



ESCUELA NORMAL DE AMECAMECA



TESIS DE INVESTIGACIÓN STRATEGIES TO DEVELOP READING COMPREHENSION AND VOCABULARY

QUE PARA OBTENER EL TÍTULO DE:
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS EN EDUCACIÓN
SECUNDARIA

PRESENTA
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Abstract

English language has a relevant role in the globalization evolution diversifying the channels through which people can communicate for example speaking, writing, or reading. Reading is a standard cognitive process with purposes such as academic, informative, and recreational with the main purpose to learn new information, improve the comprehension process, and learn new words. However, this receptive skill is involving for external factors as a challenge abstract vocabulary and grammar, themes, and English level are not focused on students' necessities.

Reading comprehension is a useful tool to learn a foreign language (English) represented an opportunity area for non-native speakers could increase comprehension effectiveness through the application of specific strategies such as skimming, scanning, and inferring to increase the benefits in the learning process such as less time of application, more deep analysis of the written texts and the students could apply certification exams in future academic careers.

Keywords: Comprehension, strategies, skimming, scanning and inferring

El idioma inglés tiene un importante rol en el proceso de globalización diversificando los canales en los cuales las personas se pueden comunicar por ejemplo habla, escritura o lectura. La lectura es un proceso cognitivo común con propósitos académicos, informativos y recreativos para adquirir nueva información, desarrollar procesos de comprensión y aprender nuevas palabras. Sin embargo, esta habilidad receptiva es rodeada de factores externos como complejo vocabulario y gramática, temáticas y nivel de inglés que no están enfocadas en las necesidades de los estudiantes.

La lectura de comprensión es una herramienta útil para aprender una lengua extranjera (inglés), representando un área de oportunidad para los no nativos quienes pueden incrementar su comprensión lectora a través de la aplicación de estrategias específicas como skimming, scanning and inferring incrementando los beneficios en el aprendizaje como reducir el tiempo de aplicación, un análisis más profundo de los textos

escritos y prepara a los estudiantes para futuros exámenes de certificación en su trayectoria académica.

Palabras clave: Comprensión, estrategias, skimming, scanning, y inferring

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Introduction

Globalization in the 21st century represented an opportunity area to promote communication between people around the world who have different cultural backgrounds, mother tongues, or countries of origin because the English language had positioned as one of the most important decoding systems to initiate education and business relationships.

The English language required the development of four skills speaking, listening, writing, and reading. Nevertheless, the last one is one of the most difficult to develop in a young community because reading comprehension has a wrong connotation with the translation method, as a consequence, the level of students' the comprehension process is low.

Reading comprehension represented a continuous opportunity to develop in students this abstract process called "comprehension" a passive communication process through implicit and explicit information that could develop simultaneously other language advantages. However, it represented a challenge focused on the overall understanding of the abstract vocabulary and grammar, the themes of the written texts, and the English language level.

For this reason, this research will focus on developing comprehension through the application of three different strategies such as scanning, inferring, and skimming.

Scanning strategy is one of the most popular comprehension strategy which develops the motivation and the participation of young learners through the research of specific information reducing the tedious reading process.

The inferring strategy required the prior information and the contextual one to infer conclusions of new meanings reducing the necessity of translating every word.

The last strategy skimming focused on identifying the overall meaning of a written text through the implicit information to readers create their own opinion and organize the data into the main and secondary ideas.

For this reason, this research is focused on describing a detailed description of the benefits and opportunity areas of the application of the comprehension strategies and analyzing the level of students' achievement.

CHAPTER

I

Chapter I

1.1 Research justification

Nowadays, reading is one of the most useful skills in the 21st century, focused on the effectivity development of scholars' careers among the young community. However, reading comprehension represented a cognitive challenge for native speakers who confront several issues focused on new vocabulary, the general overview of the written form and high anxious problems, as a consequence of ineffective reading habits.

Reading comprehension is a receptive skill focused on the readers understand the general meaning of the author's idea in a written text, learning new vocabulary through comprehensible input and finding specific information. Some researchers mentioned that the English language contained 114,000-word families and non-native speakers would need approximately 5,000 words to develop effectively in the foreign language. However, in Mexican secondary schools, this argument is involved in several unforeseen situations during English lessons.

Mexican secondary schools focused on English instruction required the continuous development of receptive and productive skills mixed with more advanced grammar and vocabulary in the lessons. But the number of study hours is reduced so students would not have continuous practice presenting problems in their four skills, especially comprehension reading.

However, this receptive skill is an important tool during the English lesson considering students could improve their reflection, understanding process, and increased their vocabulary levels. For this reason, the next research proposition suggested three different kinds of reading strategies such as skimming, scanning, and inferring will apply to students of the secondary school "Sor Juana Inés de la Cruz" through the application of 12 reading passages focused on student's interests and necessities.

1.2 Scenery

In the first chapter of this research, described in a detailed style the general characteristics of the research group, focused on their academic career to create a general diagnostic scenery to develop a didactic proposal. In addition, the external context could identify the student's relationship with English language in their daily life communal living.

Amecameca is a municipality integrated one of 125 towns in Mexico state, with a population rate of 5344, between 28001 female population and 25440 male citizens. Notably, this community has a link with the English language because this place has incredible natural and cultural monuments that are famous for abroad visitors who established a channel of communication among non-native speakers in real English scenarios, also the majority of amecamequenses have relatives who live in the United States or Canada for labor reasons communicated through social media keeping a closer relationship promoted by mother language and English as well.

This community has English academies which provide English learning between younger students through the old population, they represented an opening for the young community because Amecameca has approximately 9 schools with different kinds of English levels and tuitions according to necessities and economic presuppositions, one bilingual school provides elementary and middle education as well.

This community has approximately 9 schools with different kinds of English levels and tuitions according to necessities and economic presuppositions focused on the young and old populations. Also in Amecameca exist a bilingual school that provides elementary and middle education.

The scenery of this research has the Official Secondary School "Sor Juana Inés de la Cruz" located in Amecameca de Juarez, it is one of the 101 public schools in this municipality. In addition, the secondary provides a morning shift and afternoon shift with approximately 416 students: 50.2% (209) male students and 40.8% (207) female students.

The infrastructure of the school includes nine classrooms for each group, one office for the principal, and assistant manager, two restrooms for female and male learners, a basketball court. In addition, a technological laboratory, and an English laboratory equipped with forty-four desks, one desk and a digital whiteboard. However, it does not work because it has some issues with leaks. Moreover, it does not have a whiteboard, projector or computers. On the other hand, it has some teaching materials, such as flashcards, word cards, and posters focused on some topics taken from aprendizajes claves of the three grades.

The lessons are taught in their official classrooms with three lessons per week with a length of 50 minutes. The second-grade classes imply the use of vocabulary through the application of receptive exercises (listening), and the creation of short and not complex sentences in the productive skills. In addition, the use of visual materials is an important element in the lesson materials like pictures, and drawings to illustrate meanings or new words combined with manual tasks. Then, the interaction patterns (pairs, trios, and individual) complement the lessons.

Nevertheless, reading activities are not common creating a barrier that limits the knowledge of the majority of students who applied the translation method in this cognitive process to link new foreign words with their mother tongue. On the other hand, vocabulary teaching is an isolated process considering that the teacher utilizes didactic materials such as flashcards, word cards, pictures, and so on.

1.3 Population

The target group are corresponded to second grade students who belong to group “C”. There are 42 students (20 females and 22 male), the range of age oscillates between 12 and 13 years old as it is illustrated in (see figure 1):

| Age | Male | Female |
|-----|------|--------|
| 12 | 5 | 5 |

| | | |
|----|----|----|
| 13 | 17 | 15 |
|----|----|----|

Figure 1. Students' range of age

The majority of the students live in Amecameca or towns near them such as; Ayapango, Pahuacan, San Diego Huehuecalco, and so on, for this reason, the commute time is short. Also, 50 % of students belong to the middle class and another 50% belong to the low middle class. The principal jobs of students' parents are professionals, merchants, or employees in departmental stores. The familiar, structure is constituted by the nuclear family or single mothers in which more than 60% of both parents work as male or female may suggest that students have to work independently most of the time and the level of absenteeism, as well.

a) Learning style

The learning process is a piece of essential information to teachers could identify the way how students store and retain their knowledge to improve academic achievement. In this research, students answered a learning style test containing 40 close-ended statements with three possible answers focused on their daily life and interest. The next graph (see figure 2) illustrated the final scores.

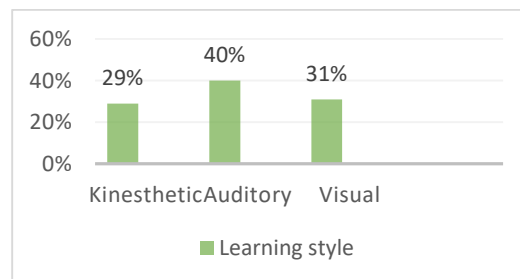


Figure 2. Learning style

It showed maybe 29% are kinesthetic pupils who enjoy hands-on tasks, real-life experiences with meaningful opportunity area, and sportive activities, again 40% are auditory pupils with more listening abilities to comprehend information and memorize facts; and maybe 31% are visual learners who recognize data by picturing it in their minds.

b) English level

English level represented an opportunity area to evaluate in this research, students answered an exam designed for Cambridge English with the primary purpose of identifying students' overall knowledge of this subject. The following graph illustrated the main results (see figure 3).

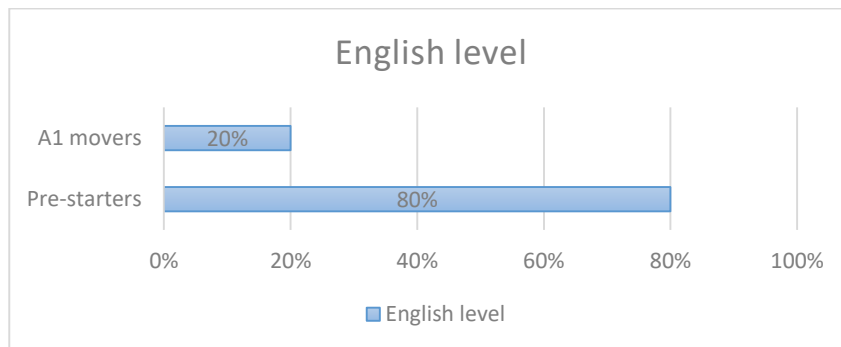


Figure 3. English level

The final analysis of both exams demonstrated that 80% of the students are “pre-A1 starters” according to Cambridge (2023) non-native students understand basic English about five different common topics like the internet, enjoying books, songs, movies, or tv programs, students could communicate with basic expression forward friends or family. In addition, students recognize realistic everyday situations such as vocabulary.

On the other hand, the 20% of the overall population were “A1 movers” according to Cambridge (2023) in this level foreign pupils could understand basic instructions to create easy conversations and complete basic test such as hours, dates, and so on.

c) Reading comprehension

The level of comprehension proficiency in students was evaluated through an exam created by the researcher with 47 questions divided into four reading little tasks. The result of the pre-test was 37.07%, so most of the students presented issues with this receptive difficulty the overall understanding of the specific information in the same written text, as the graph illustrated (see figure 4).

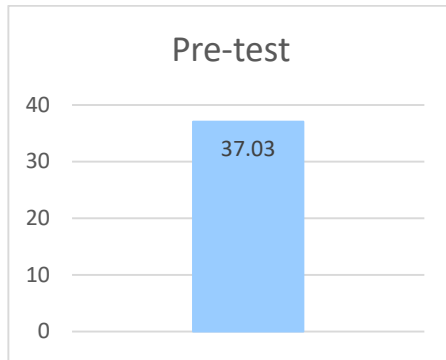


Figure 4. Reading comprehension test

CHAPTER

II

Chapter II

2.1 The importance of reading

The second chapter of this research is focused on providing a piece of specific information about reading comprehension and the different types of strategies to develop comprehension among non-native speakers. The types of research included different types of students and the level of academic career.

Globalization was a defining term originated in 1990s, however it has changed over several years. Nowadays this term is a clear representation of competitiveness in business, education, and cultural field in developing of different countries. In addition, societies around the world always exchange communicative bonds breaking obstacles using English language as a lingua franca because around 1 to 35 billion speakers, for this reason, this language in Mexico is an important subject in the currently curriculum.

Notably, this language is divided into four language skills: speaking, writing, listening and reading. Nevertheless, those abilities are classified as productive and receptive. The first type of skills is also known as active skills focused on pupils produce English language to communicate their ideas in two ways written and oral such as speaking skill which requires interaction with an audience in an interpersonal dimension between writing skill that involves the graphic representation of speech and developed thoughts in a comprehensive message.

On the other hand, receptive skills are the way in which students process and decode input in a foreign language, besides speech and reading resources could increase students' knowledge. For example, listening is a skill to understand English in a communicating event, processing sounds in a critical way, it requires high levels of concentration around emotions, attitudes, and the general idea of the speaker.

Reading is an abstract element which involves overall comprehension through different concepts in written texts, in the case of a foreign reader, translated symbols represented one of the most common strategies to achieve the construction of general

reading passages. Even so, the evaluation of meanings need specific features such as prior knowledge, experiences, attitudes, and language community.

In fact, Mexico's curriculum is focused on helping students improve interpretation through reading skill with the main purpose according to Aprendizaje Clave (2017) students are able to involve in real contexts through written texts applying individual tasks with interpretation and the right exposition of new words in the English language, as a consequence the proper apply of reading strategies could increase the level of proficiency in a specific research group.

2.2 Reading Concept

EFL reading is an essential has been investigated for several years, one of the first meaning come from middle English according to Online Etymology Dictionary (2023) "read" old English *rædan* (west saxon) means guide or orientation, moreover it requires the observation process to comprehend the general idea and specific words. Reading has been changed and modified according to the necessities and evolution of learners.

Reading according to Kaya et al. (2012) is a self-process in which readers create a clear connection with several written materials applying cognitive process through inferring and interpreted reading passages content with entertained or informative purposes with written symbols such as punctuation marks, letters, letter or words.

On the other hand, according to Pahwin et al. (2020), reading is an interactive process that promotes students' motivation through entertainment, information, or research pieces of information. In addition, this cognitive process is flexible and progressive in the application of interaction between written material and background knowledge.

Reading is a lifelong discipline which provide academic abilities for readers and increase their level of success in the education system because the scholar curriculum in each country represented specific challenges at each level. Notably, young learners require specific stimuli to increase their critical and analytical abilities.

Reading in the previous four terms clearly defined the importance of visual and cognitive processes in which readers will identify specific information and secondary components in written texts. However, the perspective between the number of letters and the audience has evolved through the passive process forward active process mentioned by Pahwin, et al. (2020) motivation and empathy resources among readers and foreign authors increasing cultural exchange such as values, beliefs, and cultures. In addition, the progressive habit in young learners increases the comprehension process.

2.3 Reading comprehension

Reading comprehension in non-native language learning is an ability that improves student's vocabulary knowledge through the interpretation of written texts. According to Tajika et al. (2007) input provides a right development of the inference of unknown words through the context referring with the sentential knowledge. For this reason, the next authors describe in a deeply way this abstract process.

Reading comprehension according to Snow (cited in Panayiota, et al. 2016) has been defined by several authors as a process in which the reader extracts and constructs specific meanings in the English language.

Also, reading comprehension is a skill involving complex and individual procedure through personal understanding and educational needs, it develops in three different processes: breakage, analyze and re-organize with the main purpose to understand the whole meaning of the writer including main, secondary ideas and comprehension process (Güzel, 2021).

Moreover, reading comprehension does not subside the visual characteristic of written symbols now, readers 'prior knowledge in a non-native language rest on making predictions of information, authors' ideas, unfamiliar vocabulary, and so on. Nevertheless, proficient readers started with the interpretation to gain information and decode the abstract toward the effortless idea. (Pahwin et al., 2020).

Meanwhile, another interesting meaning of this receptive skill is the next, reading comprehension uses numerous strategies with the main aim of activating prior knowledge (students' characteristics to solve several common problems in their daily life) and self-determination of the learners (Vaughn and Fuchs, 2003).

The last set of definitions concluded reading comprehension is a psycholinguistic process so readers constructed the right conditions to use their encoding ability through the necessary relationship among the language's written texts and thoughts. Readers make predictions about their linguistic environment and prior knowledge (Ramadhani,2018).

Finally, reading comprehension ESL represents a challenging task from an analytical perspective because previous definitions mentioned how readers developed secondary resources to understand the overall idea of reading passages such as inference and interpretation in the English language so they required a cognitive process through specific areas of a brain to achieve the general understanding

2.4 A Comprehension Cognitive View

Comprehension is a critical process which involves a high-level recognition of concepts to generalize mental situations in understanding phases. The four processes of this abstract process are interpreting, synthesizing, evaluating, and selecting printed information (Kirby, 2017).

