful, because students were able to infer the vocabulary that was expected to acquire through the activities that were made during the reading. But on the other hand, some students were not so interested with the reading, for that I agreed what Tapia (1999) says, students learn in order that what they are learning is interested for them.

RECONSTRUCTION

As I mentioned before the students with a higher level were very active during the activity, because they tried to help those students that had problems with one word of the vocabulary or if they noticed they had trouble to answer the questions, they tried to help to answer correctly.

I consider that to make more effective this strategy, it could be a little more attractive if I had chosen a reading with a different topic. Also, I have to be clearer when I give instructions, because sometimes students do not understand, and I have to repeat the instructions three or more times. In addition, I have to choose a reading in order to work with students with a high level of English and with those with a lower level, or on the other hand I must have extra activities for those that finish the activity very quickly. (Appendix 4)

THIRD STRATEGY: READING FOR DETAILS

In this strategy we read more slowly. We need to make notes and we read more carefully as we read. (Pinter, 2006).

DESCRIPTION

To carry out this strategy I chose a reading about the likes and dislikes of Bruno Mars, here students had to read the text, then answered some questions of multiple choice, then marked true or false in some sentences from the reading and finally they had to do a mental map about the things he “likes and does not like”.

Also, I considered their level, for that the content of the reading was vocabulary of fruits, vegetables, hobbies, fast food and sports.

Students read the text, then answered the questions and finally made the map, with this activity is applied the strategy “reading for details”, because they had to read carefully to identify the things that Bruno Mars “likes and does not like”.

To evaluate the activity, I asked them to interchange their notebook and check the answers, but I asked them to read the question aloud and to tell the answer, so I asked them to justify their answers according to the reading. Students could answer the questions correctly and they could identify the things that Bruno Mars likes and does not like in the map, but it is important to mention that students gave the answer correctly and they could justify their answers, but they expressed them in their mother tongue, because of their level they cannot express complete answers in English.

EXPLANATION AND CONFRONTATION

In this strategy I chose the reading that talked about a famous person and students knew him, so they were interested in that, also during the evaluation I considered to maintain a good environment during the class because we were working in group so is very common that students make some comment about the participation of some students or they laugh at them, the esteem is a key concept in the adolescence, as Orts (2005) says, it is related to two basic needs for the adolescent, to be successful and recognized, what implications are in the education, because the student is constantly exposed to experiences in which he/she puts into play his/her ability to obtain success and recognition from his/her classmates and the teacher, which establishes a cyclical relationship between appreciation on the part of others and self-esteem.

RECONSTRUCTION

I consider that students were able to achieve the activities that they had to do, but I heard some comments about the activities, they said that it was too easy, so maybe the strategy could be more effective if the tasks that they were exposed to, involved greatest challenge for the students, where they could put into practice more of their communicative skills in the development of the activities, this is a skill that as a teacher I have to exercise because we must plan activities that are appropriate to the level of understanding of the language and the rhythm students', also I think that I could plan activities were students practice the speaking skill, because as I mentioned they expressed their ideas in their mother tongue, so I should plan strategies were they work with the social practice of the language and they can interact with others as a principle of Vygotsky's theory, because most of the activities I planned were to work individually and Vygotsky says that we do not learn individually, we learn by the interaction with others. (Cited in Meece, 2001). (Appendix 5)

FOURTH STRATEGY: SKIMMING

When we read for gist or skim a text we do not try to understand everything in it, we read fairly quickly to get a general idea of what it is about. (Pinter, 2006).

DESCRIPTION

I started by giving the students a worksheet with a biography of Frida Kahlo, so I asked them if they knew her, some students said yes but others did not have any idea about her, so I told them that we were going to read a little bit about her life. We read the instructions together, then I told them about the activity, which consisted that they had to read and complete some blanks with verbs in simple past. After that they had to complete some questions about the reading.