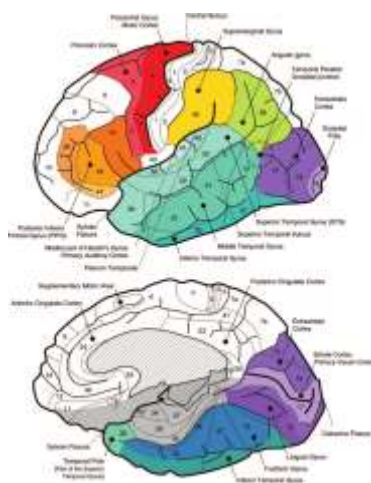
The main organism is the brain because it is more complex than people think because it regulates physical activity and academic one, for instance reading process required internal procedure included the right and left hemispheres, moreover learning including three different parts of grey matter to maximize and decode the main information of texts:

The frontal lobe: it is responsible of a talk, reading fluency and grammatical usage, as a result it is a relevant factor in the acquisition of simple and advice language aspects in a foreign language.

The angular and supramarginal gyrus: it processes words involving semantic aspect of language in the identification and categorization of the words in foreign language and mother tongue.

Meanwhile, the reading occurs in the left frontal lobe which represents a large area consuming one-third of the brain, it understands words. Also, the temporal lobe analyzes the vocabulary in sentences through inferences, another system is limbic which activates emotional information to retain data because learning with feelings are more meaningful for every individual (see figure 5).

Figure 5. Brain Diagram



Note. Démonet, Thierrey and Cardebat (2005)

In addition, some authors focused on the popular theory that neuronal functions are divided into two brain areas with specific characteristics, the right hemisphere is related to imagination, rhythm, music, colors, shapes, and emotion recognition. Moreover, the main function on the language field is pragmatically proficient. Nevertheless, the left hemisphere is focused on abstract thinking, analysis, and verbal speech such as words or accuracy (Almanea, 2021).

According to Scott (2011) the brain was the frontal lobes the right and left hemispheres, they have a specific functions and influence in the linguistic area:

Right hemispheric

- Recognizing letters.
- Improving performance when the same letter.
- Integrating information making and implicit words' recognition.

Left hemispheric.

- Showing the reverse reading passages' information.
- Showing differences between words.
- Comprehend all the information in a reading passage.

Learning a foreign language requires three general abilities, the first one is comprehension that links with imagination and inference addressing the necessity of comprehend the general idea of reading passages, this process requires explicit instruction to decode better in the classroom so students guess words and the right pronunciation of some terms. In addition, experience in reading ability and prior knowledge facilitates the comprehension process (Reading resources, 2009).

2.5 Issues students might face during the reading comprehension process

Issues in reading are more common among non-native learners, consequently teachers must pay attention to issues could take place during English lessons affecting students' achievement in activities.

- Lack of vocabulary

Vocabulary is a valuable resource for students to develop the four language skills in a foreign language such as: listening, speaking, reading, and writing. Reading and new vocabulary could represent a challenge due to the majority of the words are not common or the meanings are a little abstract, as a consequence foreign pupils such as Mexican students confront reading classes with written texts focused on several topics, genres, or types of written texts.

According to McCandliss et al. (2003) some researchers mentioned learners with low levels of decoding skill affect general and specific understanding, so non-native speakers struggle with several factors like spelling or phonology representation. In addition, the comprehension questions tasks also contain complex meaning or implicit meaning that the author expresses through the structure of the text and require a proficient level of comprehension.

- Content of reading

Topic and genre of reading passages sometimes are not appropriate for the target students and they will be not interested in the written materials, for this reason it could unleash unsatisfactory results affecting the creativity of young community who needs challenging and interesting topics. Nevertheless, level of language proficiency is not adequate for beginner's students with abstract vocabulary and grammar tenses.

- Lack of Motivation

Motivation has a relevant role in the learning process, according to Huitt (2011) it involves several psychological feelings and personal goals that influences specific actions to achieve them. This, term has two types according to Gardner and Lambert (1959) the instrumental orientation is the successful academic and economic field with personal objectives. On the other hand, integrative orientation focused on people's cultural and social desires to disseminate abroad cultures.

Both orientations are influential in the self-determination of the learners because they could regulate learning advance and distinguish their opportunity areas/ weakness in English language, the low interest in a researcher could influence the final result.

- Anxiety

Anxiety is one of the most common issues in the learning, it depends on the range of age and prior experiences, this negative emotional reaction is more common in non-

native learners during the learning of a non-native language such as English that affects individual language proficiency, teacher-student's interaction, the environment in the classroom and the right development of acquisition process. In addition, according to Levin (1999, as cited in Baykara and Aksu, 2021) background is the main reason to identify levels of anxiety.

Anxiety has negative impacts on physiological and behavioral students 'symptoms, focused on the academic field because the native language aspect is a barrier in the learning and production of abroad dialect relevant according to Male (2018) the self-confidence circle includes the self-concept, intelligence, and self-identification to control the situation.

- Poor retention

Retention refers to organizing and recollecting information in the memory learned during appropriate times, one of the most useful tools to retain specific data is reading through contextualized words and understanding the author's view, for example, pupils during the class try to guess particular words during receptive skill and change forward a productive skill such as speaking and writing.

But, the main issue in the learning process is when students have problems with retention because reading becomes a barrier between new English language, this standard deviation could develop in a short time and affects the proficiency-learning, as a consequence, the time and level of advanced worsen students right progress. According to Wanzek et al. (2019) learning effects the right instruction, students only lost 25% of learned knowledge and 75% persists.

- Lack of attention

Attention is a limited brain process has the capability to select information, after that the input is divided into short-term memory selects not relevant data, and long-short memory which is the most important during the learning due to this prerequisite with relevant data that provides active preparation with the main aim to achieve a specific goal and the repercussion in a long period time (Yildiz and Centinkaya, 2017).

The psychological barrier like attention in the receptive and productive skills is a link between communication with different people around the world. Reading is an explicit way to comprehend others' ideas and decipher the author's message, also express proper feedback. Nowadays, most of the students are not interested in the themes or the way of instruction is not the most attractive.

2.6 Bottom- up vs Top- down

Comprehension conforms for two types of processing resulting in specific thematic which categorize reading's content in written texts helps readers discriminate the general knowledge of the main topic and identify specific data increasing the comprehension of new sentences or vocabulary also both processes increase the successful comprehension of the overall idea. The comprehension process in a non-native language is based on the model which is called top-down and bottom-up the bases on which reading commands are constituted.

First, the bottom-up process requires a neural code and input stimulus to increase the complex level during reading comprehension. On the other hand, the top-down permits the general understanding of the written text. Those, play a role in mental operations after vocabulary access and co-determine the word identification.

"Bottom-up" is a reading model consisted in a decoding process of new words and letters for readers use syntactic knowledge and building meanings through the contexts. In addition, decoding is one of the steps to understand each one of the secondary ideas and conforms an overall meaning, so it is like a puzzle according to Suraprajit (2019) each piece in a written text makes up a general interpretation. It requires analyzing linguistics units by changing prior information making predictions.

Secondly, the "Top-down" process includes the use of sensory attentional control and a critical role to analyze the information in a reading passage. As argued by Dambacher (2009, p.15) "It is assumed that top-down information relying on the interpretation of the context activates the appropriate meaning of an ambiguous word". The comprehension

process is a relevant tool to interpret the main message that the author wants to express by activating a mental representation through visual information from word predictability, which is a key factor in language processing that students could support checking in shorter eyes movements skipping information which does not benefit conceptualization of low words.

Nevertheless, reading understanding and comprehension in a foreign language has always represented a challenge for young pupils emanating from environmental, instructional, and biological sources, all these connections could set off possible misunderstandings affecting the achievement of reading ability. To begin with, a great number of problems are based on inadequate reading strategies to comprehend written texts and unknowing vocabulary knowledge considering the use of technical words.

Another difficulty is the text complexity for foreigner readers who require their own prior experience and context to support the interaction among complex sentences such as the use of several clauses, conjunctions, prepositional phrases, and so on.

2.7 Reading comprehension strategies

Comprehension is a process that requires the general recognition of the author's ideas and relevant clues of the several written texts to understand foreign content properly, as a consequence reduce the number of students who struggle with reading comprehension and teachers probably motivate the use of appropriate strategies to progress the relationship between readers and reading tasks.

The identification of several kinds of strategies is an introduction of several mechanics to deal with the comprehension process, identification of elements in a reading passage, visual organization into a written text, or other resources to facilitate it.

2.7.1 Comprehension Monitoring Strategy (CMS)

This strategy is orientated in readers can understand the main meaning of reading passages, and at the same time, they ascertain if the content of texts is making sense or not making sense through the identification of specific words or clauses in the written texts.

However, it involves students' experience and effort to select appropriate detection paradigms to identify discrepancies during the reading process.

According to (Adimora et al., 2017) this strategy has a clear relationship with Information Processing Theory because the observation and evaluation depend on the combination of students' autonomy and motivation to identify mistakes and solve through the use of their prior knowledge and stimulus.

A study utilized by Gómez and SanJosé (2012, p.88) started with a little research focused on 28 university students (female and male) in the Spanish educational system who were divided into six teams in a Spanish faculty. The main variable of this research was applying the CM ability with an instrument integrated by six texts (the range of words of each was between 210 and 230) and the set challenge was a score of 60-70 because the English level of students was A1 and B1.

In the first session readers became comfortable with the instructions and the overall timing for the activity was less than 90 minutes, the applicator presented a model class with an example with the main aim that students will create a link with the strategy. In the next tasks, students have an autonomy learning comprehension task.

The last final conclusion was CM in non-bilingual students could be challenging because English proficiency heralded discrepancy among pupils with low levels. However, the contribution of CM in reading comprehension during the research was the expansion in their semantic identification in L2 and the use of codified information increased the level of proficiency.

2.7.2 Paraphrasing

Paraphrasing is a metacognitive and cognitive process in which readers encourage their reading comprehension of written texts with the main purpose of retelling information. According to Kletzien (2009) this strategy, readers retell content based on the overall understanding and prior knowledge to access the specific use of jargon as synonyms, antonyms, cognates, phrasal verbs, etc.

According to Escudero et al. (2019) a reader needs to manage three basic aspects before paraphrasing, firstly literal comprehension based on recognizing main ideas, secondary ideas, and vocabulary. Inferential guesses the implicit meaning of the written texts through supporting details such as sentences or conclusions and phrasing is the last evaluation of the text content using their previous contributions and prior knowledge to give their interpretation of the overall idea.

Notably, the model of strategy instructions according to Kletzien (2009) is divided into three moments: the beginning is relevant to identify the level of knowledge while pupils read, teachers ask specific comprehension statements. Then in development, readers reread specific parts of the expository texts (only a range of three or four paragraphs per day) and try to retell with their own structure and style. Notably, the uninterrupted practice students improve the effectiveness and the ability to paraphrase completely.

2.7.3 Contextual guessing

Contextual guessing obtains information from reading passages by identifying words to elaborate predictions of the general idea, for this reason, the main purpose is readers could increase their vocabulary and develop their level of comprehension.

According to Depalina and Siregarm (2019) contextual guessing has a similar organization than bilingual dictionaries. Readers could make guesses about written texts' information categorizing cultural links, meaning of the words, grammatical relationships, or semantic contents without forgetting the background information that the same written text provide them.

According to Bakhtiarvand (2007) elaborate a research with this strategy, the characteristic of the population was a number of 30 pupils with a range of ages from 15-18 who studied high school. In the beginning, they responded to a proficiency test of reading comprehension (2 sections included 50 multiple-choice questions) to evaluate their level of knowledge and compare it with a post-test after the proposal.

The proposal has acquiesced over four weeks divided into 8 sessions of 90 minutes and the main role of the teacher was monitor each activity and explain the main function of the strategy, the main materials were a respective textbook and written texts including questions about contextual guessing. Following, pupils answered and received feedback.

The final score was 10% increasing their ability through the strategy. Nevertheless, the main factors that affected the proper development was new abstract words that student's unknown due to the expository texts are not contain sufficient and explicit information to guess the right answer in comprehension exercises, as a consequence prior knowledge has a relevant role in incorporating new information and background.

2.7.4 Semantic Mapping

Semantic mapping is a visual organization focused on readers' conceptual information to create their own interpretation of the content. One of the main advantage of this strategy is the proper integration of abstract and effortless information with the aim of readers feel motivated and perception trough simplified ideas.

This strategy represented an opportunity for the EFL instructors to motivate students with low levels of reading comprehension considering the use of new vocabulary related to different topics clarifies specific meanings.

According to Kasim and Wahyuni (2016) Semantic mapping is a proposal focused on a mental map to categorize words' meanings that offers an overview of key terms and the main relationship with several written texts. The elaboration of the mapping has specific steps such as the introduction of the topic, the elaboration of brainstorming among teacher and students' ideas about the theme, categorization with the specific concept and keywords supported by previous information, then the personalization of the map such as pre-reading activity and the last analysis about the words.

According to Kasim and Wahyuni (2016) their experimental research included a population of 19-second graders of an anonymous middle school who were selected randomly to answer a diagnostic test focused on the strategy and apply the specific reading

comprehension tasks to improve the general classification of information in main ideas and word meanings.

The final improvement was only 13% because the best development of the strategy was during the stage of pre-reading due to students motivated and identify the keywords before knowing the written text, so the suggestion of the author is extended the use of organizing the vocabulary in English lesson to promote meaningfulness knowledge and increased of receptive and productive skills.

2.7.5 Bridging

Bridging is a strategy in which one of the main resources is inference due to readers having to link information through sentences, paragraphs, or chapters in a reading passage. According to Ulker (2017) readers who make inferences require a coherent mental paradigm, also broad vocabulary, and prior knowledge.

The stages required instructional practices such as: modeling reading in this process students started the interaction and familiarization with the written texts. Following, the next stage is repeated promoting an exposure of different kinds of vocabulary content increases the reading tasks.

The third step is wide independent reading indicates students read written texts in English language requires the autonomous skills development through continuous practice with the themes and comprehension statements. The last step, pupils give the opportunity to improve their mistakes with the feedback and contribute to the comprehension process.

Based on Pikulski and Chard (2003) the model of reading through bridging has more repercussions in the fluency aspect due to the continued practice of word reading in the classroom standardized the level of fluency, accuracy, and the decoding terms in the process of readers create or infer meanings of the texts.

2.7.6 Skimming

Skimming is lacking in cognitive process through categorizing, and predicting, one of them is the skimming strategy could facilitate the overall comprehension view of a written text according to Calderon et al. (2007) the main aim of this strategy is organize the information and find the general meaning of reading texts.

In addition, according to Dobson (cited in Calderon eat al. 2007) reading texts is a useful tool for foreign students because proper access to information could introduce an understanding of abroad culture.

This strategy is a rapid reading resource in which people skim a reading passage to identify the main idea and it promotes the process of skipping and selecting data to save time. A clear example of skimming is revising a textbook, newspaper, or magazine. According to Fauzi (2018, as cited in Zuhriyah and Widi, 2020) it requires a short time of certain lines, keywords, or sentences, as a result, the readers do not read the whole written text.

The main purpose of the skimming technique has an impact on the reading field through perceiving the theme of reading topics, comprehension of different people's points of view during the analysis of information, identifying the main parts of writing organization, obtaining implicit information about the written text and increasing the kind of knowledge about different disciplines. Skimming in readers provides particular information from a written text, but the main process could present advantages for foreign students such as:

- Students will be able to identify the information more directly.
- Students could develop comprehension processes focused on foreign written texts in which they understand implicit and explicit understanding meanings.
- Students could have focused on different types of texts with specific characteristics and identified general meanings.
- On the other hand, this technique also presented some unforeseen circumstances that could represent a barrier between reading passages and readers, for this reason, is relevant that teachers consider the following disadvantages before they apply it:

- Teachers need to stipulate specific timing before the application of the written texts.
- Teacher and students require more exercises and previous lessons to explain the main characteristics and the specific steps during the exercise.
- Teacher only is a guide during this process.

The instruction of this strategy required procedures during the teaching and learning process, such as: teachers will find specific short articles according to the student's preferences and English level then teacher should explain relevant elements and the specific steps during the skimming technique. During the application students ask questions about the type of genre of the text, title and the nature of the text and students pay attention the initial questions related with the written text. The last stage students identify their weakness in each exercise through teacher' feedback.

Based on Asmawati (2015) developed a research focused on the effectiveness of skimming strategy, the population was divided in two groups (the age and schooling is not specific in the description) who answered a test to measure their proficiency in the skills with a multiple choice organization before the proposal to identified the groups' level then the monitors in the research applied a number of reading tasks and compare the results with the application of a post-test.

After the efficient use of skimming, students comprehended that they did not know every word in the reading process because most of them before the proposal translated every unit, also student's perspective through reading habit change due to the process of answering was more easy with a limited time (30 minutes) and the development based on the strategy population could identify the main points and organize the main information and secondary, as a consequence the level of confidence and retention were better.

According to Pramjit et al. (2020) it is a useful strategy in the classroom their researcher identified that every student is responsible and autonomous in their reading comprehension improvement because the teacher has a monitor role in the learning but not a provider of the knowledge, the timing of each activity is more efficient because students increase their overall understanding by written texts and the mix interaction

among students promote the exchanged of several points of view and analyze the authors' information.

To sum up, the technique of skimming required reading the first sentences of each paragraph, key sentences, finding the main idea of the paragraphs, and finally reading fast. One of the advantages of implementing skimming into the lesson could be: students read the material more quickly, students could distinguish main and secondary ideas and students could identify the author's general point of view and intonation.

One example of the type of question is (see figure 6):

Figure 6. Sample of skimming

Questions 1–3 in 2.2 each give the main idea of the paragraphs in the passage. Read the questions again and decide which paragraph (A–D) they relate to.

Note. Cambridge Official Guide to IELTS (s/n)

2.7.7 Scanning

Scanning is a quick strategy to research particular pieces of data, for example proper names, places, times, and so on. According to Sinaga (2019) requires the use of sensorial organism like eyes and brain functions like concentration because readers review quickly the whole text with the general aim to minimize the main timing and answering a comprehension assignment.

In addition, scanning has an impact on the lesson with foreign and native learners so according to Casey (2011, as cited in Sinaga, 2019) it is a useful instrument to motivate the participation of readers and locate particular details also get an easier comprehension process, as a consequence the exams and assignment will be more productive and less tedious.

This technique is corresponding to several experts an effective strategy for young readers because good scanning requires specific steps to promote effective results in the reading process. There are five steps:

- Identifying all the information with an organizational structure and increasing productivity.
- Beginning with eyes fast movements through initial, middle, and ending information or use a zigzag pattern.
- Finding keywords, titles, capital letters, subtitles, bold words, and italicized words to find relevant information.
- Identifying keywords is an important process in that readers recognize the main information around it to clarify meanings, dates, and so on.
- Making notes, graphic organizers, and particular statements that students select related to the text and answer them. The strategy required a certain number of minutes and monitoring by the teacher.

In brief, scanning strategy is a learning process using a variety of texts that teachers could apply in the lesson due to readers transform in active and flexible users of data who must identify the relevant data without reading the whole written text. The teaching and learning processes follow specific procedures such as pre-activity, while and post-activity.

According to Sinaga (2019), scanning required specific steps during the application with the main purpose to achieve the goal improvement.

Pre-activities: students build up specific schemata before the theme of the written text and the teacher introduces more about the main topic of the reading population (basic and intermediate).

While-activities: the main aim of this stage is, for students to get familiar with the written text. The role of the teacher is a guide forward learner doubts about the specific content or theoretical structure of the text.

Finally, post-activity: the main aim of this stage is to focus on the reflective process, analyze the data and express their point of view through reading texts and comprehension statements.

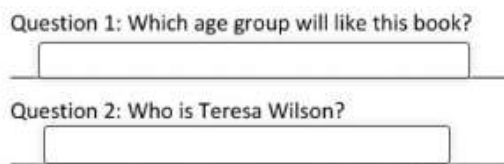
However, this reading technique has some specific advantages such as students get the data quickly and directly; learners find clues in the information; students increase their levels of creativity and active role related to the text, student increment their taste in several types of texts and students use eyes movements through specific information.

The main disadvantage is students ignore important information because they only focused on specific information. In addition, the general idea of the reading passage leaves behind to only answer the comprehension questions also it can promote students only wanting to use it in all exercises.

Thamrin (n/d) developed research with a group of college students belonging to the Sociology Department. They participated in the application's reading comprehension test with 20 questions focused on the scanning strategy. Meanwhile, the monitor identified students' issues with the meanings of hard words with the final proposal, researcher designed a proposal with six meetings to analyze different types of reading comprehension focused on scanning

At the end of the meeting, students answered again the diagnostic test to evaluate the process of students' achievement with the final results was 5.6% more than the pre-test increasing the student's motivation, less time during each task, and the improvement of the right option. The type of questions in this research was like (see figure 7).

Figure 7. Sample of scanning



Question 1: Which age group will like this book?

Question 2: Who is Teresa Wilson?

Note. Liveworksheet (2020)

To sum up scanning requires locating specific clues to get information reducing the use of translation of every word in a written also the timing of application could reduce between a range of 17 to 20 minutes and the research group of non-native learners would use the specific steps to answer different types of written texts (themes) without matter the difficulty's level of vocabulary or grammar tense.

2.7.8 Inference

Inferring needs the readers' intuition through different written texts that present specific information. The inference process goes beyond the implicit meanings because the use of logical order and descriptive styles promoted the right connections with main events, motivations, or emotions avoiding the foreign learner's necessity to understand every single word.

Inference instruction is divided into two types identifying keywords in the written text to answer comprehension questions or using the prior knowledge through cognates usage or tentative data could improve the general overview focused on the content.

On the other hand, according to Bowyer-Crane (2005) comprehension is focused on the following types of inference classified in the target audience (teenagers).

Inference according to Asri (2014) it is a strategy to readers create answers through the contextual information of the written passages, the reader's role should identify implicit and explicit meanings. The prior information and effective premises will facilitate this process. Then, elaborative inferences are typically represented by predicting information using mental representation, also the eye-over strategy in the reading without understanding each word.

The next characteristics of inference are:

1. Knowledge-based inferences use textual coherence. Therefore, the coherent representation plays a relevant role because some comprehension questions only require the implicit knowledge (previous information).

2. Evaluative inferences related with emotional factors in the written text and the student's real-world knowledge.
3. Vocabulary dependent is the understanding of key words helping to validate the classification of the general understanding of the written text.

The context instruction needs the descriptive literature with explicit clues through linguistic resources such collocations, cognates, synonyms, antonyms, the use of connectors, and other punctuation resources to promote the empirical concentration through comprehension statements. Following, the continuous training through the application of inferring increase the level of proficiency in students with low English levels (Walters, 2004).

According to Harida and Suci (2019) developed research with college students belonging at Indonesian University who had issues with interpretative reading in English-language-skill. The researcher applied a series of reading exercises to promote the interpretative and predictive strategies through comprehension questions. In the next meetings students answered a post-test to evaluate their achievement level, the final results were more than 60% of students increase their level of comprehension ability.

The conclusion of the previous research explained that a small number of students increases the level of evaluative analysis effectiveness because it allows the application of several types of quantitative and qualitative tools so the results have a more reliability level, also the strategy had more effectiveness through independent work and the continuous training is better. The next exercise is one example of this kind of statement used in inferring (see figure 8).

Figure 8. Sample of Inferring

1. We had a whoosis.
a tropical fish, an egg beater or a leather suitcase?
2. We had a whoosis, but the handle broke.
a tropical fish, an egg beater or a leather suitcase?

Note. Walters (2004)

CHAPTER

III

Chapter III

3.1 Research question

- What reading strategies can help to improve reading comprehension and develop vocabulary?

3.1.1 Sub-research questions

- Which reading strategy is the most effective to improve reading comprehension?
- Which reading strategy is the least effective to improve reading comprehension?
- Is there any reading strategy which promoted vocabulary learning?

3.2 Objectives

3.2.1 General

- To improve reading comprehension based on skimming, scanning and inferring strategies through different passages.

3.2.2 Specific

- To assess the usefulness and effectiveness of the skimming strategy to improve reading comprehension.
- To assess the usefulness and effectiveness of the scanning strategy to improve reading comprehension.
- To assess the usefulness and effectiveness of the inferring strategy to improve reading comprehension.

3.3 Hypothesis

If I apply skimming, inferring and scanning strategies students will improve their reading comprehension ability.

3.4 Methodology

The research word originated from the old French word “recherchier” means search over the years this definition has adapted according to the necessities of the researchers, according to Sajjad (2016) it conforms to scientific processes to analyze data about a specific issue and delimit useful decision-makings through qualitative, quantitative and mixed one.

This research contained a mixed method integrated by two perspectives, the qualitative and quantitative that provides different alternatives in the data analysis. According to Doyle et al. (2009), the mixed methodology offers a great opportunity to complete the real context with standardized data of the results creating a contextual place and population associations.

The qualitative role in the next research was focused on the details descriptions of the main events during the evaluation and collection of data expressed in a journal promoting the observation process. According to Rezaul and Faruque (2016) inductive process provides a descriptive background of the people's qualities constructed through the categorization of the specific data.

The flexibility of the journal application was a useful element in the written analysis because I could experiment with an unobstructed written descriptive that encompassed several categories about the research according to Rezaul and Faruque (2016) the researchers could avoid the delimitations in a descriptive creation or elaborate rigid conclusion about the main events.

Nevertheless, the research as well integrated quantitative methodology specialized in measuring data with specific standardized data collection tools. According to Adedoyin (2020), quantitative research is a phenomenon that involved numerical data, mathematical techniques, and statistics designed to evaluate categories through data collection tools.

This research was focused on collecting and analyzing data through three different tests to measurable students' English level, reading comprehension level and the didactic proposal activities applied during the beginning, development, and end of the research.

According to Destiny (2017) mathematics supports the reliability's analysis with efficient results that will use in future research process.

The experimental research required the comparative analysis between the pre-test at the beginning of the proposal and the post-test to evaluate the level of students' comprehension process. According to Destiny (2017) the cause of variables allow specific resolutions to evaluate the impact on the population providing a retrospective of the research impact.

The control and standardized delimitation of the tasks grade increased the reliability of the students' achievement in each reading comprehension task, then I analyzed the information of each student to create graphics to illustrate the level of progress and their achievement.

3.5 Data Collection tools

This section described the quantitative collection tools applied in the research with the main aim to compare pre-test results at the beginning of this process with the post-test results after the didactic proposal application to evaluate their student's comprehension progress. Moreover, the description of the continuous observation process with the characteristics of the context and students' attitudes during the didactic proposal impact in the research.

3.5.1 English Level test

In order to identify English level on the research group, students took a test called English qualification issued volume 1 designed in 2018 as part of the Cambridge English qualifications designed to assess language activities adapted by the age of the target learners. The test incorporates listening, reading, and writing sections which represents an opportunity to evaluate students' overall knowledge of the language (see Appendix 1).

This exam corresponds to the level A1 for young learners based on the Common European Framework of Reference (CEFR) with the general purpose to recognize the

communicative ability to write extended text, English natural usage, lacking orthographic, extended vocabulary, reading proficiency and evaluate listening proficiency focused on general and specific data.

The first section applied was the writing and reading exam with 35 questions divided into 5 sections, the first part contained a filling-the-gaps exercise with vocabulary; the second section contained six personal multiple choice questions; the third section and fourth contained two incomplete written texts and students had to complete it with specific prepositions, verbs or other parts of speech and the fifth section integrated by 7 questions according to a written text with incomplete sentences.

This exam was applied in two different lessons, due to the fact students had difficulties in the four sections. However, the fifth section represented a major challenge because students had low comprehension knowledge to identify specific information in the written text, as a consequence they required more time to answer than it was planned. The role of the teacher was only like a monitor avoiding bias in the research.

The second exam was listening integrated by 16 questions divided into five parts; in part 1 students had to link names with their specific meanings; the second part was 5 fill in the gaps focused on a little poster about a zoo and the third part was contained five questions in which students selected one of three different pictures according with the description of the transcript.

My role in the application of this exam was like observer because the audio guided the time for each question according to the three sections with a specific rhythm focused on the English level.

I only played the audio that guided each question and the specific timing for each section, the main advantages were students had a specific rhythm to answer the listening exam.

3.5.2 Learning style

Another important aspect to be considered is the learning style which plays an important role in the development and learning in the classroom. According to Hawkar (2014) a cognitive style provides specific manner conditions to process and store the learning skills, as a consequence styles are divided into three sub-types:

Visual learners focused on students who learn better through the use of pictures, diagrams or videos, etc. This educational phase increased the level of interest in a certain subject and the concentration periods will be longer than isolated.

Then, kinesthetic or called tactile this learning style has the main characteristic that the learners create meaningful knowledge through touching. According to Siti (2017) people with this style have bodily skills such as good body coordination, good use of their senses (sight, touch taste, smell, and hearing) and they enjoy experimental teaching methods.

The last one is auditory learners who have a specific ability to understand listening materials in their native and foreign learners. According to Siti (2017) students store information or knowledge through speaking information than other people who learn with written or visual resources.

I applied a test focused on the theory of the learning styles designed by Secretaria de educación del Estado de Veracruz with 40 multiple-choice questions and the number of answers was three per question focused on students' daily life, academic habits, and interests. The time of the exam was 30 minutes, also the instrument was in Spanish to reduce understanding issues that could affect the reliability of the final results (see appendix 2).

3.5.3 Diagnostic reading comprehension test

The final instrument was a diagnostic exam designed by the teacher considering the student's English proficiency and resuming four different themes based on Aprendizajes clave the current curriculum which regulates the syllabus of topics during the scholar year.

students had to research specific words without affecting the original interpretation. The next exercise (see figure 10).

My brother has **well-being** because he eats vegetables.. (Texto 3)

Figure 10. News

The third section included thirteen questions and the general strategy was scanning because students classified specific bold words in a semantic mapping with different themes, the timing of the exercise was faster than the others due to fact some words were loanwords that students use and know in their native language (Spanish). The following picture (see figure 11) is an example of the exercise.

MEXICO

Mexico is a constitutional republic, and the capital is Mexico City
Mexican celebrations and national holidays offer fantastic celebrations:
New year's day, **death of the day**, **Independence Day**, etc.
People are **joyful**, **short**, and **kind**, in Mexico, exist indigenous people (zapotecas, mayas, etc.), are **intelligent**, and Mexicans love **soccer**.

Instrucciones. Clasifica las palabras en negritas en los siguientes esquemas considerando la categoría a la que pertenecen. (1 punto por cada respuesta correcta)

Physical characteristics

Personality

Figure 11. Canada and Mexico

The last section of the reading exam was integrated with ten questions divided into two parts with two strategies inferring. Firstly, students completed an exercise to fill in the gaps focused on vocabulary about travels and the last part of the exercise linked the previous words with their respective meanings (see figure 12).

| | |
|--------------------|--|
| Traffic Jam | Places of interest, especially for visitors. |
| Voice | A vehicle that is designed for air travel. |
| Sight | A the building where you pay to have room to sleep |
| Plane | A large number of vehicles close together on a line. |

Figure 12. Personal information

Journal

On the other hand, the journal was the narrative tool to describe the relevant occurrences during the research from the pre-test, didactic proposal, and post-test. Firstly, the student's perspective forward reading skills was negative mentioning that it was a tedious process and they did not understand the written texts, either comprehension questions.

The main attitudes during the application of the pre-tests were reading comprehension and English level, most of the students were stressed by the abstract questions, their English level probably present a barrier, and the lack of known comprehension strategies difficult this evaluative process.

During the application of the didactic proposal (12 reading tasks), students felt motivated by the several themes that were adapted to their English level and their interests. The students spent a range of 15-20 minutes answering each reading task depending on the complexity of the written text and the interaction pattern represented a relevant finding because the collaborative work contributed to a more confident environment to discuss their possible answers and a proper review of the strategies than individual interaction.

On the other hand, the feedback process and the continuous review contributed to students having more confidence in the application of each reading comprehension strategy. In addition, the application of the post-test students changed a little their reading

point of view because of the proper use of each strategy, reducing the time spent, and increasing the student's comprehension process and their interest to learn more through reading.

CHAPTER

IV

Chapter IV

4.1 Didactic proposal

This research applied twelve tasks with three different strategies due to the results of the pre-test (English exam and reading comprehension test) were not favorable as a consequence the research group required more information about the reading comprehension strategies that could apply in written texts and increase their level of proficient, knowing new vocabulary and reducing the time.

The didactic proposal designed for this research contemplated the main students' necessities such as age, English level, interests, etc. According to Carrington (2017) proposals promote a specific number of activities with the general aim that students could acquire a foreign language and reduce issues in the learning process considering the general environment of the population.

Following the previous concept, the proposal was focused on improving reading comprehension through scanning, inferring, and skimming some comprehension strategies involving 12 written texts with several themes according to the student's interests. In addition, The English level of the tasks adapted from English platforms or articles, also the range of questions was 6 to 8 with a time between 15 and 20 minutes.

During the four weeks, the application of the tasks was once a week. After implementing some of these tasks, I identified students needed more practice and the increasing of the activities frequency was two activities every week.