I asked them to read the text without completing the blanks, and they must tell me if they had understood something, very few students had an idea about the reading, then they had to complete the blanks, and read the text again, when they were working on it, they claimed “I think here says that she was born in 1907”, so this is the answer of the question number one”, and most of them were answering the questions at the moment they were filling the blanks. Here is when they practice the strategy “Scanning”, because they read the text to have a general idea of it.

When they finished the activity, they shared their answers with a partner. Finally, in group we commented the reading and I asked them to tell me in what part of the text was the answer of the questions. I could realize that most of the students comprehended the text, especially those with a higher level, because most of them could complete the text with the correct verb in past, answered the questions correctly and they could comment about the reading.

It is important to mention that students were able to answer the questions using the target language when they had to write, but at the moment they had to answer orally they presented difficulties so most of the time they answered in their mother tongue.

EXPLANATION AND CONFRONTATION

To develop this strategy, I chose a biography of “Frida Kahlo”, here we were working with the specific competence “share personal experiences in a conversation”, so students had to share an autobiographical anecdote, for that they had to practice verbs in simple past to write sentences about the things they wanted to share.

They knew some of the verbs in past because we were working with some activities and exercises that let them to use verbs in past, as the main content they had to know to write simple sentences in past to share some experiences they had. The use of the verbs in simple past in the text was very useful, because I think it was the students’ previous knowledge, because some of these were words that they knew, and it helped them to understand a little bit more the text.

According to Hargreaves (2000), previous knowledge is essential for students to develop their own understanding and decide how to do it and the strategies they use. For that I consider, it was easier for them to understand and to give answer to the questions.

RECONSTRUCTION

I consider that the purpose of this strategy was achieved, because students could give answer to the questions, and to understand the biography of Frida Kahlo, after that they asked me if we would read more about other people, or they gave suggestions about what person I should choose to read and work on it.

I think that in this activity the curiosity of the students was motivated, because they asked me about the vocabulary and also, they gave me suggestions about who they would like to know more; is it related to what Freud (1972) said, about the students, in some situations it seems that it is necessary for them to immediately solve their doubts and know about what is interesting for them.

I consider that with this strategy I could realize be aware of those students that had more problems with the language, because they used to tell me about their doubts and I tried to help them, also with the evaluation of the activity, when they had to tell me the verb in past some of them were confused, so I had to solve the problem by continue working with verbs in simple past form, made the students practice and used them correctly.

Furthermore, I consider that during my professional practice, I maintained a good environment in the class, because I tried to help students that had more problems and I did not let that other students laugh at them and I also tried to take advantage of those with a higher level to help their classmates. (Appendix 6).

CONCLUSIONS

CONCLUSIONS

According to the practice I can say that the stage of development in which students are, influences in a very relevant way, in the way in which strategies are designed and the activities are planned to develop them, because the likes and interests of the students tend to vary according to aspects, such as age, the family and differentiate the way that the purposes of the subject are achieved.

In the practice it was reflected in the way students tended to do certain activities, because sometimes they liked the activities or sometimes the activities used to differ to their likes and interests, also sometimes they were with a good attitude towards their class, but work was not good because they were tired, or angry or sometimes they were interested in other things such as talk or play with their friends, or simply they were not interested in the topic of the class.

Other thing that affects is that they are looking for an identity, so they tend to copy what other guys of the same age does, and many students in the school drink alcohol and smoke and some others are involved in drugs, so it could be dangerous for them and affects their learning process. So, it affects in the way that they lost attention to the subject and most of the times it does not let them learn.

The challenges that I faced as a Second English teacher, were mainly the English level of the students, because it varied inside the classroom, and it impacted in the class, because the students that had a higher level used to finish immediately the activities; also, with the interests of the students impacted during my practice because sometimes they showed attitudes of

boredom and disinterest to the activities. Another challenge I faced was the content because students had doubts about vocabulary, but sometimes I did not know the word and at the moment I had to look the word up or they had to do it.

To work in the improvement of reading comprehension skill students need to put into practice some cognitive processes such as input when they have to use different sources of information, in this case the input in most of the students had content that students did not understand and as consequence they could not use. Noticing when they were exposed to cognates because these were words which they are exposed to.