The resources of the proposal were twelve worksheets per reading task which included written texts with their proper comprehension questions. The structure of the texts was adapted on students English level and I utilized more descriptive information, cognates, and popular terms to promote scaffolding in the research through the linguistic ability.

The interaction promoted in the didactic proposal was individual and collaborative work with the main purpose to analyze the level of progress in the three reading comprehension tasks during these changes. Collaborative work was an important interaction in which students developed their comprehension process to achieve a common goal and reinforce the nature of scanning, skimming, and inferring strategies.

Meanwhile, my role during the application of the proposal didactic was giving specific review when one of the three strategies appear in each reading task, also continuously remaining skimming, scanning, and inferring during the eleven tasks, and monitoring the overall timing of answering the application.

The feedback process was developed in two dynamics during the research. The five weeks, I checked the reading tasks for students and I reviewed the right comprehension strategy to answer each question in the next lessons. However, in the next reading comprehension tasks, I only checked the right answers and made students' final scores public.

The next chart shows the title of each reading exercise with their specific type of strategy (see figure 13).

| <u>DIDACTIC PROPOSAL (READING TASKS)</u> | | | |
|---|------------------------|-------------------------|------------------------|
| <i>Name of written text</i> | <i>Scanning</i> | <i>Inferring</i> | <i>skimming</i> |
| 1. Merlina | ✓ | ✓ | X |
| 2. Snapchat vs WhatsApp | ✓ | ✓ | X |
| 3. Harry Potter | ✓ | X | X |
| 4. Differences between dogs and cats | ✓ | ✓ | X |

| | | | |
|--|---|---|---|
| 5. The history of anime | ✓ | ✓ | ✓ |
| 6. Chernobyl | X | ✓ | ✓ |
| 7. The last of us | X | ✓ | ✓ |
| 8. Spotify is one of the best platform | X | ✓ | ✓ |
| 9. Taquitos al pastor | X | ✓ | ✓ |
| 10. The tell-tale heart | X | ✓ | ✓ |
| 11. Videogames are good for you | ✓ | ✓ | ✓ |
| 12. Guardians of the galaxy | ✓ | ✓ | ✓ |

Figure 13. Reading activities

4.2 Task description and analysis

4.2.1 “Merlina”

The first activity consisted of a reading passage focused on a famous series on Netflix named “Merlina”, this theme was selected because most pupils talked about it and was trendy in social media. The selection of the written text beginning with a research of some reviews in different English site webs, but the level of difficulty was high, consequently I selected one which adapted of students’ English level and the application of both reading comprehension strategies scanning and inferring (see appendix 4).

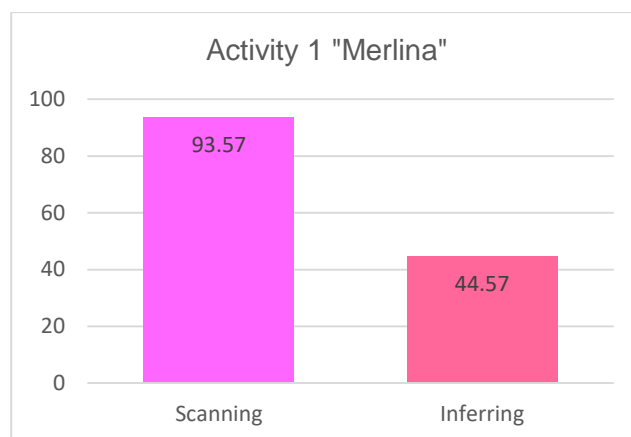


Figure 14. Merlina results

Firstly, I showed a little paragraph and explained how to use scanning and inferring with two types of questions then students mentioned their doubts about them, and explained specific information about the general timing for this activity and specific instructions.

Students started answering each question using the previous explanation, students spent only 15 minutes to finish the task and I monitored the activity without interceding with the primary purpose of the research. The level of achievement focused on both strategies had different results because in the first strategy “scanning” the level of

achievement was 93.57%, meanwhile “inferring” development was a little low with 44.57% the results were probably because students had a familiarization process with the reading comprehension strategies (see figure 14).

4.2.2 “Snapchat and WhatsApp”

The second activity was focused on a reading passage about two different kinds of communicative social media such as Snapchat and WhatsApp. This short article was created with reviews and news about this statistical information about communitive social media apps among Mexican and Canadian teenagers and the number of questions were five on scanning and one in inferring strategy (see appendix 5).

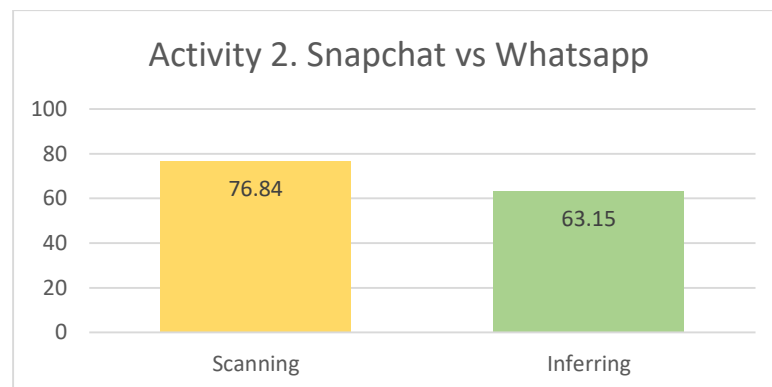


Figure 15. Snapchat vs Whatsapp results

The application process was developed with the autonomous students' work through the usage of scanning and inferring. Students spent 17 minutes with the next results: inferring proficiency was 63.15% and scanning proficiency was 76.84%. The low score in inferring strategy was a consequence of the wrong application of it. On the other hand, scanning had a low score because most of the students were confused with the percentages asked in each comprehension question (see figure 15).

4.2.3 “Harry Potter”

The next reading passage was adapted by Liveworksheet with some modifications focusing on substituting difficult words or advanced grammar tense with less structured grammar and more common words. The main strategy was scanning with eight questions due to this written text having the characteristics to design research-specific information and formulate comprehension questions of this strategy. The theme is according to students' interest in science-fiction movies and series (see appendix 6).

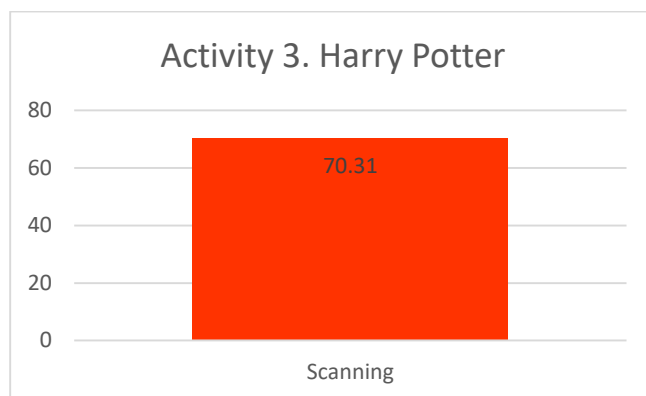


Figure 16. Harry Potter's results

I gave the worksheet with eight questions, students read the instructions and scanned the four little paragraphs, and responded to statements in the order of each Hogwarts house. As a consequence, students spent 13 minutes, and the results of the reading task were a little better than the other two tasks. After that, the most challenging aspect of this exercise was external factors like the students being a little distracted because the class before my subject was physical education represented a low effectiveness in the exercise at 70.31% (see figure 16).

4.2.4 Differences between dogs and cats

This reading comprehension was adapted from Hill's transforming lives an online platform about domestic pets, the specific changes on the written text were the vocabulary usage and the text lengthy. The task included six questions in total divided into four scanning questions and two on inferring statements (see appendix 7).

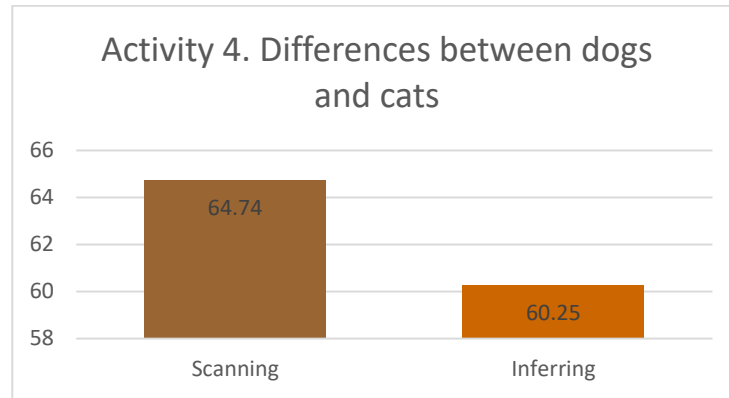


Figure 17. Differences between dogs and cats' results

At the beginning of this lesson, I only gave the worksheet and students started to answer each question but most of them asked doubts about the main function of both strategies so I explained in a general way again the minor details. Consequently, students spent 17 minutes more than with other reading exercises, the conclusion was students need to work more with those reading strategies considering that the final score was 64.74% for scanning's development and 60.25% for inferring achievement (see figure 17).

Students may have had these results probably because they had not practiced during the vacation period of two weeks, for this reason I presented a brief review of the strategies with the main aim of students remembering their prior knowledge, as a consequence the consideration of the continuous practice would improve their scores.

4.2.5 The History of Anime

This reading comprehension task was adapted from liveworksheet divided into a scanning question, three skimming questions, and two inferring questions. The theme was chosen due to the fact most students like celebrities and visual resources about oriental culture like TV programs called Anime (see appendix 8).

I explained the skimming strategy because students had not used this comprehension strategy before, I presented a little paragraph and two comprehension questions with the main aim of students understanding better the main function and steps

of it. Next, students answered the reading task through the three strategies and they spent around 20 minutes and I monitored the application.

The results were 54.28% of scanning's effectiveness, 57.14% of inferring achievement, and 71.33% of skimming's effectiveness. The cause of these scores could be a repercussion of the first explication about the proper use of skimming, but the low results of inferring and scanning represented students' confusion between the application of them during the answering question (see figure 18) shows the results.

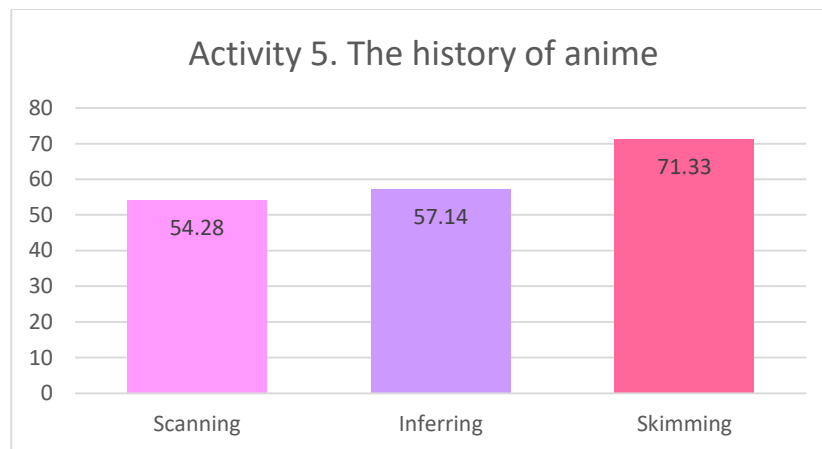


Figure 18. The history of anime's result

4.2.6 The Chernobyl Disasters

This reading comprehension was adapted from liveworksheet, theme of the exercise had a relationship with the topic of the month which was natural disasters. However, the use of this theme was with the idea that students become aware of human disasters, there were six, three focused on skimming questions and three on the inferring questions (see appendix 9).

I distributed the worksheet, students answered the exercise with a little more confidence probably because they had already worked with this type of strategy and the main purpose, they spent 18 minutes. Then, I evaluated each student's exercise and got the

next final results of 48.19% inferring achievement and 50.36% of skimming achievement. The next graph illustrated it (see figure 19).

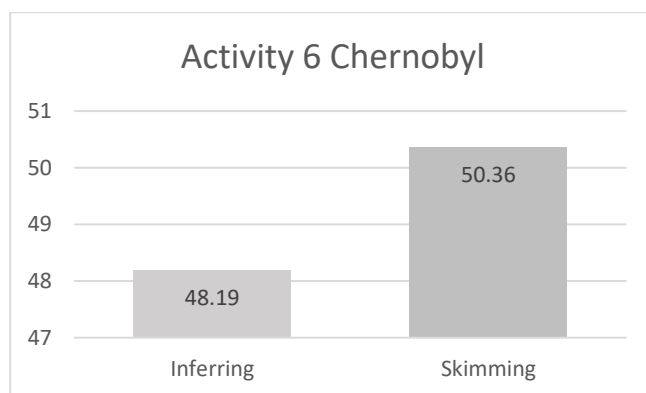


Figure 19. Chernobyl's results

The main cause of this low inferring achievement was students were confused with the abstract words also the theme did not promote the learner's motivation. However, the detailed information was a positive aspect to promote the overall understanding of this reading task.

4.2.7 The last of us

This reading comprehension was adapted by the time website, the theme was focused on a series originating from a famous video game called "the last of Us" due to the fact most students enjoy playing video games and watching different kinds of series. The structure of the task was divided into three inferring questions and three skimming questions a total of six (see appendix 10).

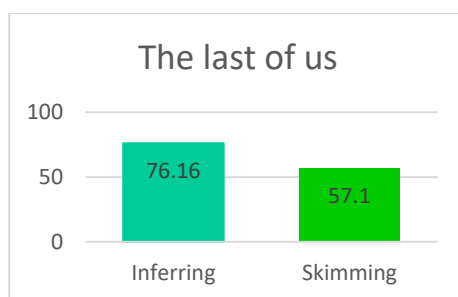


Figure 20. The last of us results

I gave the worksheet and students answered the exercise through their previous knowledge and continuous practice, they spent around 17 minutes, the evaluation process was similar to the other I scored the exercise and returned to students to know their grades. The final results were 76.16% inferring achievement and 57.10% of skimming's achievement (see figure 20).

The level of inferring results is the cause of the continuous practice and the skimming result was a little negative because the complex content of the written text affects it. However, collaborative work promoted scaffolding through the review of both strategies.

4.2.8 Spotify is one of the best platforms

The next reading comprehension was adapted by Lifestyle Asia with more descriptive terms and focused on students' musical interests. The structure of the task was three inferring questions and three skimming questions. However, the interaction changed from individual to collaborative work (in pairs) according to the friend's circle of pupils with the main purpose to analyze this new dynamic and the level of achievement (see appendix 11).

I gave the worksheet but explained the new instructions for this exercise, the interaction changed for collaborative work and I analyzed how students interact with the written text and questions, students spent 16 minutes. The final score was 75.46% inferring and 80.52% skimming (see figure 21).

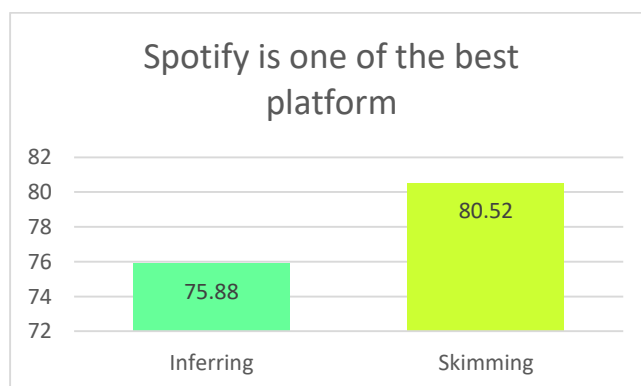


Figure 21. Spotify is one of the best platform

The level of achievement in both strategies depends on the interaction of the students and the proper scaffolding between teacher and students because the research group could analyze the comprehension questions with their specific review of the strategies.

4.2.9 Taquitos al Pastor

The next reading task was focused on taquitos al pastor adapted by Mexicali Blue about the origin of this popular food around the world, the structure of the task was six questions divided into three inferring questions and three skimming questions answering in trios. The modification in the text was increased detailed information about the terms chosen due to fact more details (see appendix 12).

I gave the worksheet and explained the new instructions for this exercise because the interaction changed for trios that students created according to their common interests, then I monitored the activity and students spent 15 minutes because the collaborative work facilitated the comprehension process between students, as a consequence the final results were at 77.12% of skimming and inferring 64.73% (see figure 22).

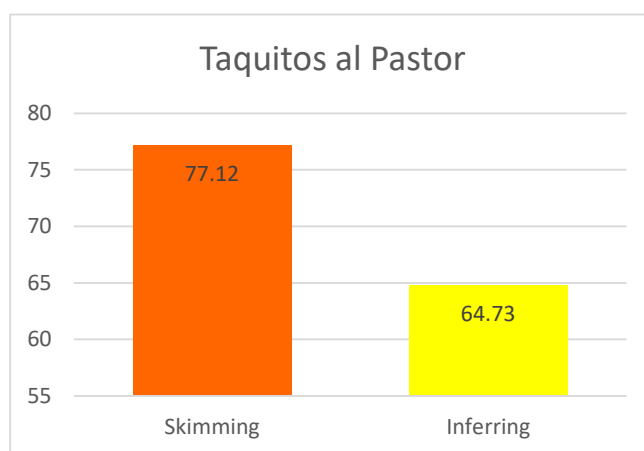


Figure 22. Taquitos al pastor results

4.2.10 The Tell-Tale Heart

The tenth reading task was adapted from Scary for Kids an English platform with several types of classic books focused on children's literature. The beginning of the written

text described the origin and author of this horror tale with a little extract of the more exciting part with five comprehension questions divided into three inferring questions and two skimming questions (see appendix 13).

I gave the respective worksheet and students created their pairs to answer this exercise, my role was observant due to the fact I paid attention to the students was concentrated on the exercise and comprehension process, students spent 20 minutes and the final score of skimming was 71.79% and inferring 91.44% (see figure 23).

The main high level of inferring was the consequence of continuous practice and the right application of the same strategy. On the other hand, skimming represented a challenge for the abstract type of written text and the style of the original author was not totally explicit in their description to understand the overall meaning.

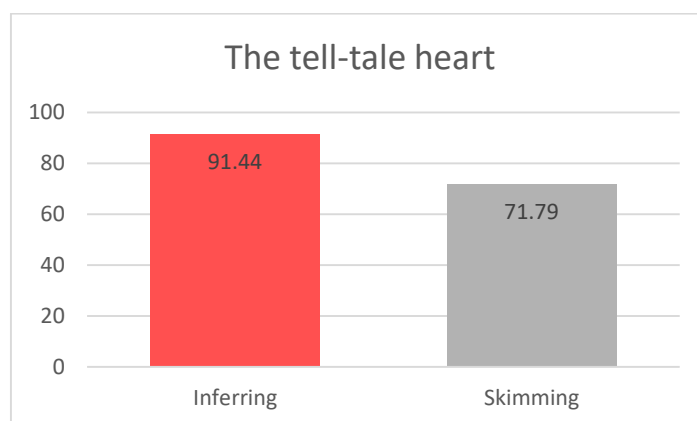


Figure 23. The tell-tale heart

4.2.11 Videogames are good for you

The eleventh reading comprehension task was focused on one of the most popular activities among the female and male population in this group 2 "C" which is video games. The written text was adapted by British Council with some adaptations in the content such as vocabulary or grammar tense. The structure of the comprehension questions was an inferring question, a scanning question, and three skimming questions (See appendix 14).

The interaction of this exercise was individual because I evaluated the three strategies with this written text and students spent 17 minutes with a final score of inferring at 68.42%, scanning at 92.10%, and skimming at 58.72%. The next graph illustrated the previous information (see figure 24).

The main observation was students presented more experience and overall understanding to apply the three different strategies in the reading task, the final scores illustrated the level of achievement in scanning but inferring, and skimming required more practice.

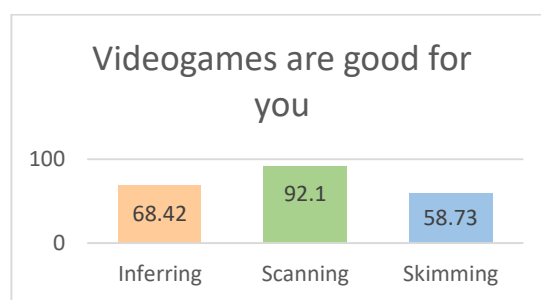


Figure 24. Videogames are good for you

4.2.12 Guardians of the Galaxy

The last exercise was adapted from The Mary Sue a website about trendy movies or series in English and I changed specific information with the main purpose to create bias in the research. The content of the text had two topics the movie's plot and one social issue as animal testing. On the other hand, the five comprehension questions were divided into an inferring, a scanning, and three skimming (see appendix 15).

I distributed the worksheet and students answered the five questions, also the interaction form was individual. Students spent 17 minutes and the last score was 94.11% inferring, maybe 97.05% scanning, and 64.67 skimming (see figure 25).

The main observation was students presented more experience and overall understanding to apply the three different strategies but the continuous practice could present an opportunity area to increase more the level of comprehension achievement.

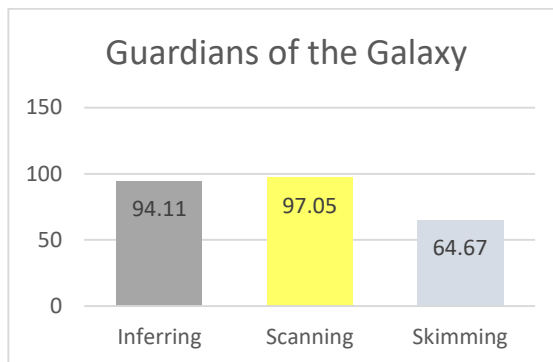


Figure 25. Guardians of the galaxy results

4.5 Scanning analysis

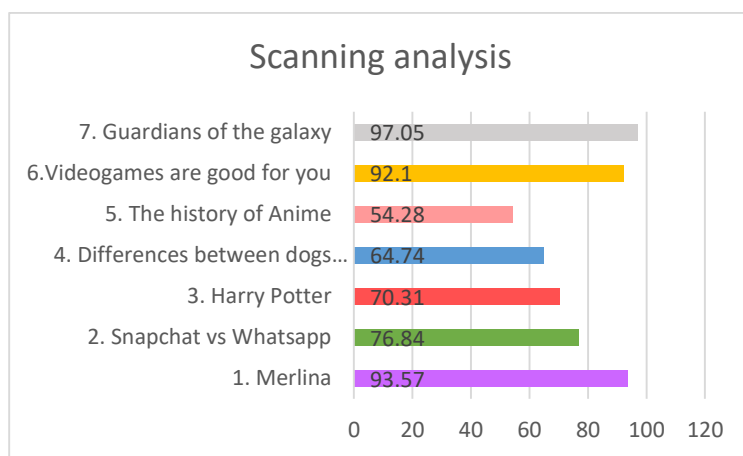


Figure 26. Scanning analysis

Scanning was one of the three comprehension strategies considered during the didactic proposal. The preliminary number of tasks was seven written texts with a range of questions between four and eight and themes were designed according to student's interests.

The scanning activities with the highest level of proficiency were “Guardians of the Galaxy” which got 97.05% and “Videogames are Good for You” got 92.1%, the main cause of these results is the continuous practice of this strategy promoted the application of reading comprehension strategy. In addition, the graphic presented a consistency in the level of achievement in the readings. Although, activities such as the history of anime and cats and dogs had a reduction in the results probably for external factors.

4.6 Inferring analysis

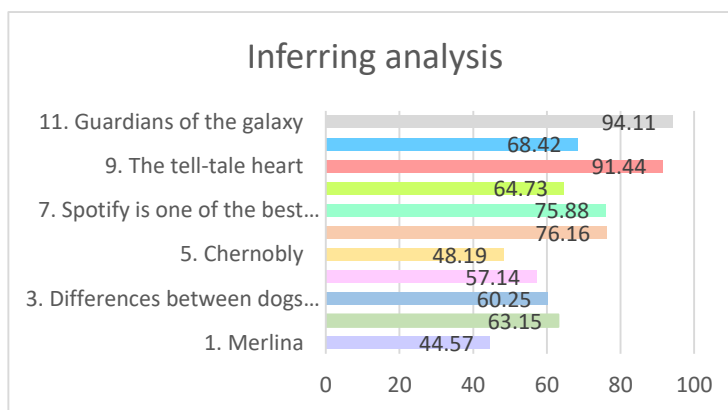


Figure 27. Inferring analysis

Inferring was the second strategy applied by the research group. The preliminary number of tasks was eleven with a range of questions between three and four and most of the written text was adapted according to the student’s interest. The following graph (see figure 27) illustrated the last scores.

The task with a higher score was “Guardians of the Galaxy” in which students got 94.11% of effectiveness, during the application session students were less nervous and more confident with the strategy. In addition, most of them used detailed information to infer the meaning of specific words increasing the level of student's vocabulary.

The activities in the middle of the graph presented some raised and reductions in some reading comprehension tasks. However, it demonstrated a constant tendency to

increment the experience and the low scores probably are the consequence of external factors.

4.7 Skimming

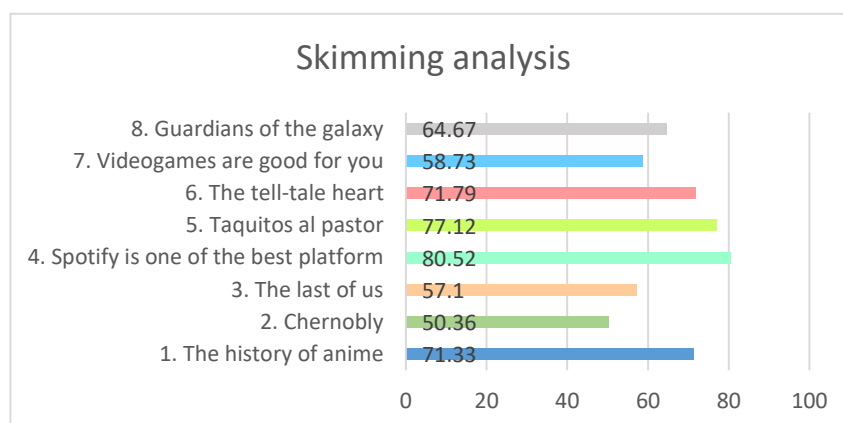


Figure 28. Skimming analysis

Skimming was the third strategy considered during the didactic proposal. The preliminary number of tasks was eight written texts with a range of questions between one and four, themes were designed according to student's interests. Following the next graph (see figure 28) illustrated the last percentages.

This activity's highest level of proficiency was "Spotify is one of the best platforms" at 80.52% in which the collaborative work represented an opportunity in the analysis of the comprehension questions. On the other hand, the graph illustrated inconsistencies with the raised results and reductions because students could require more practice to increase their level of proficiency in this strategy.

4.8 Pre-test and post-test results

In this section, I analyze the final results through the application of the quantitative data collection tools during the pre-test percentages, the level of achievement of the twelve reading comprehension tasks part of the didactic proposal, and the results of the post-test, following each transcription will be described with their perspective descriptions.

4.8.1 English Exam

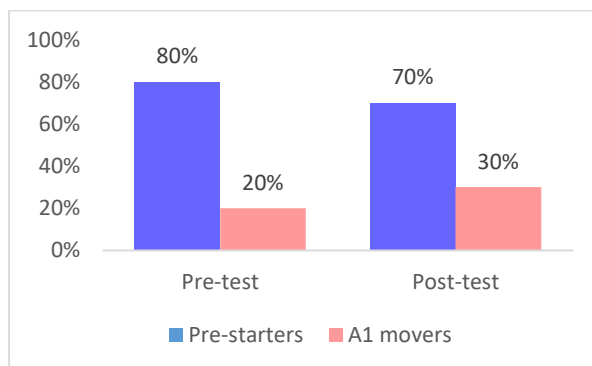


Figure 29. English level (pre-post test)

The first evaluative instrument was an English-level sample applied at the beginning of the research with the purpose to evaluate the level of proficiency in this language, total number of questions was 46 comprehended in the writing, reading, and listening test. This increased result might have been a consequence of the didactic proposal applied during the research or other external factors.

The final score of the pre-test emitted 80% of students were pre-starters, and 20% were A1 movers, as a consequence they only dominated basic vocabulary, they did not recognize linguistic strategies to improve their scores. On the other hand, after the application of the didactic proposal, the percentage of pre-starters reduced with a final score of 70% less 10 than the pre-test, this could be a continuous practice of the twelve tasks and more confidence in the students. (see figure 29)

4.8.2 Reading comprehension test discussion

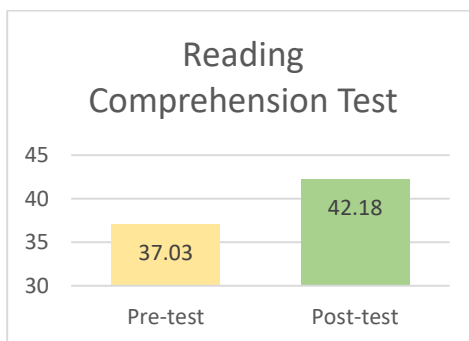


Figure 30. Reading test (pre-test and post-test)

The reading comprehension test to achieve students' comprehension level with 47 questions divided into four sections was also applied twice. In the pre-test, students obtained 37.07% of comprehension achievement demonstrating students did not know reading comprehension strategies to understand the overall written text or research specific information through the same text.

After that didactic proposal application, students answered the same instrument to analyze the level of proficiency that was a little higher than the first one with a total of 42.18%. One of the main causes of increased result be the application of inferring, skimming, and scanning, also students probably reduced the use of translation in the reading. According to Choosri (2020) most of the readers create a selective process in which they adjust specific strategies focused on the level of challenge task.

4.8.3 Scanning discussion

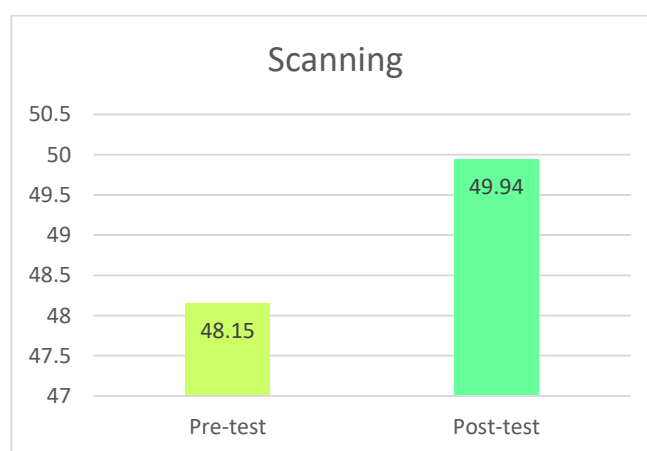


Figure 31. Scanning (pre-test vs post-test)

In the next graphic (see figure 31) illustrated the final results of students' level achievement in scanning strategy. In the pre-test, the score was 48.15% and the main cause was the use of translation methods and the less reading comprehension practice. After that application of the proposal, students had positive results in the scanning development with a post-test result of 49.94% so the increased tendency could represent evidence of students

implementing this strategy partially right but the continuous practice would raise this opportunity area.

4.8.4 Inferring discussion

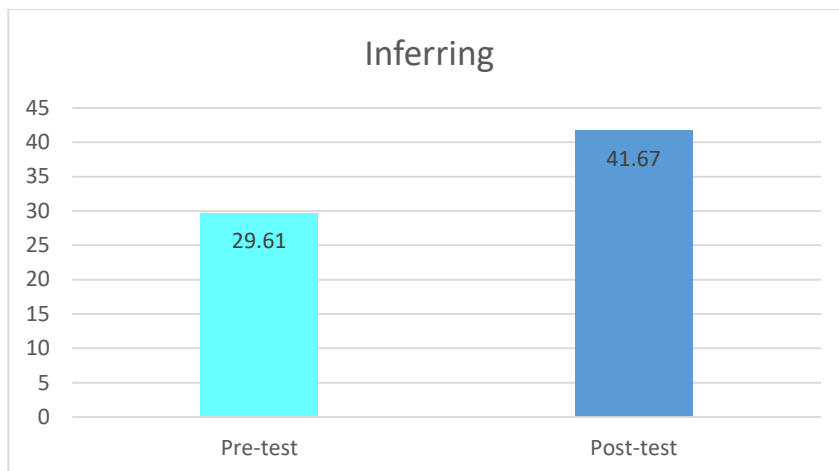


Figure 32. Inferring (pre-test vs post-test)

The next graphic (see figure 32) illustrated the achievement percentage during the pre-test with a score of 29.61% due to the fact students required more continuous practice. During the didactic proposal, students answered several types of reading as a part of the familiarization process and the continuous feedback before the practice had a positive repercussion because they analyzed their mistakes.

The final score in the post-test was 41.67% presented a meaningful advance, the reading tasks were a relevant factor in the developmental of this strategy to improve the use of inferring tasks in students and also increased the in English comprehension.

Conclusions

Based on my findings research provided evidences of the fact that the application of strategies facilitated reading comprehension in young learners. The level of achievement in the research an important increased so that during the application of the tasks, also continuous practice was a key factor to students could reinforce the proper use of the strategies.