Automating because they have to store the language immediately they used it. Perception when they got information and used it. Attention because they had to process certain information to comprehend and to answer the questions. And, memory when they used the information stored and retrieved from the text.

With the strategies that were carried out during my practice to improve reading comprehension skill, that were scanning, skimming, reading for details and the use of cognates, I could say that it was achieved, but it is important to mention that students comprehended the reading but at the moment of giving an answer to the questions about the reading they were not able to express their ideas in English, so they used their mother tongue, only the students with a higher level were able to give an answer in English; also, they gave a written answer in a very simple way.

It implies a new challenge for me as a teacher because it is important to develop all communicative skills that must be developed to learn a second language, and as it is established in the National English Program for Basic Education.

It is important to work with a variety of strategies because of the different interests and learning styles of the students, furthermore they must be able to do different activities to learn the language. This is another challenge for me as a teacher, because we must plan and apply different activities that let the students learn according to their interests and necessities.

Because I consider I did not work with activities where students could develop their learning style and to put into practice others, even when I had the results of the diagnostic about learning styles of the group.

Another thing I have to improve in my practice is the evaluation, because I considered evaluating in a formative way, but I did not use different instruments of evaluation that let me evaluate my students in different ways, I always used the students' notebook, an exam or a rubric without taking into consideration that there are many other instruments that I could use; also, I think I should use the self-evaluation and co- evaluation as other ways of evaluation.

Another challenge for my practice is the capacity of solving problems inside the classroom, because although during my intervention there were not serious problems, I consider I am not able to solve problems such as fights, when someone losses something, when a student insults someone in the class or those kind of problems.

The practice let me know more about the students, their characteristics, interests, likes and dislikes, their change processes, but the challenge for me is to manage with that information to plan and apply the right strategies and activities to work with them.

I have to consider working with different learning materials and resources and use them appropriately in each practice, always taking into consideration the context of the school.

According to the discharge profile I can say that the aspects that I developed during my performance in the Escuela Normal de Atizapán de Zaragoza and during my intervention in the middle school I achieve the following aspects:

Specific intellectual abilities

- Have a high capacity of understanding written material and have the habit of reading; in particular, they critically value what they read and relate it to reality and, especially, to their professional practice.
- Express their ideas clearly in written and spoken way, specially they have developed the description, narration, explain and argue focusing in their students' development and characteristics.
- Identify, choose and use diverse information, such as written resources and audiovisual.

Middle school education purposes and contents domain

- They know the purposes, contents and the approach of the subject, and recognize the contents' work help with the achievement of the middle school's purposes.
- They have domain on the contents of manage with fluency and security the included topics, and recognize the contents sequence on the third grades.

Didactic competences

- Know, design, organize and put into practice didactic strategies and activities, based on the students' needs, interests and development.
- Know and apply diverse strategies and evaluation ways on the educative process that allow them to assess the students' learning.
- Know the available resources and materials to use it with creativity.

Professional identity and ethical

- Know the main problems, needs and weaknesses of the Mexican education system.

Perceptive and ability to respond to the social conditions of the school's environment

- Appreciate and respect the cultural, social and regional diversity as a national treasure component.

Each practice helped me to learn and acquire different abilities that let teachers developed ourselves inside the classroom, according to Stenhouse and Elliot (1990) we must become investigators inside the classroom where we develop our practice and have to deepen our knowledge about educative values and to transfer those values to the practice, we must consider about what do we have to do to improve ourselves and ways to improve the quality of my teaching practice.

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APPENDIXES

APPENDIXES

APPENDIX 1. Learning styles test

 **SEV**
SECRETARÍA DE EDUCACIÓN
DEL MINISTERIO DE EDUCACIÓN

TEST ESTILO DE APRENDIZAJE (MODELO PNL)

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

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

APPENDIX 1. Learning styles test



SEV
SECRETARÍA DE EDUCACIÓN
DEL ESTADO DE VERACRUZ

TEST ESTILO DE APRENDIZAJE (MODELO PNL)

21. Si tuvieras dinero, ¿qué harías?

- a) Comprar una casa
- b) Viajar y conocer el mundo
- c) Adquirir un estudio de grabación

22. ¿Con qué frase te identificas más?