The impact of the scanning strategy among students represented a level of achievement at the end of the research of 1.79% because it represented a fresh comprehension process to improve the use of scanning through the continuous practice in the lesson also promote an opportunity to increase the level of experience between texts and comprehension questions, reducing tedious reading. According to Sinaga (2019) the identification of particular details in English texts are the best option for the young learner reducing this challenging process and increasing the efficacy.

The finding focused on inferring strategy illustrated a higher level of achievement at 12.06% which could be a piece of evidence that students required more continuous practice of reading comprehension application increased the effectiveness of comprehension process also students could learn new vocabulary reducing the translation method. According to Asri (2014) the nature of inferring allows the adaptation of different target population and promote in readers the use of prior knowledge focused on reading comprehension.

The skimming level was the lowest of the didactic proposal because this strategy is more demanding than the others, and the most appropriate population to apply it could be proficient learners who had more knowledge of the vocabulary and grammar, also continuous practice probably increased the proper use among non-native speakers. According to Zuhriyah and Widi (2020) this strategy required an extra effort to understand certain lines, keywords, and sentences to understand the whole written text.

In addition, the findings contributed to the research was the attention has a relevant role in the development of a better comprehension process, the adaptation of written texts according to students' interests and necessities represented an opportunity area to increase the effectiveness of the reading task and providing useful information that students could encode with fewer issues. According to Yildiz and Centinkaya (2017), receptive skills are a communicative channel through the instruction of written text content, and the learners' interest is a relevant factor to increase productive learning.

Another piece of evidence in the research was scaffolding represented an opportunity area to develop between student-student allowing the proper communication between the text and the comprehension questions and review of the reading strategies increasing the level of analysis of the questions. In addition, the scaffolding between teacher-students could promote the constant review of reading strategies, autonomous learning process, and deep analysis of the strategy.

On the other hand, translation is one of the most popular methods that non-native students apply in reading tasks increasing the timing of application and reducing the achievement of comprehension. However, the application of reading strategies is a viable resource to promote a less tedious process without forgetting that young learners are the best target to apply for increased their ability in reading and prepare for certification tests. According to Pahwin et al. (2020) reading is an interactive process that promotes a flexible and progressive interaction between the written texts and background knowledge.

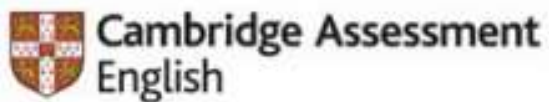
The continuous practice of the reading tasks also could increase the student's vocabulary knowledge, especially with the reading strategy such as inferring in which students could infer the meanings of new words through the detailed information and prior knowledge. According to Bowyer and Snowling (2005) inferring has an implicit benefit which is the identification of keywords to answer comprehension questions promote the level of vocabulary knowledge.

Likewise, comprehension is a constant process that could diversify with the application of several strategies when students had more experience in the use of some of

them. It would be interesting to study the students' comprehension achievement with the simultaneous application between inferring and contextual guessing because they have a similar nature to elaborate predictions through keywords. According to Depalina and Siregam (2019) contextual guessing allows the combination of reading comprehension combined with the learning knowledge. Finally, this unilateral process will represent an opportunity for another research into their relationship.

Finally, the continuous training of strategies to develop comprehension represented an opportunity area among non-native students according to the specific characteristics of the research group characteristics for example English level and interests to apply in the lesson. In addition, the teacher's scaffolding with a continuous review increased the assimilation and application during the reading tasks.

APPENDIX



| | | | |
|---------------|--|------------------|--|
| Centre Number | | Candidate Number | |
|---------------|--|------------------|--|

A1 Movers

Listening

There are 25 questions.

You have 25 minutes.

You will need a pen or pencil.

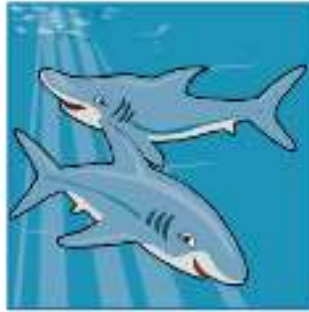
My name is:

Listen and tick (✓) the box. There is one example.

What is the DVD about?



A



B



C

1 Who is Vicky's piano teacher?



A



B



C

2 What clothes does Nick want to wear at school today?



A



B



C

3 Where did Peter find the shell?



A



B



C

4 What is Daisy doing now?



A



B



C

5 What sport did Anna get a cup for?



A



B



C



| | | | |
|---------------|--|------------------|--|
| Centre Number | | Candidate Number | |
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A1 Movers

Reading and Writing

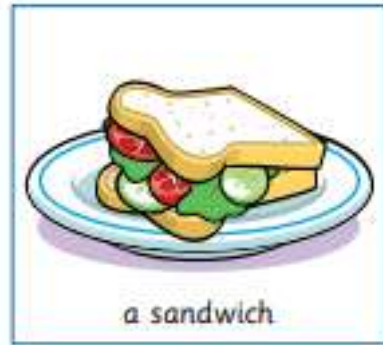
There are 35 questions.

You have 30 minutes.

You will need a pen or pencil.

My name is:

Look and read. Choose the correct words and write them on the lines. There is one example.



- 2 **Paul:** Which was your favourite pirate in the film?
- Daisy:** A I liked it best.
 B She was a pirate.
 C Ben Bluebeard.
- 3 **Paul:** Was he the one with long, curly hair?
- Daisy:** A No, he hasn't.
 B Yes, that's right.
 C He's got one.
- 4 **Paul:** I like films which are funny.
- Daisy:** A Me too.
 B It's all right.
 C Do they?
- 5 **Paul:** How about going to see 'Treasure Train' at the
 cinema? That's very funny.
- Daisy:** A It's nice.
 B What a good idea!
 C Fine, thank you.

Part 3

– 6 questions –

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

Jane loves reading about different animals in her school library

Last Friday, Jane's teacher told the class to find pictures of animals.

'Look on the (1) I told you about yesterday,' she said. 'Work with a friend. Choose a really strong animal but talk about your different (2) first.'

Jane worked with Paul. 'Bears are great,' Paul said. 'Let's find a picture of a bear in a river. They're really good at catching fish! Or a lion? People are (3) of those. Let's find a picture of a lion with its mouth open! I like seeing its big teeth.'

'What about kangaroos?' Jane said. 'They have longer and stronger tails than bears or lions. It's their tails that make them really good at (4) ! Their back legs are the strongest, too.'

Paul looked at Jane. 'OK! You're right again, Jane!' he said. 'You're the (5) girl in the class!'

Read the text. Choose the right words and write them on the lines.

Dolphins



- Example** Dolphins are part of the whale family. They
 1 are smaller most whales and they have
 small teeth.
- Dolphins are very clever animals. They learn things very
 2 and a dolphin can make noises to 'talk'
 to another dolphin.
- Dolphins live with their families. They like to play in the water and
 3 to jump of the water and back in again.
- 4 A lot of people sail boats say that
 dolphins like to be near people. They come very near to boats and
 5 sometimes they with the boats for days.

Look at the pictures and read the story. Write some words to complete the sentences about the story. You can use 1, 2 or 3 words.

Daisy at the farm



Daisy's family lived in a flat in the city, but every weekend they drove to the countryside to see Daisy's grandparents. They lived on a farm.

In the car, last Saturday, the family talked about the farm.

'It's so quiet there!' Daisy's mum said.

'I like working outside!' her father said.

'I love helping Grandpa with all the animals,' Daisy said. 'Look! Here we are!'

Examples

Daisy's home was in the city

Daisy's family went to the countryside by car every weekend.

Questions

- 1 Daisy's mother liked the farm because it was a place.
- 2 Daisy enjoyed working with on the farm.

Appendix 2. Learning Style



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
 - Tienes a tu lado
- Si pudieras adquirir uno de los siguientes artículos, ¿cuál elegirías?
 - Un jacuzzi
 - Un sillón
 - 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
 - Escritándolo varias veces
 - Relacionándolo con algo divertido
- ¿A qué eventos 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?
 - Atletico
 - 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
 - Acariciándose
 - 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 intentas recordar algo, ¿cómo lo haces?
 - A través de imágenes
 - A través de emociones
 - A través de sonidos



TEST ESTILO DE APRENDIZAJE (MODELO PNL)

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

Appendix 3. Reading Comprehension Test




2022. "Año del Quincentenario de Toluca, capital del Estado de México".

Secondary School No.108 "Sor Juana Inés de la Cruz "

Diagnostic Exam

Pre-service Teacher: Julia Guadalupe González Santamaria



Name: _____
Date: _____
Score: _____

Instrucciones . Lee cuidadosamente el siguiente texto acerca de desastre naturales y completa el texto utilizando las siguientes palabras. (12 aciertos en total)

Natural Disasters

earthquake floods fire avalanche storm

On May 18, 1980, Mount St. Helens erupted shaken by an _____ approximately 5.1 on the Richter scale, the north face of this mountain collapsed in a massive _____. It rapidly destroyed everything in 9 hours. In 1982, this place was inaugurated as National Volcanic Monument.


On September 25, 2022, Calais Muir Woods reports a _____ near Carolina Forrest as a consequence people were evacuated. The councilor James Calder paid tribute to the firefighters.

Finally, Fiona's hurricane passed between the East coast and Bermuda with a tropical _____ warning reported an emergency in the U.S territory causing _____ a lot of problems in the streets with a lot of water damage in the city.

Instucciones. Relaciona los siguientes conceptos con su significado. (1 punto por cada respuesta correcta)

1. **Earthquake**
2. **Avalanche**
3. **Fire**
4. **Evacuate**
5. **Hurricane**
6. **Flood**
7. **Storm**


To be covered with water which causes problems.

It produces flames and light. 

A big wind with circular movements.

To help people from a dangerous place.

A violent movement of the earth 

A big amount of ice. 

Strong wind and rain.



/ 12

Instrucciones. Lee cuidadosamente y reemplaza únicamente la palabra en negritas por un sinónimo de los siguientes textos . (10 puntos en total).

WHERE TO FIND IT

1 Huang Jun does a puppet show on the streets of Yangzhou, China. "Puppets are popular forms of **entertainment** in China, for adults and kids", he explains. "In most puppet shows around the world, no one sees the person controlling the puppets"

2 Five reasons to work out
Exercise can completely change your mood!
I'm sure we all know by now that exercise is great for you. But let's be honest, sometimes finding that motivation to maintain health.
Exercise can completely change your mood!
Exercising your body produces endorphins, which will give you a rush of euphoria and happiness. You will feel better after it than you did before it. In addition, your level of confidence could increase and help in your **social life**.

3 **Social media**
The rise of social media has connected people around the world using frequently can make you feel increasingly unhappy. A study conducted by the University of Copenhagen found that people who are obsessed with checking Facebook and Instagram affected their **sleep** and **health** in the body's student development through free activities.

4 New York is a city of art, culture, and history, there are over 150 parks, 42 **theaters**, and museums and shops everywhere. In Manhattan's mid-town you can visit The Empire State Building.

Cultural **journeys** will help you discover ancient civilizations: India, Thailand, Egypt, etc. Visit temples, palaces, and ancient **ruins**. Get to know local ways of life by exploring markets and meeting local people.

Wildlife holidays. We organize small-group tours to get closer to nature in Africa, Asia, or South America. Go on Safari with **local guides** and stay in a range of accommodations.

Enjoyment is conformed by different activities like movies, music, and so on. (texto 1)

My mom always does **work out** with her friends every morning. (Texto 2)

Community is important for children and teenagers. (Texto 2)

Instagram, Twitter, and Facebook form **social platforms**. (Texto 3)

A person needs 8 hours of **dreaming**. (Texto 3)

My brother has **well-being** because he eats vegetables.. (Texto 3)

A **concert hall** is the best place to see different plays. (Text 4)

An adventure **trip** is one of my favorite activities. (Text 4)

Some pyramids have **collapsed** in Egypt. (Text 4)

The **exhibitor** knows a lot about the culture and ancient places. (Text 4)

/ 10

Instrucciones. Lee cuidadosamente los dos siguientes textos acerca de México y Canadá. (13 aciertos en total).

CANADA

Canada is a North country consisting of 10 provinces and three territories. The name Canada comes from the word "Kanata" which means village. It is the second-largest country in the world, the capital is Ottawa. It has two official languages, English and French. Canada has different celebrations, for example, **Christmas, Halloween, Happy New year**, etc. Canadian people are **friendly, tall, respectful, and tolerant**, they are from different nationalities, and they really like **hockey**

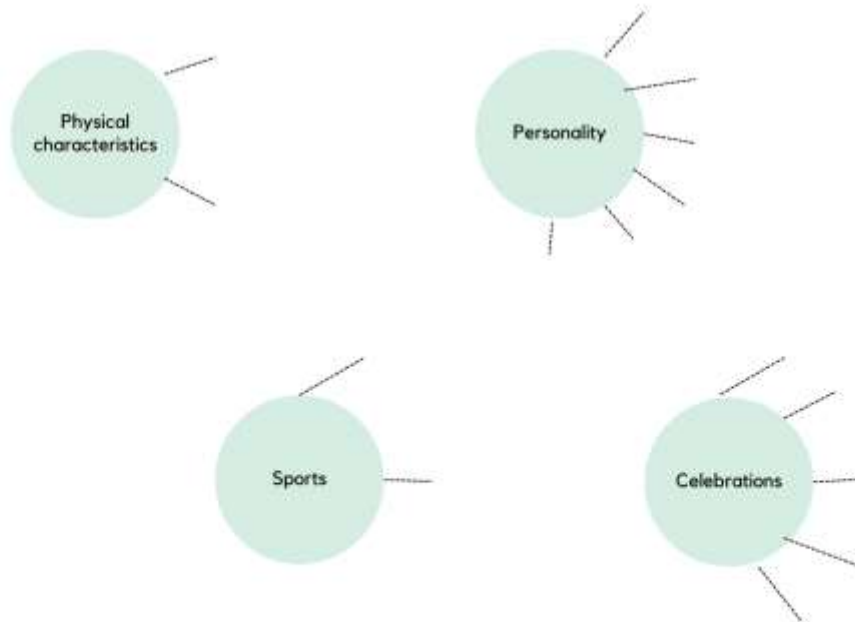


MEXICO



Mexico is a constitutional republic, and the capital is Mexico City. Mexican celebrations and national holidays offer fantastic celebrations: New year's day, **death of the day, Independence Day**, etc. People are **joyful, short, and kind**, in Mexico, exist indigenous people (zapotecas, mayas, etc.), are **intelligent**, and Mexicans love **soccer**.

Instrucciones. Clasifica las palabras en negritas en los siguientes esquemas considerando la categoría a la que pertenecen. (1 punto por cada respuesta correcta)



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Instrucciones. Lee cuidadosamente el siguiente texto acerca de "Personal experiences" y completa el texto con las siguientes palabras. (10 aciertos en total).

Personal Information



Traffic Jam voice sight plane Hotel

Mark: Hello?

Rob: Hi, Mark. It's Rob

Mark: Hi! You're back! So, how was it?

Rob: We loved it. Such a beautiful _____! We took a lot of photographs. The weather was great; we are planning to go again next year. Why don't you and Jean come with us?

Mark: Because the airline ticket is a bit expensive.

Sean: You didn't go to the football match! You missed it.

Dad: Yeah, I know Arsenal won.

Sean: Yes, with two amazing goals. I shouted loud _____. It was very exciting! Next time you should come with Jimmy and me.

Dad: Sure!

Stephanie: Hi, Kate. We missed you. How were your holidays?

Kate: Great, but you won't believe what happened to Maggie and me in New York

Stephanie: What Happened?

Kate: We left the _____ early, but on our way to the airport we asked the taxi driver to stop at a drugstore because Maggie needed some medicine. And then there was a terrible _____

We got stuck behind some lorries on Motorway, but we never thought it would take us so long! And guess what? When we finally arrived, our _____ had already left!

Stephanie: Oh, no!

Instrucciones. Relaciona la palabra con su concepto. (1 punto correcto por cada uno).

| | |
|--------------------|--|
| Traffic Jam | Places of interest, especially for visitors. |
| Voice | A vehicle that is designed for air travel. |
| Sight | A the building where you pay to have room to sleep |
| Plane | A large number of vehicles close together on a line. |
| Hotel | the sound that are made when people speak. |

/ 10

Appendix 4. Merlina

| Teacher's Notes | Reading Passage: "Merlina" |
|---|--|
| <p>Reading strategy: Scanning Inferring</p> | <p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students use both reading strategies such as scanning and inferring through "Merlina". In addition, during this activity, they will answer six comprehension questions.</p> <p>It is important to promote individual work and monitor the time of this comprehension task</p> |
| <p>Aim: To correlate specific information through reading passages with comprehension questions.</p> | |
| <p>Preparation: Print enough hard copies of the reading passage "Merlina".</p> | <p style="text-align: center;">Procedure</p> <p>First, explain the use of scanning with a paragraph and two questions about scanning and inferring then all students answer both exercises.</p> <p>Then, deliver a worksheet with reading passages and comprehension questions.</p> <p>Next, read together the instructions and ask questions about the activity.</p> <p>Students scanned the written text to answer six questions.</p> <p>In four questions, the student has to use the first strategy "scanning" and in the last two questions, the student has to use "inferring".</p> <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 15 minutes.</p> <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> |
| <p>Level: Intermediate</p> | |
| <p>Date: Tuesday, March 7th 2023</p> | |

MERLINA




NAME: _____

DATE: _____

SCORE: _____

Instructions. Read and select the right answer according to the text.



Merlina has become the most popular English language series on Netflix which was already viewed by many people around the world, this new Netflix entertainment has been trendy in the young community, as of social media such as TikTok, Instagram, and Facebook. The series directed by Tim Burton is located in “The Nevermore School” and integrates wolves,  vampires,  and mermaids 

⁶ in which Merlina is a new student with **psychic visions** about the future and past experiences and she needs to solve a mystery about a strange monster killing people in the town, so during this journey, Merlina discovers new friends and a ⁹ guy named Tyler who will be her local guide in this new place because he shows her specific places in the town like the museum, the forest and shops.

1. Which is the streaming platform to watch this series?

- a) Amazon Prime b) Netflix c) Star Plus

2. What are the three social media networking sites, mention in the text?

- a) Instagram, Tik Tok and Twitter b) TikTok, Instagram and Wechat c) Instagram, Tiktok and Facebook

3. Mention one type of student in Nevermore School

- a) Witches b) Zombies c) Wolves

4. What does Merlina find in the new town?

- a) Money b) Friends c) Clothes

5. What is the meaning of **psychic visions** in line 6?

- a) Refer to the past and present b) Refer to the past and future c) Refer to the present and future

6. What is the meaning of a **local guide** in line 9?

- a) A person who guides people through the town b) A person who helps with clients c) A person who serves customers

Appendix 5. Snapchat vs Whatsapp

| Teacher's Notes | Reading Passage: "Snapchat and Whatsapp" |
|---|--|
| <p>Reading strategy:</p> <p>Scanning</p> <p>Inferring</p> | <p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students use both reading strategies such as scanning and inferring through "Snapchat and Whatsapp". In addition, during this activity, they will answer six comprehension questions.</p> <p>It is important to promote individual work and monitor the time of this comprehension task</p> |
| <p>Aim: To correlate specific information through reading passages with comprehension questions.</p> | |
| <p>Preparation:</p> <p>Print enough hard copies of the reading passage "Snapchat vs Whatsapp".</p> | <p style="text-align: center;">Procedure</p> <p>First, deliver a worksheet with reading passages and comprehension questions.</p> <p>Next, students read the instructions and complete their personal information on the same worksheet.</p> <p>Students scanned the written text to answer six questions.</p> <p>In five questions, the student has to use the first strategy "scanning" and in the last one question, the student has to use "inferring". Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 17 minutes.</p> |
| <p>Level: Intermediate</p> | |

Date: Tuesday, March 14th 2023.

In the end, the student answers each question and delivers the exercise to the teacher.

The teacher checks the exercise and registers the final score.



SNAPCHAT AND WHATSAPP



Name: _____

Score _____

Date _____

Instructions. Read and choose the right answer according to the text.

The majority of Canadian teenagers use a specific social media to communicate among them that is Snapchat, a popular messaging app that lets users exchange pictures and videos (with filters, too) and they can send messages. Approximately 363 billion people are daily active users of the internet.

In Snapchat, you can share stories features to create content, divulge ideas on interests, and interact with others worldwide. Approximately 11 billion of Canadian teenagers are active users and only 1 billion are active users on Whatsapp.

Mexican teenagers commonly communicate with their friends through WhatsApp, a friendly app in which they can write messages, receive calls, and receive voice messages with 2 billion active users worldwide who live in different countries to stay in touch with other people to know different cultures. But 3 million are active users on Snapchat

The security of the platforms does not divulge your personal information because you can follow people and send messages or video calls. For this reason, nowadays exist different social communication platforms to meet new people like WeChat, Facebook, and WhatsApp.

1. How many people are active users on the internet?

- a) 365 billion people b) 363.3 million people c) 363 billion people

2. Which country has more users on Whatsapp?

- a) Canada b) USA c) Mexico

3. Mention three Social media networking sites

- a) Whatsapp, wechat, and Instagram b) Facebook, Snapchat, and Facebook c) Facebaok, Whatsapp, and Wechat

4. How many people are active users of Whatsapp?

- a) 363 million b) 2 billion c) 363 billion

5. Which country has more users on Snapchat?

- a) USA b) Canada c) Mexico

6. What is the meaning of "stay in touch" in line 9?

- a) Write texts about other people b) Study with other people c) Communicate with other people

Appendix 6. Harry Potter

| Teacher's Notes | Reading Passage: "Harry Potter" |
|---|---|
| <p>Reading strategy: Scanning</p> | <p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students use scanning strategies through "Harry Potter". In addition, during this activity, they will answer eight comprehension questions.</p> <p>It is important to promote individual work and monitor the time of this comprehension task</p> |
| <p>Aim: To correlate specific information through reading passages with comprehension questions.</p> | |
| <p>Preparation: Print enough hard copies of the reading passage "Harry Potter".</p> | <p style="text-align: center;">Procedure</p> <p>First, deliver a worksheet with reading passages and comprehension questions.</p> <p>Next, students read the instructions and complete their personal information on the same worksheet.</p> <p>Students scanned the written text to answer eight questions.</p> <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 17 minutes.</p> <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> <p>The teacher checks the exercise and registers the final score.</p> |
| <p>Level: Intermediate</p> | |
| <p>Date: Tuesday, March 25th 2023.</p> | |



Harry Potter



NAME: _____
SCORE: _____ DATE: _____

Instructions. Read the next text and answer the questions.

Hogwarts School is a school of magic for students aged eleven to eighteen and students are placed into four different houses



Gryffindor was founded by Godric Gryffindor. The emblematic animal is a lion. The emblematic color is golden. Students in this house are: brave, funny, honest and passionate.



Hufflepuff was founded by Helga Hufflepuff. The emblematic animal is a badger, and the emblematic colours are yellow and black. Students in this house are loyal, patient and hard-working.



Ravenclaw was founded by Rowena Ravenclaw. The emblematic animal is an eagle, and the emblematic colours are blue and bronze. Students in this house are: intelligent, curious and independent.



Slytherin was founded by Salazar Slytherin. The emblematic animal is a snake, and the emblematic colours are green and silver. Students in this house are ambitious, perfectionistic and rude.

1. How many does Hogwarts houses have?
a) Forty b) Four c) Fourteen d) Three
2. Which school has rude students?
a) Gryffindor b) Slytherin c) Hufflepuff d) Ravenclaw
3. Mention a house whose emblematic color is golden
a) Gryffindor b) Slytherin c) Hufflepuff d) Ravenclaw
4. Who is the founder of Ravenclaw?
a) Salazar b) Rowena c) Godric d) Helga
5. Mention a house whose emblematic animal is a badger
a) Gryffindor b) Slytherin c) Hufflepuff d) Ravenclaw
6. Mention three adjectives of Ravenclaw
a) Rude, curious and loyal b) Intelligent, ambitious and brave c) Funny, curious, and independent d) Intelligent, curious, and independent
7. Mention a house whose emblematic color animal is a snake
a) Gryffindor b) Slytherin c) Hufflepuff d) Ravenclaw
8. Who is the founder of Gryffindor?
a) Salazar b) Rowena c) Godric d) Helga



Appendix 7. Differences between dogs and cats

| Teacher's Notes | Reading Passage: "Differences between dogs and cats" |
|--|---|
| <p>Reading strategy:</p> <p>Scanning</p> <p>Inferring</p> | <p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students use both reading strategies such as scanning and inferring through "Differences between dogs and cats". In addition, during this activity, they will answer six comprehension questions.</p> <p>It is important to promote individual work and monitor the time of this comprehension task</p> |
| <p>Aim: To correlate specific information through reading passages with comprehension questions.</p> | |
| <p>Preparation:</p> <p>Print enough hard copies of the reading passage "Differences between dogs and cats".</p> | <p style="text-align: center;">Procedure</p> <p>First, deliver a worksheet with reading passages and comprehension questions.</p> <p>Next, students read the instructions and complete their personal information on the same worksheet.</p> <p>Students scanned the written text to answer six questions.</p> <p>In four questions, the student has to use the first strategy "scanning" and in the last two questions, the student has to use "inferring".</p> <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 17 minutes.</p> <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> <p>The teacher checks the exercise and registers the final score.</p> |
| <p>Level: Intermediate</p> | |
| <p>Date: Tuesday, April 18th 2023.</p> | |



Differences Between Dogs and Cats

Adapted by Hill's transforming lives "Differences between dogs and cats: learn what makes special"



Name: _____

Score: _____ Date: _____

Instructions. Read the next text and answer the questions.

How many differences between dogs and cats can you know?

Dogs have worked in groups, for example, their ancestors played in teams and caught different kinds of animals, for these reasons, dogs see their pet parent as a leader and they will involve in your routines to connect with you.

Cats are solitary hunters. They are very independent creatures, and they are happy being alone for hours at a time. To connect with a cat, you often need to take the first advice. Just pay attention to their basic needs of food and a clean little box.

Behavior (comportamiento)

(7) During the day, your dog is active and playful. While he may take an occasional nap (siesta), he prefers being at your side.

Cats sleep many hours during the mornings and afternoons.

Both animals will usually make sounds, such as growling (dogs) or snarling (cats), when warning another animal or human to maintain their distance.

Training Shows

Dogs are packed animals who follow their master's orders and instructions and train with different breeds(13) of dogs for example beagles, bulldogs, golden retrievers, etc.

Cats don't share that same obedience. Cats are independent and the short sessions are well.

While dogs and cats are very different, of course, they both are great companions. All they need is love and care from their pet parents to be happy, healthy animals.

1. Which is a solitary hunter?
a) Dog b) Cat c) Leon

2. What is the meaning of playful in line 7?
a) Happy and angry b) Happy and aggressive c) Happy and cheerful

3. Which one is a playful animal?
a) Dog b) Cat c) Leon

4. What is the common sound that makes a cat?
a) growling b) Snarling c) Gobbles

5. Which pet needs short training?
a) Dog b) Cat c) Leon

6. What is the meaning of breeds in line 13?
a) Type of dogs b) Size of dogs c) Type of behaviour



Appendix 8. The History of Anime

| Teacher's Notes | Reading Passage: "The History of Anime" |
|---|---|
| <p>Reading strategy:</p> <p>Scanning</p> <p>Skimming</p> <p>Inferring</p> | <p>Introduction</p> <p>The main purpose of this activity is that students use scanning, inferring and skimming strategies through "The History of Anime". In addition, during this activity, they will answer six comprehension questions.</p> |
| <p>Aim: To use three different written text through comprehension questions.</p> | <p>It is important to promote individual work and monitor the time of this comprehension task</p> |
| <p>Preparation:</p> <p>Print enough hard copies of the reading passage "The History of Anime".</p> | <p>Procedure</p> <p>First, teacher explained the minor information about the last strategy skimming with one example that all students try to answer it.</p> <p>Next, teacher deliver a worksheet with reading passages and comprehension questions.</p> <p>Also, students read the instructions and complete their personal information on the same worksheet.</p> <p>Students use the three reading comprehension focused on the five questions.</p> <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 20 minutes.</p> <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> <p>The teacher checks the exercise and registers the final score.</p> |
| <p>Level: Intermediate</p> | |
| <p>Date: Tuesday, May 2nd 2023.</p> | |

NAME: _____

DATE: _____

SCORE: _____



Instructions. Read and select the right answer according to the text.

Nowadays, anime is a very popular genre among teens and young adults. The term anime is a short version of the English word animation, and Japan refers to all forms of animated media such as series, films or short films, etc. Anime is often characterized by colorful, cute, and bright characters, and a wide variety of fantastical themes such as one piece, your name, and Spirited Away (Viaje de chihiro).

5

So here are 4 _____ about anime:

1. Japanese filmmaker and manga artist Hayao Miyazaki, famous for his movies spirited away, princess mono, and Castle in the Sky, is a member of the science fiction and fantasy hall of Fame and has an academy honorary award.

10

2. The kodomo genre defines children's anime (a group of kids between 4 to 10 years old). Popular Kodomo anime includes Hello Kitty and Pokemon.

13

3. Mainstream anime like Death Note, sword art online, and Black Butler are prohibited in China for people who watch them because it does not promote **moral values**, in other words, the principles that help you to decide what are right and wrong things for example compassion, respect, tolerance, etc.

17

People who watch or tell something about Death Note, sword art online, and Black Butler will pay a **fine** (a punishment when you do wrong actions) of around 7665.35 (20,000 pesos).

4. Anime voice acting in Japan is so big that there are around 130 voice-acting schools. One anime character may have 22 different voice actresses

1. Choose the general idea of the first paragraph

- a)** Anime doesn't have good characters. **b)** Anime is not popular **c)** Anime is popular with cute characters

2. Mention three fantasy movies

- a)** Spirited Away- Death Note- One Piece **b)** One Piece-your Name- Spirited Away **c)** Black Butler- One Piece-Hello Kitty

3. What is the meaning of **moral values** in 13?

- a)** Evil and good schools **b)** Evil and good actions **c)** Evil and good money

4. What is the meaning of **fine** in line 17?

- a)** Big quantity of money **b)** A lot of problems **c)** A lot of wrong values

5. Choose the right subtitle for: So here are 4 _____ about anime

- a)** Wrong tips **b)** interesting facts **c)** Some suggestions

6. Choose the right title for information

- a)** The History of Colors **b)** The History of Japan **c)** The History of Anime



ADAPTED BY ESL WORKSHEET BY ANNIELLET



Appendix 9. The Chernobyl disaster

| Teacher's Notes | Reading Passage: "The Chernobyl Disasters" |
|---|---|
| <p>Reading strategy: Skimming Inferring</p> | <p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students use inferring and skimming strategies through "The Chernobyl Disasters". In addition, during this activity, they will answer six comprehension questions.</p> <p>It is important to promote individual work and monitor the time of this comprehension task</p> |
| <p>Aim: To use two different written text through comprehension questions.</p> | |
| <p>Preparation: Print enough hard copies of the reading passage "The Chernobyl Disasters".</p> | <p style="text-align: center;">Procedure</p> <p>First, teacher deliver a worksheet with reading passages and comprehension questions.</p> <p>Also, students read the instructions and complete their personal information on the same worksheet.</p> <p>Students use the three reading comprehension focused on the six questions.</p> <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 18 minutes.</p> <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> <p>The teacher checks the exercise and registers the final score.</p> |
| <p>Level: Intermediate</p> | |
| <p>Date: Tuesday, May 3rd 2023.</p> | |

NAME: _____
DATE: _____
SCORE: _____



Instructions. Read and select the right answer according to the text.

Adapted by Liveworksheet

2 The Chernobyl disaster was a catastrophic nuclear accident that occurred on 26 April 1986 at the Chernobyl Nuclear Power Plant in Ukraine, which was under the **jurisdiction** of some legal restrictions of the Soviet Union's authorities.

5 This accident was an explosion and fire that released large quantities of radioactive particles into the atmosphere, which **spread** so it extended a large area of the western USSR and Europe.

10 The Chernobyl disaster was the worst nuclear power plant accident in history in terms of cost and casualties. It is one of only two classified as a level 7 event (the maximum classification) on the International Nuclear Event Scale, the other being the Fukushima Daiichi nuclear disaster in 2011. The battle to contain the contamination and avoid a greater **catastrophe** ultimately involved over 500000 workers and cost an estimated 18 billion dollars. During the accident itself, 31 people died, and long-term effects such as cancer are still being investigated.