- a) Reconozco a las personas por su voz
- b) No recuerdo el aspecto de la gente
- c) Recuerdo el aspecto de alguien, pero no su nombre

23. Si tuvieras que quedarte en una isla desierta, ¿qué preferirías llevar contigo?

- a) Algunos buenos libros
- b) Un radio portátil de alta frecuencia
- c) Golosinas y comida enlatada

24. ¿Cuál de los siguientes entretenimientos prefieres?

- a) Tocar un instrumento musical
- b) Sacar fotografías
- c) Actividades manuales

25. ¿Cómo es tu forma de vestir?

- a) Impecable
- b) Informal
- c) Muy informal

26. ¿Qué es lo que más te gusta de una fogata nocturna?

- a) El calor del fuego y los bombones asados
- b) El sonido del fuego quemando la leña
- c) Mirar el fuego y las estrellas

27. ¿Cómo se te facilita entender algo?

- a) Cuando te lo explican verbalmente
- b) Cuando utilizan medios visuales
- c) Cuando se realiza a través de alguna actividad

28. ¿Por qué te distingues?

- a) Por tener una gran intuición
- b) Por ser un buen conversador
- c) Por ser un buen observador

29. ¿Qué es lo que más disfrutas de un amanecer?

- a) La emoción de vivir un nuevo día
- b) Las tonalidades del cielo
- c) El canto de las aves

30. Si pudieras elegir ¿qué preferirías ser?

- a) Un gran médico
- b) Un gran músico
- c) Un gran pintor

31. Cuando eliges tu ropa, ¿qué es lo más importante para ti?

- a) Que sea adecuada
- b) Que luzca bien
- c) Que sea cómoda

32. ¿Qué es lo que más disfrutas de una habitación?

- a) Que sea silenciosa
- b) Que sea confortable
- c) Que esté limpia y ordenada

33. ¿Qué es más sexy para ti?

- a) Una iluminación tenue
- b) El perfume
- c) Cierta tipo de música

34. ¿A qué tipo de espectáculo preferirías asistir?

- a) A un concierto de música
- b) A un espectáculo de magia
- c) A una muestra gastronómica

35. ¿Qué te atrae más de una persona?

- a) Su trato y forma de ser
- b) Su aspecto físico
- c) Su conversación

36. Cuando vas de compras, ¿en dónde pasas mucho tiempo?

- a) En una librería
- b) En una perfumería
- c) En una tienda de discos

37. ¿Cuáles tu idea de una noche romántica?

- a) A la luz de las velas
- b) Con música romántica
- c) Bailando tranquilamente

38. ¿Qué es lo que más disfrutas de viajar?

- a) Conocer personas y hacer nuevos amigos
- b) Conocer lugares nuevos
- c) Aprender sobre otras costumbres

39. Cuando estás en la ciudad, ¿qué es lo que más hechas de menos del campo?

- a) El aire limpio y refrescante
- b) Los paisajes
- c) La tranquilidad

40. Si te ofrecieran uno de los siguientes empleos, ¿cuál elegirías?

- a) Director de una estación de radio
- b) Director de un club deportivo
- c) Director de una revista

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APPENDIX 1. Learning styles test

NOMBRE DEL ALUMNO _____

EVALUACIÓN DE RESULTADOS

Marca la respuesta que elegiste para cada una de las preguntas y al final suma verticalmente la cantidad de marcas por columna.

N° DE PREGUNTA	VISUAL	AUDITIVO	CINESTÉSICO
1.	B	A	C
2.	A	C	B
3.	B	A	C
4.	C	B	A
5.	C	B	A
6.	B	A	C
7.	A	B	C
8.	B	A	C
9.	A	C	B
10.	C	B	A
11.	B	A	C
12.	B	C	A
13.	C	A	B
14.	A	B	C
15.	B	A	C
16.	A	C	B
17.	C	B	A
18.	C	A	B
19.	A	B	C
20.	A	C	B
21.	B	C	A
22.	C	A	B
23.	A	B	C
24.	B	A	C
25.	A	B	C
26.	C	B	A
27.	B	A	C
28.	C	B	A
29.	B	C	A
30.	C	B	A
31.	B	A	C
32.	C	A	B
33.	A	C	B
34.	B	A	C
35.	B	C	A
36.	A	C	B
37.	A	B	C
38.	B	C	A
39.	B	C	A
40.	C	A	B
TOTAL			

El total te permite identificar qué canal perceptual es predominante, según el número de respuestas que elegiste en el cuestionario.

APPENDIX 2. English test (Diagnostic)

**E.S.T.I.C 90 "OCTAVIO PAZ SOLÓRZANO"
EXAMEN DIAGNOSTICO INGLES SEGUNDO GRADO
CICLO ESCOLAR 2017-2018**

Name: _____ Last name: _____ Group: _____

I. COMPLETE WITH THE CORRECT WORDS.

1. What's your name? _____ *it's seven o' clock
2. How old are you? _____ *male
3. Sex _____ *Jack
4. Where are you from? _____ *I'm American
5. What time is it? _____ *thirteen

II. CIRCLE THE CORRECT ANSWER.

6. My father is a reporter, he works in ...
a) The school b) The house c) The hospital d) The news paper
7. If you need to buy a new CD, the best place to go is the...
a) Coffee shop b) Music store c) Boutique d) Candy store
8. There ____ a notebook and there ____ five pencils in your backpack.
a) are, is b) is, are c) are, are d) is, is
9. What is Ronaldinho doing?
a) He is eating a sandwich b) He is taking photos c) He is playing in the field d) He is cooking
10. Do you like onion?
a) No, I can't b) Yes, I did c) Yes, I have d) No, I hate it

III. READ THE TEXTS AND CIRCLE IF THE SENTENCE IS TRUE OR FALSE



His name is Clark Kent. He is a High School student. He can play football but can't play tennis. He has special powers, for example: he can fly, and run very fast. He can't cook very well and he can't play the piano.

- a. Lana is a teacher.
- b. Clark can fly and run fast.
- c. Lana can't write poems.
- d. Lana can speak dance very well.
- e. Clark can cook. He is very good.



Her name is Lana Lang. She is a student, too. She is Clark's friend. She works in the cafeteria. She can write poems, and dance very well. She can't swim and she can't speak Spanish.

- | | |
|------|-------|
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |
| TRUE | FALSE |

APPENDIX 3. First strategy Cognates

Canada is located in North America. Its capital is Ottawa.



APPENDIX 4. Second strategy Scanning

www.misteraidan.com

Name: _____
Class: _____

Part A: Read.

This is May. She's **ten** years old. She's tall and **thin**.
She's **got** long brown hair. She's **got** brown eyes.
She **can** sing and dance. She **can't** swim.

Every Monday, May **reads** Chinese books with her friends.
Every Tuesday, she **rides** a bike to school. On
Wednesdays, she **plays** music at school. On Thursdays, she
sings English songs with her friends. Every Friday, she
cooks eggs at home.

Part B: Write the day please.

Monday Tuesday Friday Thursday Wednesday

Part C: True or False.

1. May reads Chinese books.	<u>True</u>
2. May rides a bike to school on Fridays.	<u>False</u>
3. She plays music at home.	<u>False</u>
4. She plays music at school on Wednesdays.	<u>True</u>
5. She cooks pizza.	<u>False</u>

Part D: Please answer Yes or No.

1. Does May ride a bike on Mondays?	<u>No</u> . _____
2. Does May sing English songs?	<u>Yes</u> . _____
3. Does May cook on Fridays?	<u>Yes</u> . _____
4. Does she play music on Wednesdays?	<u>Yes</u> . _____
5. Does May read Chinese books on Tuesdays?	<u>No</u> . _____

APPENDIX 5. Third strategy Reading for details

Read the following text then answer the questions.