1. What is the meaning of the word **jurisdiction** in line 2?
a) Funny decisions b) wrong decisions c) authorized decisions

2. What is the meaning of the word **spread** in line 5?
a) cover a big area b) cover a small area c) cover a medium small area

3. What is the meaning of **catastrophe** in line 3?
a) a recommendation b) a disaster c) an information

4. In the end, the author thinks the natural emergency was solved
a) Yes b) No c) More Less

5. Choose the right title for the previous information
a) Beautiful Chernobyl b) The Chernobyl disasters c) USSR

6. Choose the type of information
a) Informative b) Emotional c) Motivational

Appendix 10. The last of Us

| Teacher's Notes | Reading Passage: "The last of us" |
|---|--|
| <p>Reading strategy:</p> <p>Skimming</p> <p>Inferring</p> | <p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students use inferring and skimming strategies through "The last of us". In addition, during this activity, they will answer six comprehension questions.</p> <p>It is important to promote collaborative work among students and the interaction was in pairs.</p> <p>Monitoring the time of this comprehension task</p> |
| <p>Aim: To use two different written text through comprehension questions.</p> | |
| <p>Preparation:</p> <p>Print enough hard copies of the reading passage "The last of us".</p> | <p style="text-align: center;">Procedure</p> <p>First, teacher deliver a worksheet with reading passages and comprehension questions.</p> <p>Also, students create their pairs and read the instructions and complete their personal information on the same worksheet.</p> <p>Students use the three reading comprehension focused on the six questions.</p> <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, promotes a concertation stage and monitors the time of the activity which is only 17 minutes.</p> <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> <p>The teacher checks the exercise and registers the final score.</p> |
| <p>Level: Intermediate</p> | |
| <p>Date: Wednesday, May 17th 2023.</p> | |

Name:

Date:

Score:

Instructions. Read and select the right answer according to the text.

THE LAST OF US

The Last of Us, originally released for PlayStation in 2013 is one of the most fantastic video games of all time. An original spin on the zombie-thriller template based on the acclaimed video game franchise and created by Neil Druckmann. The **plot** is about some familiar events in post-apocalyptic survival narratives focused on an alternate reality in 2023, climate change catalyzes a mutation with **mushrooms** (various types of organisms) transforming humans into deadly zombies.

Joel (Pedro Pascal) and Ellie (Bella Ramsey) make their **treacherous** journey presenting unpredictable dangers such as zombies, bad water conditions, or problems with food across the post-apocalyptic United States, from Boston to Wyoming.

For anyone who has played the game, it is a sometimes surreal experience with intense reality to see its most iconic moments (the collapsed skyscraper and inhabiting the city's abandoned streets and buildings). These fast and dangerous monsters can often kill with just one strike. Finally, we have already seen this video game that turns into a famous series on HBO with a combination of narrative and interactive worlds between zombies and people. You love it.

1. What is the meaning of the word **plot** in line 3?
 - a) The main events in a movie
 - b) The main part of a newspaper
 - c) The main parts of a book
2. What is the meaning of the word **mushrooms** in line 5?
 - a) Type of organism
 - b) Type of food
 - c) Type of insects
3. What is the meaning of the word **treacherous** in line 7?
 - a) Extremely safe
 - b) Extremely dangerous
 - c) Extremely normal
4. How do you classify this text?
 - a) Informative
 - b) Motivational
 - c) Emotional
5. What kind of text is it?
 - a) Poem
 - b) Review
 - c) Article
6. What is the main idea of the text?
 - a) It is about a book videogame written in the sixteen century and a love story
 - b) It is a description of a sitcom about videogame
 - c) It is a movie based in the real story



Adapted by Time

Appendix 11. Spotify is one of the best platform

| Teacher's Notes | Reading Passage: "Spotify is one of the best platform" |
|--|---|
| <p>Reading strategy:</p> <p>Skimming</p> <p>Inferring</p> | <p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students use inferring and skimming strategies through "Spotify is one of the best platform". In addition, during this activity, they will answer six comprehension questions.</p> <p>It is important to promote collaborative work among students and the interaction was in trios.</p> <p>Monitoring the time of this comprehension task</p> |
| <p>Aim: To use two different written text through comprehension questions.</p> | |
| <p>Preparation:</p> <p>Print enough hard copies of the reading passage "Spotify is one of the best platform".</p> | <p>Procedure</p> <p>First, teacher deliver a worksheet with reading passages and comprehension questions.</p> <p>Also, students create their team and read the instructions and complete their personal information on the same worksheet.</p> <p>Students use the three reading comprehension focused on the six questions.</p> <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 16 minutes.</p> <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> <p>The teacher checks the exercise and registers the final score.</p> |
| <p>Level: Intermediate</p> | |
| <p>Date: Friday, May 19th 2023.</p> | |



NAME:

DATE:

SCORE:

Instructions. Read and select the right answer according to the text.

Spotify is a digital music, podcast, and video service that gives you access to millions of songs and other content from creators all over the world. Today, we are the most popular audio streaming

3 subscription service with a low amount of money with more than 515 million users, including 210 million Spotify Premium subscribers.

5 This trendy app creates a Spotify-wrapped personalized ranking with the most popular music **taste** of the users such as favorite album, favorite singer, or favorite song focused on an annual recap of your listening activity.

8 This year's Wrapped of 2022 list was **topped** at number 1 by Puerto Rican rapper Bad Bunny and his tracks were streamed 18.5 billion times with the album "un verano sin ti". The second-most-streamed artist is Taylor Swift with her album "Midnights". And the third place was "Harry Style" with his album Harry's House with the viral song as it was.

1. What is the meaning of the word **subscription** in line 3?

a) A sum of money to get a service b) a free service c) when you run to school

2. What is the best synonym for the word **taste** in line 5?

a) Like b) Dislikes c) Concerts

3. What is the meaning of the word **topped** in line 8?

a) Lowest in position b) Medium in position c) Highest in position

4. What is the main idea of the text?

a) Spotify Disadvantages b) Spotify history c) Spotify definition and characteristics

5. Choose the type of information

b) Factual b) Attitudinal c) Informative

6. Choose the right title of the text

a) Spotify is one of the best platform b) Spotify useless platform c) Spotify scandal



Adapted by Lifestyle Asia



Appendix 12. Taquitos al Pastor

| Teacher's Notes | Reading Passage: "Taquitos al Pastor" |
|---|--|
| <p>Reading strategy:</p> <p>Skimming</p> <p>Inferring</p> | <p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students use inferring and skimming strategies through "Taquitos al pastor". In addition, during this activity, they will answer six comprehension questions.</p> <p>It is important to promote collaborative work among students and the interaction was in trios.</p> <p>Monitoring the time of this comprehension task</p> |
| <p>Aim: To use two different written text through comprehension questions.</p> | |
| <p>Preparation:</p> <p>Print enough hard copies of the reading passage "Taquitos al pastor".</p> | <p style="text-align: center;">Procedure</p> <p>First, teacher deliver a worksheet with reading passages and comprehension questions.</p> <p>Also, students create their pairs and read the instructions and complete their personal information on the same worksheet.</p> <p>Students use the three reading comprehension focused on the six questions.</p> <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 15 minutes.</p> <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> <p>The teacher checks the exercise and registers the final score.</p> |
| <p>Level: Intermediate</p> | |
| <p>Date: Tuesday, May 23th 2023.</p> | |

Name: _____



Date: _____

Score: _____



TAQUITOS AL PASTOR

Instructions. Read and select the right answer according to the text.

3 Those pineapple and pork tacos are served on almost every street corner in every street corner in every Mexican. Al Pastor Tacos originated in Mexico City in the late 1960s. They are the result of a mixture of flavors from both the Mexican and Lebanese cuisines

During the 1930s, Lebanese immigrants from the Eastern shore of the Mediterranean Sea in Puebla, arrived in Europe because they fleeing the Ottoman Empire, including evading military service, escaping violence, and seeking better economic opportunities.

10 The tacos are made of marinated pork in spices and chiles like guajillo, achiote, or adobo for three or four hours; after the meat is **stacked** because the meat organizes in a towel and the pineapple on top of it. The tacos are typically served on corn tortillas with various toppings such as onion, cilantro, and salsa.

15 Al pastor is a popular street food in Mexico and can also be found in other restaurants in the world. With its unique combination of sweet and spicy flavors, is no wonder why that **beloved** among all Mexican people, young and old!

1- What is the general idea of paragraph 1?

- a) The origin of Lebanese food
- b) The origin of Taquitos al Pastor
- c) The origin of Mexico City

2- Are Taquitos al pastor popular around the world?

- a) Yes
- b) No
- c) It does not mention

3- What kind of text is it?

- a) Recipe
- b) Manual
- c) Food magazine article

4-What is the meaning of the word **lebanese in line 3?**

- a) A group of people from Europe
- b) A group of people from the Eastern Mediterranean Sea
- c) A group of people from Africa

5-What is the meaning of the word **stacked in line 10?**

- a) Putting pieces of meat together
- b) Divided pieces of meat
- c) Roasting pieces of meat

6-What is the meaning of the word **beloved in line 15?**

- a) Greatly sad
- b) Greatly loved
- c) Greatly angry

Adapted by Mexicali Blue

Appendix 13. The Tell-Tale Heart

| Teacher's Notes | Reading Passage: "The Tell -Tale Heart" |
|---|---|
| <p>Reading strategy: Skimming Inferring</p> | <p style="text-align: center;">Introduction</p> <p>The main purpose of this activity is that students use inferring and skimming strategies through "The Tell-Tale Heart". In addition, during this activity, they will answer six comprehension questions.</p> <p>It is important to promote collaborative work among students and the interaction was in trios.</p> <p>Monitoring the time of this comprehension task</p> |
| <p>Aim: To use two different written text through comprehension questions.</p> | |
| <p>Preparation: Print enough hard copies of the reading passage "The Tell-Tale Heart".</p> | <p>Procedure</p> <p>First, teacher deliver a worksheet with reading passages and comprehension questions.</p> <p>Also, students read the instructions and complete their personal information on the same worksheet.</p> <p>Students use the three reading comprehension focused on the six questions.</p> <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 20 minutes.</p> <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> <p>The teacher checks the exercise and registers the final score.</p> |
| <p>Level: Advanced</p> | |
| <p>Date: Tuesday, May 30th 2023.</p> | |

The Tell-Tale Heart



Name: _____

Date: _____

Score: _____

Instructions. Read and select the right answer according to the text.

- 1 The Tell-Tale Heart by Edgar Allan Poe is a classic short story from 1843 about an **insane** murderer with
- 2 maniacal actions in his **neighborhood** (it is one of the parts of a town where people live).

- The general summary of this thriller story is focused on an evil young man who murders a rich old man in the middle of the night. Then, he chops up the old man's cadaver and hides the bloody body parts under the floor of his house. But his **guilty** conscience about the previous crime gets the better of him when the police officer arrives to ask questions. He starts to hear the hideous beating of the old man's heart coming from below the floor and it slowly becomes crazy.
- 5

This is one of and paragraphs of this tale:

- 10 "When I had made an end of these labors, it was four o'clock – still dark as midnight when everybody is sleeping. As the bell sounded the hour, there came a knocking at the street door. I went down to open it with a light heart, -for what I now to fear? There entered three men, who introduced themselves, with perfect suavity, as officers of the police. A shriek had been heard by a neighbor during the night; suspicion of foul play had been aroused; information had been lodged at the police office, and they (the officers) had been deputed to search the premises."

1- What is the meaning of the word **insane** in line 1?

- a) Extremely unreasonable b) extremely reasonable c) Extremely happy

2.- What is the meaning of the word **neighborhood** in line 2?

- a) The Place where lives dogs
b) The place where buy vegetables
c) The Place where lives people

3- What is the meaning of the word **guilty** in line 5?

- a) Moraly delinquent b) Moraly good c) Moraly strange

4. What is the general idea of the text?

- a) Ordinary story b) Happy story c) Tragic crime

5- What is the principal murderer's emotion?

- a) Happiness b) surprise c) afraid

Adapted by Scary for Kids



Appendix 14. Videogames are good for you

| Teacher's Notes | Reading Passage: "Videogames are good for you" |
|--|--|
| <p>Reading strategy:</p> <p>Skimming</p> <p>Inferring</p> <p>Scanning</p> | <p align="center">Introduction</p> <p>The main purpose of this activity is that students use inferring and skimming strategies through "Videogames are good for you". In addition, during this activity, they will answer six comprehension questions.</p> <p>It is important to promote individual work and monitor the time of this comprehension task</p> |
| <p>Aim: To use two different written text through comprehension questions.</p> | <p align="center">Procedure</p> <p>First, teacher deliver a worksheet with reading passages and comprehension questions.</p> <p>Also, students read the instructions and complete their personal information on the same worksheet.</p> <p>Students use the three reading comprehension focused on the six questions.</p> <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 17 minutes.</p> <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> <p>The teacher checks the exercise and registers the final score.</p> |
| <p>Preparation:</p> <p>Print enough hard copies of the reading passage "Videogames are good for you".</p> | |
| <p>Level: Intermediate</p> | |
| <p>Date: Wednesday, May 31th 2023.</p> | |

NAME:



SCORE:

Instructions. Read and select the right answer according to the text.

For years video games have been criticized for making people more antisocial and **overweight** such as people with excess weight. But now researchers are finding that games can actually change us for the better and improve both our body and mind. Games also benefit a variety of brain functions, including decision-making. People who play action-based games make decisions 25 percent faster than others, according to one study. It was also found that the best gamers can make **choices** (the act of selecting some alternatives) and act on them, four times faster than most people. Gaming could benefit players' social skills because collaborative play is quickly becoming dominant because users of multiplayer or alternative-reality games learn to work with other people over a distance, share knowledge, and resolve disputes quickly. In another study by researchers from the University of Rochester in New York, experienced gamers were shown to be able to pay attention to more than six things at once without getting confused, compared with the four that most people can normally keep in mind. Finally, video games can also reduce gender differences. The current market for games is something like 40% female, but women don't play games for nearly as many hours as men, don't play the range of games, and don't play games for extended periods of their lives

1. What is the meaning of the word **overweight** in line 2?



- a) A subject
- b) A healthy body
- c) A body with excess weight

2. How many female workers are in the market?

- a) 40%
- b) 20%
- c) 10%

3. Choose the right title of the text

- a) Videogames are bad for you
- b) Videogames are good for you
- c) Videogames scandal



4. Does videogame promote collaborative work among women and men?

- a) Yes
- b) No
- c) It does not mention

5. Does the author agree with video games?

- a) Yes
- b) No
- c) It does not mention



Adapted by British Council

Appendix 15. Guardians of Galaxy

| Teacher's Notes | Reading Passage: "Guardians of the Galaxy" |
|--|---|
| <p>Reading strategy:</p> <p>Skimming</p> <p>Inferring</p> <p>Scanning</p> | <p>Introduction</p> <p>The main purpose of this activity is that students use inferring and skimming strategies through "Guardians of the galaxy". In addition, during this activity, they will answer five comprehension questions.</p> |
| <p>Aim: To use two different written text through comprehension questions.</p> | <p>It is important to promote individual work and monitor the time of this comprehension task</p> |
| <p>Preparation:</p> <p>Print enough hard copies of the reading passage "Guardians of the Galaxy".</p> | <p>Procedure</p> <p>First, teacher deliver a worksheet with reading passages and comprehension questions.</p> <p>Also, students read the instructions and complete their personal information on the same worksheet.</p> <p>Students use the three reading comprehension focused on the six questions.</p> |
| <p>Level: Intermediate</p> | <p>Then, the teacher monitors the activity to solve likely questions, keeps a respectful environment in the classroom, and monitors the time of the activity which is only 17 minutes.</p> |
| <p>Date: Friday, June 2nd 2023.</p> | <p>In the end, the student answers each question and delivers the exercise to the teacher.</p> <p>The teacher checks the exercise and registers the final score.</p> |

NAME:

SCORE:

MARVEL
**GUARDIANS
OF
THE GALAXY**

Instructions. Read and select the right answer according to the text.

Guardians of the Galaxy Vol. 3 begins with a baby raccoon called Rocket who have a painful fate due to he is part of a group of testing animal conducted by the High Evolutionary.

- 3 In this traumatic experience, he knows other animals with **surgeries** like medical practices that the physical removal, repair, or readjustment of organs:
- The main character **Rocket** implanted metallic legs and an incision line on his head.
 - **Lyla** is an otter whose arms have been replaced with metal blades.
 - **Piso** is a small bunny whose limbs have been amputated and he has prosthetics like a spider.
 - **Teefs** is a walrus whose eyes have been permanently pried open.

The film has main purpose is to communicate to audiences how horrible is animal testing (painful experiments on animals), it is based on reality because many popular coats, shoes, handbags, and food are made from animals who were never given names and seen no happy ending, for example, dogs are also used as test subjects for various research purposes.

Finally, the film urges not only empathy but also compassion and solidarity within and across species.

1. What is the meaning of the word **surgeries** in line 3?
- A procedure to do a homework
 - A procedure to remove or repair a part of the body
 - A procedure to write a book

2. What is the name of the otter?
- Teefs
 - Piso
 - Lyla

3. What is the purpose of the film?
- People understand more about animal cruelty
 - People learn about different animals
 - People read articles

4. What kind of text is?
- Food magazine article
 - Film review
 - Videogame series

5. What is the general emotion that produces the film in the audience?
- Happiness
 - Sadness
 - Relaxing

ROCKET

LYLA

TEEFS

PISO



Adapted by The Mary Sue

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