Hello guys!

My name's Bruno Mars and I'm 31 years old. I am from Hawaii. Today I'm writing about the things I like or don't like. It isn't easy because there are too many things to talk about. To start, let's talk about food and drinks. I don't like fish very much, but I like meat. I really like fast food (pizza) hamburgers, chips, hot-dogs...), but my favourite snacks are pizza and hamburgers. Pizza is delicious with coke, but I prefer lemonade and orange juice to coke. I also like mineral water, milk and coffee. Tea is ok, but I hate alcoholic drinks! About fruits, I really like strawberries, but I don't like pears. I like grapes and I love oranges! Apples are very good. I'm not a fan of vegetables, but my parents say they're very important. I think they're right. I really hate broccoli, but I like carrots. I hate cucumber salad, but I like mixed salad (lettuce and tomatoes). I love mushrooms, but I really don't like onions.

And now... my hobbies I like singing, but I don't like dancing. I love listening to music. I like going to the cinema, my favourite genre is horror movies. I don't like playing video games, I prefer to read a book. I love swimming. And I like sports, my favourite sport is soccer.

I. Choose the correct answer a, b or c

1. The reading is about _____.

- a) Bruno Mars b) Justin Bieber c) Sam Smith

2. How old is he?

- a) He's 13 b) He's 28 c) He's 31

3. Where is Bruno from?

- a) He's From Mexico b) He's from Hawaii c) He's from Canada

4. What does he like to eat for snack?

- a) He likes fish b) He likes candies c) He likes pizza and hamburgers

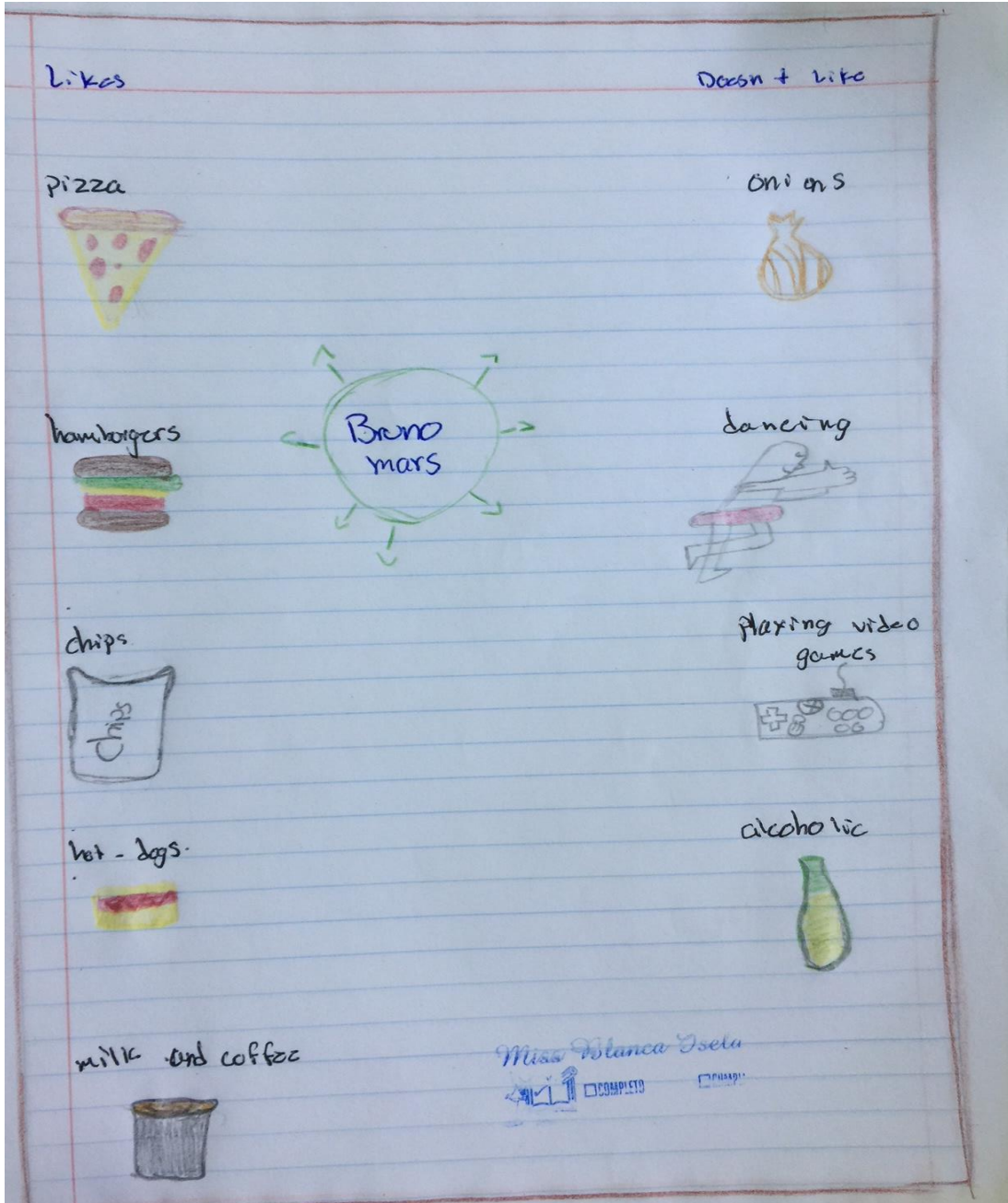
5. What is his favorite sport?

- a) Soccer b) Basketball c) Tennis

Read the text again and cross (x) if the sentences are T (true) or F (false)

- | | | |
|---|---------------------------------------|---------------------------------------|
| 6. Bruno likes fish | <input type="checkbox"/> T | <input checked="" type="checkbox"/> F |
| 7. He prefers to drink coke | <input checked="" type="checkbox"/> T | <input checked="" type="checkbox"/> F |
| 8. He hates alcohol drinks | <input checked="" type="checkbox"/> T | <input type="checkbox"/> F |
| 9. His parents say vegetables are important | <input checked="" type="checkbox"/> T | <input type="checkbox"/> F |
| 10. He likes dancing | <input type="checkbox"/> T | <input checked="" type="checkbox"/> F |

APPENDIX 5. Third strategy Reading for details



APPENDIX 6. Fourth strategy Skimming

Frida Kahlo: her biography

Read the biography.

Complete the passage with the Past Simple of the verbs in brackets.

Frida Kahlo ²¹ was (be) a Mexican painter. She ²¹ was (be) born in Mexico City in 1907. She ³¹ paints (paint) many self-portraits and paintings of Mexican folklore.

Frida ⁴¹ went (go) to the prestigious Escuela Preparatoria in Mexico City in 1922. At that time, there ⁵¹ wasnt (not be) many girls at this school. In 1925, at the age of eighteen, Frida ⁶¹ had (have) a terrible traffic accident. She ⁷¹ couldnt (not can) walk for a long time, so she ⁸¹ started (start) painting.

In 1929 she ⁹¹ married (marry) the painter Diego Rivera. The next year they ¹⁰¹ moved (move) to New York, but Frida ¹¹¹ couldnt (not be) happy there. They ¹²¹ returned (return) to Mexico in 1935.

Frida ¹³¹ wined (win) a national art prize in 1946, and she ¹⁴¹ became (become) famous in Mexico. She ¹⁵¹ died (die) in 1954, when she ¹⁶¹ was (be) only 47 years old.



Answer the questions. Write complete sentences.

1) When was Frida Kahlo born?

In 1907

2) Where did she go to school?

In Mexico City

3) What happened to Frida in 1925?

A terrible traffic accident.

4) Did Frida enjoy her time in New York?

No

5) When did Frida win a national prize?

In 1946

Miss Blanca Isela
COMPLETO
CUMPLIO